

Board of Education Regular Meeting

Monday, November 8, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

1. Call to Order and Pledge of Allegiance
2. Announcement of the Open Meetings Act
3. Introduction / Installation of New Board Member
 - 3.1. New Board Member: Oath of Office
4. Staff and Student Presentations
5. Consent Agenda
 - 5.1. Approval of minutes of previous meetings
 - 5.2. Approval of Claims/Payment of Bills and Payroll
 - 5.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)
 - 5.4. Financial Report
6. NRCSA Presentation
7. Public Comment
8. Administrative Reports
 - 8.1. Superintendent's Report
 - 8.1.1. Superintendent Goals Update Presentation
 - 8.2. Administrative Report
9. Discussion Items- Committee Reports
 - 9.1. Transportation Update:
 - 9.2. Americanism Committee Update
 - 9.3. Policy Review Committee Update
 - 9.4. Strategic Planning Update
10. Action Items
 - 10.1. Presentation, discussion and or official action to approve the NASB Superintendent Evaluation Document
 - 10.2. Presentation, discussion and or official action to approve the NDE Purple Star Resolution for District OR-1.
11. Board of Education Development
12. Topics for Next Month's Agenda
13. Closed Session
14. Adjournment

Chairperson

Superintendent

District OR-1 Board Agenda Item: October 11, 2021

Discuss, consider and take all necessary action pursuant to Neb. Rev. Stat. §32-570 and §32-574 to appoint a qualified registered voter of the Otoe County School District 66-0501 a/k/a District OR-1 Public School District, to fill the vacancy on the Board of Education of this district created by the resignation of Doug Church, a member of the Board of Education. This appointment will be for the remainder of the unexpired term of Doug Church, which ends on the first Thursday after the first Tuesday in January, 2023.

RESOLUTION

BE IT RESOLVED by the Board of Education of this school district, pursuant to Neb. Rev. Stat. §32-570 and §32-574 that based upon the ballots/votes publicly cast by the members of the Board of Education Board of Education should and does hereby temporarily appoint **Gary (Dean) Busch** a qualified registered voter of the Otoe County School District 66-0501 a/k/a District OR-1 Public School District, to fill the vacancy on the Board of Education of this district created by the resignation of Doug Church, a member of the Board of Education and public servant; said appointment is effective upon the passage of this resolution and shall commence upon administration of the oath of office, and shall continue for the remainder of the unexpired term of Doug Church, which ends on the first Thursday after the first Tuesday in January, 2023.

The above Resolution having been read in its entirety, member **Jaimi Calfee** moved for its passage and adoption. Member **Lisa Wilen** seconded the same. After discussion and roll call vote, a vote was taken:

The following members voted in favor of passage and adoption of said Resolution:

- **Brandon Desh, Jaimi Calfee, Lisa Wilen, Josh Penterman, Clayton Maahs.**

The following members voted against the same:

- **None**

The following members were absent or not voting:

- **Doug Church resigned his position effective September 15th 2021.**

The above Resolution having been consented to by a majority of the members of the **Board of Education** was declared as **[passed and adopted]** / [not passed and not adopted].

DATED this 11th day of October, 2021.

**BOARD OF EDUCATION OF OTOE COUNTY
SCHOOL DISTRICT 66-0501 A/K/A DISTRICT
OR-1 PUBLIC SCHOOL DISTRICT**

By: _____
President

ATTESTED:

Board Member

Board of Education Regular Meeting

Monday, October 11, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

District Mission:

“Together we prepare our students to successfully meet the challenges of the future.”

Strategic Goal 1: District OR-1 Public Schools will provide the facilities needed to be competitive with other area schools in athletics and fine arts programs.

Strategic Goal 2: District OR-1 Public Schools will foster a unified community.

Strategic Goal 3: District OR-1 Public Schools will continuously implement (academic) programs and the curriculum needed to remain competitive with other area schools.

Attendance Taken at 7:01 PM.

Jaimi Calfee: Present

Doug Church: Absent

Brandon Desh: Present

Clayton Maahs: Present

Josh Penterman: Present

Lisa Wilen: Present

This information was posted in the following public formats:

- The Voice News (weekly area newspaper)
- Farmers' Merchants Bank - Palmyra
- Palmyra Post Office
- Palmyra High School
- Bennet Post Office
- Bennet Elementary School
- District OR-1 Website - <https://www.districtor1.org/>

1. Call to Order and Pledge of Allegiance **Additional Discussion:**

- The meeting was called to order by Board President Dese at 7:01 p.m.
- Board President Dese led the board members (and patrons in attendance) in the Pledge of Allegiance.
- Public Notice of the meeting was recently advertised in the Voice Newspaper.

- Additionally, Public Notice was provided by posting notices at designated locations in Palmyra and Bennet.

2. Announcement of the Open Meetings Act Posting

- Board President Desh identified the location of the Open Meetings Act Poster on the wall in the meeting room.

3. Staff and Student Presentations

- The staff and students gave very informative presentations and board members had the opportunity to ask questions after each presentation.
- The students showcased examples of projects created in class and shared personal stories about their interests and experiences in our high school art classes.
- Staff presentation data is attached at the bottom of this agenda item.
- Thanks again to our student and staff presenters for some outstanding informative (and engaging) presentations. The board greatly appreciates each presenter's commitment and dedication to our school district.

4. Consent Agenda

Motion to approve the consent agenda as presented. Passed with a motion by Jaimi Calfee and a second by Lisa Wilen.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No further discussion.
- Special thanks to Mrs. Anderjaska for her service to our district!

4.1. Approval of minutes of previous meetings

- Official Board of Education minutes are available on the district web site at www.districtor1.org

4.2. Approval of Claims/Payment of Bills and Payroll

4.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)

4.3.1. Teacher Resignation: Ellie Anderjaska

4.4. Financial Report

5. Public Comment

- No public comment was presented.
- Additional board member discussion centered around patrons providing names and addresses when getting ready to provide public comment.
- This is a requirement of the new legislative bill (LB 83).

6. Board Vacancy Process

- Board President Desh provided an overview of the appointment process and will provide more additional candidate information later in the Action Item portion of tonight's meeting.
- No further discussion.

7. Administrative Reports

- Administrative reports are available in their entirety at: <https://meeting.sparqdata.com/Public/Organization/174>

7.1. Superintendent's Report

- Superintendent Hart provided information on a variety of topics to include: Board of Education Award of Excellence at the NASB Area Membership meeting on October 6th in Nebraska City, "Return to School" Update, Health and Wellness Task Force update, Flu Shot clinic for staff on Thursday, October 21st, School Accreditation information, current legislation initiatives, district enrollment update, Superintendent professional development, and information on upcoming board presentations.

7.2. Administrative Report

- Mr. Johnson (High School Principal) provided an update from both buildings to the board on the following topics. Parent-Teacher Conference Feedback, CTE class updates, School Safety and Security audit feedback, Bullying Prevention, Fire Safety, upcoming Halloween activities at the elementary school, Red Ribbon Week activities, the first quarter of school ending on October 15th, and no school on Friday, October 22nd.
- One of the highlights from the safety audit was feedback from the auditor on the positive working relationships our staff members have with our students. Our staff does an excellent job of meeting the needs of all students.
- These reports are attached to this agenda item.

7.2.1. Safety Audit and Safety Plan Update

- Mr. Johnson presented updated information on the district Emergency Operations Plan (EOP) and Continuity of Operations Plan (COOP).

8. Discussion Items- Committee Reports

- Discussion centered around filling the vacant board committee slots left open by the recent resignation of Doug Church.
- These open committee slots will be filled after the appointment of a new board member.
- A document containing our updated Board Committee assignments is attached to this agenda item.

8.1. Olson Complex Update

- Superintendent Hart and Board President Desh provided a summary of items related to the Olson Complex.
- Special thanks to our community military servicemen and servicewomen, and our first responders for participating in our flag event at the complex on **Friday, October 8th**. Pictures from this event have been posted on our school website.
- Kudos to our music program for an outstanding Marching Band event held on Wednesday, October 6th at the complex!
- Additional discussion centered around complex area event day parking, Olson Complex signage, and future events scheduled to occur at the complex.
 - Special note: Our conference track meet will be held at the Olson Complex on **Saturday, April 30th**.

8.2. Transportation Update:

- Superintendent Hart provided an update to the board on a variety of transportation-related items. These items included seat belts for preschoolers, adding gravel to the south bus lot at the high school, refreshing some of our street and parking lot striping and signage at both buildings, and an update on the bus rebate program and the continuing need for substitute bus drivers.

8.3. Americanism Committee Update

- This public meeting will be held on Thursday, October 14th.

Agenda for the Meeting:

- State of the Current Curriculum (materials, etc.) at the High School and Elementary
- Scope and Sequence of Classes for Social Studies at the High School: Content and Credits
- Social Studies Instruction at the Elementary
- Controversial Topics Instruction and Policies: #6390 and #6391
- Social Studies Curriculum: Possible Options and Recommendations: Moving Forward
- Adjourn

No further discussion.

8.4. Strategic Planning Update

- Superintendent Hart provided an update on our district Strategic Planning process.
- A survey will be sent to our community to gather input from community patrons about thoughts and solutions for moving our district forward in the coming years.
- This survey will be posted on our district website and social media channels through the end of October and early November.
- All community patrons are invited to attend a **Community Engagement Meeting on Sunday, November 7th, beginning at 7:00 p.m. at Palmyra High School**. FYI: The meeting will last until 8:30 p.m.
 - At the meeting, community patrons will be asked to share their thoughts on the following questions.

1. *Identify the points of pride, accomplishments, and achievements of the school district.*
2. *Identify the future challenges that may impact the district and the community and how this may affect the school district.*
3. *Identify the knowledge and skills a student should possess as a graduate of the school district.*
4. *How can the board/district improve communication to inform patrons of the district's needs and priorities?*

8.5. Policy Review Update

- A Policy Review Committee "Zoom" meeting was scheduled for **Tuesday, November 2nd at 12:00 p.m.**
- Board policies to be reviewed at the committee meeting will be Series 6000 (Instruction) and Series 7000 (New Construction). A summary of these policies and any recommended changes will be discussed at the November 8th regular board meeting.
- The committee will also review and clarify questions regarding Policy #5306 (Drug and Alcohol Testing).

Additional discussion centered around Policy #5306 (Drug and Alcohol Testing) and the effectiveness of the current policy, the purpose of the current policy, consequences and options for rehabilitation for students who violate the policy, and the role of parents and the school in making the policy effective.

9. Action Items

9.1. Discuss, consider and take all necessary action to appoint a qualified registered voter of the Otoe County School District 66-0501 a/k/a District OR-1 Public School District, to fill the vacancy on the Board of Education of this district created by the resignation of Doug Church, a member of the Board of Education.

Motion to approve Gary (Dean) Busch as the candidate to fill the current vacant board seat and be "sworn in" at the November 8th regular board meeting. Passed with a motion by Jaimi Calfee and a second by Lisa Wilen.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- Board President Desh provided an overview of the interview process and highlighted the quality of candidates interviewed. Candidates not selected were encouraged to run for positions in the next cycle of board elections.
- Board members discussed the applicant criteria and selection process, and the board Vacancy Committee recommendation for board member selection.
 - Components for consideration included: *Experience, Leadership, Board and Community Involvement, Ability to Serve, Vision for Success, and Cohesiveness with the Board and Community.*

- After additional discussion, the committee recommended Gary (Dean) Busch as the selection to fill the vacancy of Doug Church.
- The board voted 5-0 to approve the recommendation and motion.
- Mr. Busch will be provided introductory board materials and "sworn in" at the November 8th regular board meeting.

9.2. Federal Disaster Mitigation Act Resolution Update

Motion to approve Passed with a motion by Jaimi Calfee and a second by Josh Penterman.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No further discussion on this agenda item.

9.3. Discuss, consider and take action to appoint one Board member to serve as our voting delegate at the Nebraska Association of School Board's Assembly Delegate

Motion to appoint Board Member Desh as Voting Delegate for the 2021 State Education Conference. Passed with a motion by Lisa Wilen and a second by Clayton Maahs.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- The board recommended Brandon Desh to be the district voting representative at the upcoming State Education Conference Delegate Assembly.

10. Board of Education Development

10.1. NASB State Conference: Thursday, November 18th, and Friday, November 19th, 2021.

- Board members will attend the State Education Conference in Omaha and share feedback about the conference at the December 13th regular board meeting.

10.2. Superintendent Evaluation

- Board members will complete evaluation feedback after the November 8th Superintendent's presentation.
- Board members will send completed feedback to Board President Desh prior to the December 13th regular board meeting.
- The Superintendent's evaluation will be completed at the December 13th regular board meeting.
- The NASB Superintendent Evaluation document will be used for the 2021-2022 school year. The use of this evaluation document was approved by the board at an earlier meeting.

10.3. NASB Board Notes: September 2021

- No further discussion

10.4. Negotiations Timeline and Process

- An initial Negotiations Committee meeting is scheduled for **Monday, October. 25th at 5:00 p.m.** at Bennet Elementary School.

10.5. NASB Area Meeting Summary

- Special thanks to all board members who attended this event.
- Congratulations to the board for receiving a special Board of Excellence Award.
- No further discussion.

10.6. Annual Audit Information

- No further discussion.

11. Topics for Next Month's Agenda

- The date and time of the next board meeting is Monday, November 8th at 7:00 p.m. at Palmyra High School in the media center.

12. Closed Session

- There was no closed session for this meeting.

13. Adjournment

- The meeting was adjourned at 9:29 p.m.

Chairperson

Superintendent

Designated Bill Summaries
Superintendent Report: Regular Board Meeting:

Date: Monday, November 8, 2021

TO: Palmyra District OR-1 BOE

From: Michael Hart

Re: Designated Bill Summary Report for BOE meeting

- Next month's regular meeting is scheduled for **Monday, December 8th at 7:00p.m.** at Palmyra High School in the media center.

A. Consent Agenda Expenditures

QCPUF Claims:

- None

Depreciation Fund Claims:

- **Hamilton Services: \$7,279.38** - Boiler repair at the high school.

Bond Fund:

- None

Special Building Claims:

- None this month

General Fund Claims: Total claims: **\$138,508.72**

- **BEST: \$ 7,062.00** - Special Education Contracted Services
- **ABC Termite and Pest Control: \$209.00** - Application services at both buildings
- **Access Systems Leasing: \$2,203.80** - Copiers at the elementary and high school
- **Casey's: \$2,523.30** – Fuel expenses / misc.
- **Daktech: \$28,000** - Teacher Computer Desktop Replacement
- **Dillon and Design: \$3,285.00** - Elementary School Building Improvements
- **Egan Supply Co: \$1,427.85** – Custodial supplies
- **EMC Insurance: \$10,393.28** - Auto, Building Insurance Premium Installment
- **ESU#4 \$7,849.83** - Contracted services, professional development and Internet services
- **ESU #6: \$398.36-** Internet Service/ SPED Professional Development Elementary
- **Formerly Midwest Woodworkers: \$4,599.00** - Safety Saw for Industrial Tech (this expense will be reimbursed by ESU #4)
- **NASB \$1,800.00** - State Education Conference Registration Fees
- **NCSA: \$450.00** - Dues and Fees / HS Professional Development
- **Nebraska City Utilities: \$11,752.25** – Utilities
- **On To College: \$3,930.00** - Software curriculum for student ACT assessment preparation
- **Southwest Auto: \$8,868.22** - Vehicle inspections and maintenance.
- **Syncb/Amazon: \$ 496.89** –Computer hardware
- **Voice News: \$632.81-** Advertising and public notice
- **Village of Bennet: \$936.64** – water, electricity, and sewer bill
- **Village of Palmyra: \$2,352.18** – water and sewer bill

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	494071	ABC TERMITE & PEST CONTROL	11/08/2021	90.00
01 2610 431 003		Elem Upkeep of Building		90.00
	494090	ABC TERMITE & PEST CONTROL	11/08/2021	119.00
01 2610 431 001		HS Upkeep of Building		119.00
Total		ABC TERMITE & PEST CONTROL		209.00
	30255726	Access Systems Leasing	11/08/2021	2,203.80
01 1100 440 001		HS Copier Lease		1,101.90
01 1100 440 003		Elem Copier Lease		1,101.90
Total		Access Systems Leasing		2,203.80
	2021 QRT1 SCHOOL	BEST	11/08/2021	5,580.96
01 1200 320 001		Sped HS Contracted Service		5,580.96
	2021 QRT1 TRANSPORT	BEST	11/08/2021	1,481.04
01 2712 519 001		HS Sped Contracted Transportation		1,481.04
Total		BEST		7,062.00
	2021 QRT1 MILEAGE BB	Brown, Burke	11/08/2021	211.68
01 1100 333 003		Elem Mileage		211.68
Total		Brown, Burke		211.68
	2021 QRT1 MILEAGE EB	BUDDENBERG, EMILY	11/08/2021	119.28
01 2151 333 003		Sped Speech Elem MILEAGE PAID TO STAFF		119.28
Total		BUDDENBERG, EMILY		119.28
	21.08	Bush, Douglas	11/08/2021	600.00
01 2900 610 001 0 003		Music		600.00
Total		Bush, Douglas		600.00
	DN046 - 10/24/2021	CASEY'S BUSINESS MASTERCARD	11/08/2021	2,523.30
01 2710 626 000		Bus Gas and Oil		2,523.30
Total		CASEY'S BUSINESS MASTERCARD		2,523.30
	2021 NSCA CONFER	Chaffee, Michael	11/08/2021	180.00
01 2120 330 001		Counselor Professional Development		180.00
Total		Chaffee, Michael		180.00
	09192021 MUSIC PERC	COMPLETE PERCUSSION	11/08/2021	174.41
01 1100 739 001		HS Music Equipment		174.41
Total		COMPLETE PERCUSSION		174.41
	1290523	CORNHUSKER STATE INDUSTRIES	11/08/2021	32.20
01 5960		TIRE GRANT		32.20
Total		CORNHUSKER STATE INDUSTRIES		32.20

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2141 610 003	IUS0202899	CPI	11/02/2021	150.00
Total CPI		SPED PSYCHOLOGY SUPPLIES		<u>150.00</u>
01 6998 734 000	INV0343006	DakTech Inc.	11/08/2021	28,080.00
Total DakTech Inc.		ESSER III TECHNOLOGY RELATED HARDWARE		<u>28,080.00</u>
01 2224 530 000	1288166	DAS State ACCTG-Central Finance	11/08/2021	259.49
Total DAS State ACCTG-Central Finance		Internet Service		<u>259.49</u>
01 1190 610 003	09302021 - GENERAL	DFC Inc. Decker's Food Center	11/08/2021	83.67
01 1200 610 001		ECEP GENERAL SUPPLIES		25.77
Total DFC Inc. Decker's Food Center		Sped HS Supplies		<u>57.90</u>
01 2620 720 003	10252021 BENNET	DILLON REMODEL & DESIGN	11/08/2021	3,285.00
Total DILLON REMODEL & DESIGN		Elem Building Improvements		<u>3,285.00</u>
01 1100 320 001	10740	DIVERSIFIED DRUG TESTING LLC	11/08/2021	297.50
01 1100 320 001	10752	DIVERSIFIED DRUG TESTING LLC	11/08/2021	297.50
01 1100 320 001	2022 MEMBERSHIP DUES	DIVERSIFIED DRUG TESTING LLC	11/08/2021	60.00
01 1100 320 001		HS Services/Assessments		60.00
Total DIVERSIFIED DRUG TESTING LLC				<u>655.00</u>
01 6408 591 000	660501 - OCT152021	EDUCATIONAL SERVICE UNIT #4	11/08/2021	7,849.83
01 6408 591 003		EARLY CHILDHOOD SERVICES ESU/DISTRICT		299.93
01 6408 591 000		PREK PURCHASED SERVICE FROM ESU/DISTRICT		149.96
01 6408 591 003		EARLY CHILDHOOD SERVICES ESU/DISTRICT		55.56
01 6408 591 000		PREK PURCHASED SERVICE FROM ESU/DISTRICT		55.56
01 6408 591 003		EARLY CHILDHOOD SERVICES ESU/DISTRICT		91.67
01 6408 591 000		PREK PURCHASED SERVICE FROM ESU/DISTRICT		91.66
01 1200 591 003		ELEM SPED DIRECTOR		1,349.66
01 1200 591 001		HS SPED DIRECTOR		1,199.70
01 2151 591 003		ELEM AUDIOLOGY SERVICES ESU/DISTRICT		500.07
01 2151 591 001		HS AUDIOLOGY SERVICE FROM ESU/DISTRICT		500.06
01 6421 591 001		HS ESU SCHOOL PSYCHOLOGY		889.00
01 6421 591 003		ELEM ESU SCHOOL PSYCHOLOGY		2,667.00
Total EDUCATIONAL SERVICE UNIT #4				<u>7,849.83</u>

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	16001	EDUCATIONAL SERVICE UNIT #6	11/08/2021	398.36
01 2224 530 000		Internet Service		398.36
Total	EDUCATIONAL SERVICE UNIT #6			398.36
	342482A	EGAN SUPPLY CO	11/08/2021	664.02
01 2610 610 001		HS Custodian Supplies		664.02
	343862	EGAN SUPPLY CO	11/08/2021	763.83
01 2610 610 001		HS Custodian Supplies		763.83
Total	EGAN SUPPLY CO			1,427.85
	2021 QRT1MILEAGE BE	EISENHAUER, BRITTANY	11/08/2021	129.98
01 1190 330 003		ECEP EMPLOYEE TRAINING & DEVELOPMENT SER		129.98
Total	EISENHAUER, BRITTANY			129.98
	B-17990066	EMC INSURANCE COMPANIES	11/08/2021	10,393.28
01 2610 520 001		HS Building Insurance		2,566.59
01 2610 520 003		Elem Building Insurance		2,566.59
01 2310 520 000		BOE Insurance		522.55
01 2310 520 000		BOE Insurance		474.36
01 2310 520 000		BOE Insurance		314.09
01 2310 520 000		BOE Insurance		252.82
01 2310 520 000		BOE Insurance		109.46
01 2710 520 000		Bus Insurance		1,356.82
01 2310 520 000		BOE Insurance		62.09
01 2310 520 000		BOE Insurance		2,162.91
01 2310 810 000		BOE Dues and Fees		5.00
Total	EMC INSURANCE COMPANIES			10,393.28
	31588INV	ESTR PUBLICATION	11/08/2021	46.00
01 1200 610 001		Sped HS Supplies		46.00
Total	ESTR PUBLICATION			46.00
	PS00000045	ESU Coordinating Council	11/08/2021	6,000.00
01 1100 735 001		HS Technology Software		3,000.00
01 1100 735 003		Elem Technology Software		3,000.00
Total	ESU Coordinating Council			6,000.00
	NOV2021 PAYFLEX	FIRST CONCORD BENEFITS	11/08/2021	100.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		100.00
Total	FIRST CONCORD BENEFITS			100.00
	2610528	FLINN SCIENTIFIC INC.	11/08/2021	62.85
01 1100 610 001		HS General Supplies		62.85
Total	FLINN SCIENTIFIC INC.			62.85
	336-041413	FORMERLY MIDWEST WOODWORKERS	11/08/2021	4,599.00
01 6700 610 001		CARL PERKINS SUPPLIES		4,599.00
Total	FORMERLY MIDWEST WOODWORKERS			4,599.00
	149733	HAMILTON SERVICE CO	11/08/2021	1,045.00

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2620 431 001	150750	HAMILTON SERVICE CO HS Repairs & Maintenance	11/08/2021	570.00
01 2620 431 001		HS Repairs & Maintenance		570.00
Total	HAMILTON SERVICE CO			1,615.00
	10202021 PARKING	HART, MICHAEL	11/08/2021	12.50
01 2320 580 000		Superintendent Travel		12.50
Total	HART, MICHAEL			12.50
	1101	HIGH STANDARDS CLEANING SERVICES	11/08/2021	3,640.00
01 2620 420 003		Elem Cleaning Service		3,640.00
	1102	HIGH STANDARDS CLEANING SERVICES	11/08/2021	2,160.00
01 2620 420 001		HS Cleaning Service		2,160.00
Total	HIGH STANDARDS CLEANING SERVICES			5,800.00
	363654752	J.W. PEPPER & SON INC.	11/08/2021	28.99
01 1100 610 001 2 103		HS VOCAL SUPPLIES		28.99
Total	J.W. PEPPER & SON INC.			28.99
	09222021 CPR TRAIN	JAMES, JESSI	11/08/2021	1,260.00
01 1100 330 001		HS Professional Development		630.00
01 1100 330 003		Elem Professional Development		630.00
Total	JAMES, JESSI			1,260.00
	060349	JAYMAR Business Forms, Inc.	11/08/2021	565.59
01 2510 610 000		Superintendent Secretary Office Supplies		565.59
Total	JAYMAR Business Forms, Inc.			565.59
	2335 -	JUNG ELECTRIC SERVICE	11/08/2021	162.50
01 2620 431 001		HS Repairs & Maintenance		162.50
Total	JUNG ELECTRIC SERVICE			162.50
	588671	JUNIOR LIBRARY GUILD	11/08/2021	1,165.50
01 2220 640 001		HS Library Books/Periodicals		1,165.50
Total	JUNIOR LIBRARY GUILD			1,165.50
	OCT2021 DK MILEAGE	Knutson, Denise	11/08/2021	30.24
01 1100 333 003		Elem Mileage		30.24
Total	Knutson, Denise			30.24
	INV537479	KURITA AMERICA INC	11/08/2021	340.00
01 2610 431 003		Elem Upkeep of Building		340.00
	INV633454	KURITA AMERICA INC	11/08/2021	340.00
01 2610 431 003		Elem Upkeep of Building		340.00
Total	KURITA AMERICA INC			680.00
	2021/2022 ANNUAL AUD	LANG SAFETY CONSULTING	11/08/2021	500.00
01 2660 340 000		Security Service		500.00
Total	LANG SAFETY CONSULTING			500.00

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	2021 QRT1MILEAGE KL	LINKE, KLOREACE	11/08/2021	181.44
01 2141 333 003		SPED PSYCHOLOGY MILEAGE PAID TO STAFF		181.44
Total	LINKE, KLOREACE			181.44
	119844786001	MACMILLAN MCGRAW-HILL	11/08/2021	328.36
01 6998 610 003		ESSER III GENERAL SUPPLIES		328.36
Total	MACMILLAN MCGRAW-HILL			328.36
	0024418528	MATHESON-TRI-GAS INC	11/08/2021	409.26
01 1100 610 001		HS General Supplies		409.26
	0051868614	MATHESON-TRI-GAS INC	11/08/2021	50.15
01 1100 610 001		HS General Supplies		50.15
Total	MATHESON-TRI-GAS INC			459.41
	2021 QRT1MILEAGE BM	McCreight, Beth	11/08/2021	231.84
01 1100 333 001		HS Mileage		231.84
Total	McCreight, Beth			231.84
	69504	MENARDS	11/08/2021	17.97
01 2610 610 001		HS Custodian Supplies		17.97
	70509	MENARDS	11/08/2021	365.37
01 2610 610 001		HS Custodian Supplies		365.37
	71031	MENARDS	11/08/2021	329.23
01 2610 610 001		HS Custodian Supplies		329.23
Total	MENARDS			712.57
	O-813	NCECBVI	11/08/2021	294.80
01 2181 591 001		HS VISUALLY IMPAIRED SERVICES		228.40
01 2181 591 003		ELEM VISUALLY IMPAIRED SERVICES		66.40
Total	NCECBVI			294.80
	INV-08951- M2Y7Z9	NE ASSOCIATION OF SCHOOL BOARDS	11/08/2021	1,800.00
01 2310 330 000		BOARD PROFESSIONAL DEVELOPMENT		1,500.00
01 2320 330 000		Superintendent Professional Development		300.00
Total	NE ASSOCIATION OF SCHOOL BOARDS			1,800.00
	1546 - 10/24/2021	NEBRASKA CITY UTILITIES	11/08/2021	102.05
01 2610 621 001		HS Utilities		102.05
	3273 - 10/24/2021	NEBRASKA CITY UTILITIES	11/08/2021	4,681.40
01 2610 621 003		Elem Utilities		4,681.40
	3321 - 10/24/2021	NEBRASKA CITY UTILITIES	11/08/2021	6,281.43
01 2610 621 001		HS Utilities		6,281.43
	39368 - 10/24/2021	NEBRASKA CITY UTILITIES	11/08/2021	29.85
01 2610 621 001		HS Utilities		29.85
	43577 - 10/24/2021	NEBRASKA CITY UTILITIES	11/08/2021	36.35
01 2610 621 001		HS Utilities		36.35
	43679 -	NEBRASKA CITY UTILITIES	11/08/2021	42.15

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	10/24/2021			
01 2610 621 001		HS Utilities		42.15
	44277 -	NEBRASKA CITY UTILITIES	11/08/2021	74.32
	10/24/2021			
01 2610 621 001		HS Utilities		74.32
	44718 -	NEBRASKA CITY UTILITIES	11/08/2021	504.70
	10/24/2021			
01 2610 621 001		HS Utilities		504.70
Total NEBRASKA CITY UTILITIES				11,752.25
	69389	NEBRASKA COUNCIL OF SCHOOL ADMIN.	11/08/2021	335.00
01 2410 810 003		Elem Principal Dues and Fees		335.00
	69592	NEBRASKA COUNCIL OF SCHOOL ADMIN.	11/08/2021	115.00
01 2410 330 001		HS Principal Professional Development		115.00
Total NEBRASKA COUNCIL OF SCHOOL ADMIN.				450.00
	INV479330	NMC EXCHANGE LLC	11/02/2021	859.40
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		859.40
Total NMC EXCHANGE LLC				859.40
	2021 NSBA	NSBA - 8th Grade Honor Band	11/08/2021	105.00
01 2900 610 001 0 003		Music		105.00
Total NSBA - 8th Grade Honor Band				105.00
	OCT2021 JO PT SERV	O'Neil, Jan	11/08/2021	4,176.69
01 6408 320 000		IDEA Part B Birth-4 Pre-diagnosis		614.60
01 6408 320 000		IDEA Part B Birth-4 Pre-diagnosis		875.01
01 2171 320 003		Physical Therapy Elem Contracted Service		2,524.60
01 2171 320 001		Physical Therapy HS Contracted Service		122.98
01 2171 320 001		Physical Therapy HS Contracted Service		39.50
Total O'Neil, Jan				4,176.69
	1502-20211031	ONE SOURCE THE BACKGROUND CHECK COMPANY	11/08/2021	212.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		212.00
Total ONE SOURCE THE BACKGROUND CHECK COMPANY				212.00
	4568	ONTOCOLLEGE WITH JOHN BAYLOR	11/08/2021	3,930.00
01 1100 735 001		HS Technology Software		3,930.00
Total ONTOCOLLEGE WITH JOHN BAYLOR				3,930.00
	OCT2021 REIMB	PALMYRA ACTIVITY FUND	11/08/2021	180.77
01 6997 610 001		GENERAL SUPPLIES		64.80
01 6997 610 003		GENERAL SUPPLIES		64.80
01 1200 610 001		Sped HS Supplies		51.17
Total PALMYRA ACTIVITY FUND				180.77
	2021 QRT1MILEAGE LP	POHLEN, ELIZABETH	11/08/2021	186.48
01 2161 333 001		SPED HS OT MILEAGE		186.48
Total POHLEN, ELIZABETH				186.48

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
01 2730 431 000	1430053913	POMP'S TIRE SERVICE, INC BUS & VEHICLE SERVICING & MAINTENANCE	11/08/2021	2,047.56
Total	POMP'S TIRE SERVICE, INC			2,047.56
01 1100 610 003	7674702	REALLY GOOD STUFF, LLC Elem General Supplies	11/08/2021	154.91
Total	REALLY GOOD STUFF, LLC			154.91
01 2620 431 003	101087	RECORD AUTOMATIC DOORS, INC. Elem Repairs & Maintenance	11/08/2021	365.83
Total	RECORD AUTOMATIC DOORS, INC.			365.83
01 2610 431 001	PHS 11192021	RECYCLING ENTERPRISES OF NE, INC. HS Upkeep of Building	11/08/2021	90.00
Total	RECYCLING ENTERPRISES OF NE, INC.			90.00
01 6997 610 003	7027758403	SAVVAS LEARNING COMPANY LLC GENERAL SUPPLIES	11/08/2021	2,004.79
Total	SAVVAS LEARNING COMPANY LLC			2,004.79
01 1100 610 003	208128767852	SCHOOL SPECIALTY Elem General Supplies	11/08/2021	105.25
01 1100 610 001 2 101	208128821149	SCHOOL SPECIALTY HS ART SUPPLIES	11/08/2021	9.94
01 2141 610 003	208128855614	SCHOOL SPECIALTY SPED PSYCHOLOGY SUPPLIES	11/08/2021	11.24
01 2410 610 001	208128870427	SCHOOL SPECIALTY HS Principal Supplies	11/08/2021	50.40
Total	SCHOOL SPECIALTY			176.83
01 1100 610 001	2021 HS SUPPLIES	SEW CREATIVE HS General Supplies	11/08/2021	124.60
01 1100 610 001		HS General Supplies		41.35
01 1100 610 001		HS General Supplies		62.25
01 1100 610 001		HS General Supplies		129.00
Total	SEW CREATIVE			357.20
01 2730 431 000	156718	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	11/08/2021	4,250.63
01 2730 431 000	156797	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	11/08/2021	1,667.01
01 2730 431 000	156920	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	11/08/2021	2,473.08
01 2730 431 000	156952	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	11/08/2021	477.50
Total	Southwest Auto			8,868.22
01 2320 610 000	443664483557	SYNCB/AMAZON SUPERINTENDENT OFFICE SUPPLIES	11/08/2021	214.29

Posted - All; Fund Number 01; Processing Month 11/2021

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2141 610 003	443774669585	SYNCB/AMAZON SPED PSYCHOLOGY SUPPLIES	11/08/2021	44.99
01 2410 610 001	466946779768	SYNCB/AMAZON HS Principal Supplies	11/08/2021	11.99
01 1100 734 001	485737473969	SYNCB/AMAZON HS Computer Hardware	11/08/2021	10.42
01 1100 734 003		Elem Computer Hardware		10.42
01 1100 734 003	485996976475	SYNCB/AMAZON Elem Computer Hardware	11/08/2021	64.99
01 1200 610 003	846366754783	SYNCB/AMAZON Sped Elem Supplies	11/08/2021	139.79
Total	SYNCB/AMAZON			496.89
01 2610 610 001	10304	TCA OUTDOOR POWER HS Custodian Supplies	11/08/2021	10.79
Total	TCA OUTDOOR POWER			10.79
01 1100 610 003	274569	TEACHER SYNERGY, LLC Elem General Supplies	11/08/2021	45.29
Total	TEACHER SYNERGY, LLC			45.29
01 2620 431 001	10000385611	TK ELEVATOR CORPORATION HS Repairs & Maintenance	11/08/2021	240.24
Total	TK ELEVATOR CORPORATION			240.24
01 1100 610 001	2021 AG CLASS LAB	TRUAX, SHAYLEE HS General Supplies	11/08/2021	37.30
Total	TRUAX, SHAYLEE			37.30
01 2224 382 001	SI-21-028338	UNITE PRIVATE NETWORKS LLC HS Distant Learning Connection	11/08/2021	556.43
01 2224 382 003		Elem Distant Learning Connection		556.42
Total	UNITE PRIVATE NETWORKS LLC			1,112.85
01 1920	10282021 PHS LUNCHES	UNK THE GRAZE EDUCATION QUEST FOUNDATION	11/08/2021	349.60
Total	UNK THE GRAZE			349.60
01 2610 621 003	65626	VILLAGE OF BENNET Elem Utilities	11/08/2021	36.56
01 2610 410 003		Elem Water & Sewer		900.08
Total	VILLAGE OF BENNET			936.64
01 2610 410 001	107003 - 11/10/2021	VILLAGE OF PALMYRA HS Water & Sewer	11/08/2021	26.18
01 2610 410 001	23001 - 11/10/2021	VILLAGE OF PALMYRA HS Water & Sewer	11/08/2021	26.00
01 2610 410 001	257001 - 11/10/2021	VILLAGE OF PALMYRA HS Water & Sewer	11/08/2021	253.50
01 2610 410 001	274001 -	VILLAGE OF PALMYRA HS Water & Sewer	11/08/2021	26.00

11/04/2021 11:26 AM

Posted - All; Fund Number 01; Processing Month 11/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	11/10/2021			
01 2610 410 001		HS Water & Sewer		26.00
	286002 -	VILLAGE OF PALMYRA	11/08/2021	2,020.50
	11/10/2021			
01 2610 410 001		HS Water & Sewer		2,020.50
Total VILLAGE OF PALMYRA				<u>2,352.18</u>
	2021 SUBSC RENEWAL	VOICE NEWS	11/08/2021	35.00
01 2220 640 001		HS Library Books/Periodicals		35.00
	3009650	VOICE NEWS	11/08/2021	209.00
01 2310 540 000		BOE Advertising		209.00
	3010428	VOICE NEWS	11/08/2021	34.08
01 2310 540 000		BOE Advertising		34.08
	3010429	VOICE NEWS	11/08/2021	7.15
01 2310 540 000		BOE Advertising		7.15
	3010452	VOICE NEWS	11/08/2021	35.88
01 2310 540 000		BOE Advertising		35.88
	3010515	VOICE NEWS	11/08/2021	8.00
01 2310 540 000		BOE Advertising		8.00
	3010678	VOICE NEWS	11/08/2021	58.00
01 2310 540 000		BOE Advertising		58.00
	3010679	VOICE NEWS	11/08/2021	58.00
01 2310 540 000		BOE Advertising		58.00
	3011368	VOICE NEWS	11/08/2021	6.73
01 2310 540 000		BOE Advertising		6.73
	3011386	VOICE NEWS	11/08/2021	175.47
01 2310 540 000		BOE Advertising		175.47
	FC 4294948632	VOICE NEWS	11/08/2021	5.50
01 2310 540 000		BOE Advertising		5.50
Total VOICE NEWS				<u>632.81</u>
	0052323	VOLLI COMMUNICATIONS, INC	11/08/2021	123.87
01 2510 382 001		HS Telephone		61.94
01 2510 382 003		Elem Telephone		61.93
Total VOLLI COMMUNICATIONS, INC				<u>123.87</u>
	17947	WeViDeo	11/08/2021	1,475.00
01 1100 735 001		HS Technology Software		1,475.00
Total WeViDeo				<u>1,475.00</u>
	15222	WHITEHEAD OIL CO	11/08/2021	1,905.90
01 2710 626 000		Bus Gas and Oil		1,905.90
Total WHITEHEAD OIL CO				<u>1,905.90</u>
	091969071 - 10/25/21	WINDSTREAM	11/08/2021	206.71
01 2510 382 001		HS Telephone		206.71
Total WINDSTREAM				<u>206.71</u>
Fund Number 01				<u>138,508.72</u>
Checking Account ID 1				<u>138,508.72</u>

October 29, 2021

Dear Mr. Hart, Mrs. Walter, and District OR1 Board members,

I would like to thank District OR1 for giving me the opportunity to serve our community, and to work for and with so many wonderful people the past 23 years. I am proud of the many accomplishments that have happened in our district during these years. I plan to retire at the end of the current school year to spend more time at home and with family.

I would like to help in any way possible to make this transition easier for the District.

Sincerely,

Laura Dawson

A handwritten signature in cursive script that reads "Laura Dawson". The signature is written in black ink and is positioned below the typed name.

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 01 GENERAL FUND				
<u>Current Assets</u>				
01 101	CASH IN BANK	2,986,341.85	(342,897.36)	2,643,444.49
01 900	Cash County Treasurer	175,129.89	0.00	175,129.89
	Current Assets Subtotal:	3,161,471.74	(342,897.36)	2,818,574.38
<u>Other Assets</u>				
01 390	Budgeted Revenue	7,977,470.00	0.00	7,977,470.00
01 392	Less: Revenue Received	(946,449.16)	(329,730.88)	(1,276,180.04)
	Other Assets Subtotal:	7,031,020.84	(329,730.88)	6,701,289.96
Total Assets and Deferred Outflows of Resources:		10,192,492.58	(672,628.24)	9,519,864.34
<u>Current Liabilities</u>				
01 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
01 451	FICA PAYABLE	0.00	0.00	0.00
01 452	FIT PAYABLE	0.00	0.00	0.00
01 453	INSURANCE PAYABLE	284.50	284.50	569.00
01 454	RETIREMENT PAYABLE	0.00	0.00	0.00
01 455	SIT PAYABLE	0.00	0.00	0.00
	Current Liabilities Subtotal:	284.50	284.50	569.00
<u>Other Liabilities</u>				
01 690	Budgeted Expenditures	8,067,389.54	0.00	8,067,389.54
01 692	Less: Expenditures to Date	(750,842.91)	(672,912.74)	(1,423,755.65)
	Other Liabilities Subtotal:	7,316,546.63	(672,912.74)	6,643,633.89
<u>Fund Balance</u>				
01 704	Fund Balance - Regular Unspent	2,965,580.99	0.00	2,965,580.99
01 705	Budgeted Fund Balance	(89,919.54)	0.00	(89,919.54)
	Fund Balance Subtotal:	2,875,661.45	0.00	2,875,661.45
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		10,192,492.58	(672,628.24)	9,519,864.34

Balance Sheet

Period Ending: October 2021

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 02 Depreciation				
<u>Current Assets</u>				
02 101	CASH	274,276.58	0.00	274,276.58
	Current Assets Subtotal:	<u>274,276.58</u>	<u>0.00</u>	<u>274,276.58</u>
<u>Other Assets</u>				
02 392	LESS: REVENUE RECEIVED	(49.92)	0.00	(49.92)
	Other Assets Subtotal:	<u>(49.92)</u>	<u>0.00</u>	<u>(49.92)</u>
Total Assets and Deferred Outflows of Resources:		<u>274,226.66</u>	<u>0.00</u>	<u>274,226.66</u>
<u>Other Liabilities</u>				
02 692	LESS: EXPENDITURES TO DATE	(15,313.80)	0.00	(15,313.80)
	Other Liabilities Subtotal:	<u>(15,313.80)</u>	<u>0.00</u>	<u>(15,313.80)</u>
<u>Fund Balance</u>				
02 704	FUND BALANCE	289,540.46	0.00	289,540.46
	Fund Balance Subtotal:	<u>289,540.46</u>	<u>0.00</u>	<u>289,540.46</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		<u>274,226.66</u>	<u>0.00</u>	<u>274,226.66</u>

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 03 Unemployment				
<u>Current Assets</u>				
03 101	CASH	19,057.13	0.00	19,057.13
03 106	SAVINGS CERTIFICATES	20,000.00	0.00	20,000.00
	Current Assets Subtotal:	<u>39,057.13</u>	<u>0.00</u>	<u>39,057.13</u>
<u>Other Assets</u>				
03 392	LESS: REVENUE RECEIVED	(7.85)	0.00	(7.85)
	Other Assets Subtotal:	<u>(7.85)</u>	<u>0.00</u>	<u>(7.85)</u>
	Total Assets and Deferred Outflows of Resources:	<u><u>39,049.28</u></u>	<u><u>0.00</u></u>	<u><u>39,049.28</u></u>
<u>Fund Balance</u>				
03 704	FUND BALANCE	39,049.28	0.00	39,049.28
	Fund Balance Subtotal:	<u>39,049.28</u>	<u>0.00</u>	<u>39,049.28</u>
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	<u><u>39,049.28</u></u>	<u><u>0.00</u></u>	<u><u>39,049.28</u></u>

Balance Sheet

Period Ending: October 2021

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	Activity Fund			
<u>Current Assets</u>				
05 101	CASH	153,578.78	(8,260.68)	145,318.10
	Current Assets Subtotal:	<u>153,578.78</u>	<u>(8,260.68)</u>	<u>145,318.10</u>
<u>Other Assets</u>				
05 392	LESS: REVENUE RECEIVED	(50,165.14)	(9,353.41)	(59,518.55)
	Other Assets Subtotal:	<u>(50,165.14)</u>	<u>(9,353.41)</u>	<u>(59,518.55)</u>
Total Assets and Deferred Outflows of Resources:		<u>103,413.64</u>	<u>(17,614.09)</u>	<u>85,799.55</u>

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 06 Hot Lunch				
<u>Current Assets</u>				
06 101	CASH	75,084.28	64,222.30	139,306.58
	Current Assets Subtotal:	75,084.28	64,222.30	139,306.58
<u>Other Assets</u>				
06 392	LESS: REVENUE RECEIVED	(1,859.99)	(126,266.70)	(128,126.69)
	Other Assets Subtotal:	(1,859.99)	(126,266.70)	(128,126.69)
Total Assets and Deferred Outflows of Resources:		73,224.29	(62,044.40)	11,179.89
<u>Other Liabilities</u>				
06 692	LESS: EXPENDITURES TO DATE	(41,764.37)	(62,044.40)	(103,808.77)
	Other Liabilities Subtotal:	(41,764.37)	(62,044.40)	(103,808.77)
<u>Fund Balance</u>				
06 704	FUND BALANCE	114,988.66	0.00	114,988.66
	Fund Balance Subtotal:	114,988.66	0.00	114,988.66
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		73,224.29	(62,044.40)	11,179.89

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 07 Bond				
<u>Current Assets</u>				
07 101	CASH	592,905.39	27,094.90	620,000.29
07 900	Cash County Treasurer	26,608.35	0.00	26,608.35
	Current Assets Subtotal:	619,513.74	27,094.90	646,608.64
<u>Other Assets</u>				
07 392	LESS: REVENUE RECEIVED	(194,554.61)	(27,094.90)	(221,649.51)
	Other Assets Subtotal:	(194,554.61)	(27,094.90)	(221,649.51)
Total Assets and Deferred Outflows of Resources:		424,959.13	0.00	424,959.13
<u>Other Liabilities</u>				
07 692	LESS: EXPENDITURES TO DATE	(1,687.50)	0.00	(1,687.50)
	Other Liabilities Subtotal:	(1,687.50)	0.00	(1,687.50)
<u>Fund Balance</u>				
07 704	FUND BALANCE	426,646.63	0.00	426,646.63
	Fund Balance Subtotal:	426,646.63	0.00	426,646.63
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		424,959.13	0.00	424,959.13

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 08 Special Building Fund				
<u>Current Assets</u>				
08 101	CASH	676,453.65	1,385.88	677,839.53
08 106	SAVINGS CERTIFICATES	50,000.00	0.00	50,000.00
08 900	Cash County Treasurer	1,549.82	0.00	1,549.82
	Current Assets Subtotal:	728,003.47	1,385.88	729,389.35
<u>Other Assets</u>				
08 392	LESS: REVENUE RECEIVED	(9,074.43)	(1,385.88)	(10,460.31)
	Other Assets Subtotal:	(9,074.43)	(1,385.88)	(10,460.31)
	Total Assets and Deferred Outflows of Resources:	718,929.04	0.00	718,929.04
<u>Fund Balance</u>				
08 704	FUND BALANCE	718,929.04	0.00	718,929.04
	Fund Balance Subtotal:	718,929.04	0.00	718,929.04
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	718,929.04	0.00	718,929.04

Balance Sheet

Period Ending: October 2021

Monthly; Processing Month 10/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 09 Qualified Capital Purpose Fund				
<u>Current Assets</u>				
09 101	CASH	170,466.70	4,014.30	174,481.00
	Current Assets Subtotal:	170,466.70	4,014.30	174,481.00
<u>Other Assets</u>				
09 392	LESS: REVENUE RECEIVED	(27,155.06)	(4,014.30)	(31,169.36)
09 900	Cash County Treasurer	4,637.59	0.00	4,637.59
	Other Assets Subtotal:	(22,517.47)	(4,014.30)	(26,531.77)
Total Assets and Deferred Outflows of Resources:		147,949.23	0.00	147,949.23
<u>Fund Balance</u>				
09 704	FUND BALANCE	147,949.23	0.00	147,949.23
	Fund Balance Subtotal:	147,949.23	0.00	147,949.23
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		147,949.23	0.00	147,949.23

Annual; Processing Month 10/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05 Activity Fund				
<u>Current Assets</u>				
05 101	CASH	153,578.78	(8,260.68)	145,318.10
	Current Assets Subtotal:	153,578.78	(8,260.68)	145,318.10
Total Assets and Deferred Outflows of Resources:		153,578.78	(8,260.68)	145,318.10
<u>Fund Balance</u>				
05 704 0001	ATHLETICS	20,989.83	(1,304.60)	19,685.23
05 704 0002	ANNUAL	2,977.75	0.00	2,977.75
05 704 0003	MUSIC	854.13	0.00	854.13
05 704 0004	ELEMENTARY UNIT	12,529.71	0.00	12,529.71
05 704 0005	STUDENT COUNCIL	2,806.00	0.00	2,806.00
05 704 0006	FFA	7,304.42	(3,242.58)	4,061.84
05 704 0007	HIGH SCHOOL UNIT	3,913.12	(15.24)	3,897.88
05 704 0008	LIFE SKILLS	558.14	(14.27)	543.87
05 704 0009	FCCLA	2,910.38	(317.00)	2,593.38
05 704 0010	MISC ACCOUNT	1,074.58	(100.00)	974.58
05 704 0011	ART CLUB	595.34	159.53	754.87
05 704 0012	NATIONAL HONOR SOCIETY	797.75	(250.00)	547.75
05 704 0013	SPEECH	243.38	0.00	243.38
05 704 0014	1ST GRADE	621.48	0.00	621.48
05 704 0015	BOYS BASKETBALL	1,586.46	(170.00)	1,416.46
05 704 0016	CONCESSIONS	4,787.67	(1,701.84)	3,085.83
05 704 0017	GIRLS BASKETBALL	522.70	0.00	522.70
05 704 0019	INTEREST	532.82	5.98	538.80
05 704 0020	UNION BANK	3,067.38	0.00	3,067.38
05 704 0022	FIELDS SCHOLARSHIP	4,263.80	0.00	4,263.80
05 704 0023	CROSS COUNTRY	2,472.30	(501.50)	1,970.80
05 704 0024	INDUSTRIAL ARTS SHOP	1,184.69	0.00	1,184.69
05 704 0025	LIBRARY	1,186.55	0.00	1,186.55
05 704 0026	PARTY GROUP	1,132.31	0.00	1,132.31
05 704 0028	MUSICAL/DRAMA	2,675.76	0.00	2,675.76
05 704 0029	WRESTLING	196.11	0.00	196.11
05 704 0030	GENERAL FUND REIMBURSEMENT	0.00	(180.77)	(180.77)
05 704 0031	ELEM STUDENT COUNCIL	783.32	(65.75)	717.57
05 704 0032	WEIGHTS	7,746.10	(280.00)	7,466.10
05 704 0033	VOLLEYBALL ACCOUNT	2,098.56	(147.93)	1,950.63
05 704 0034	IMPREST FUND	2,000.00	0.00	2,000.00
05 704 0035	BENNET BOOSTERS	1,589.67	0.00	1,589.67
05 704 0036	CHEERLEADING	2,915.48	(262.71)	2,652.77
05 704 0037	BENNET BACK-PACK PROGRAM	1,002.62	0.00	1,002.62
05 704 0038	CLASS OF 2023	1,197.49	0.00	1,197.49
05 704 0039	FAMILY PASSES	8,415.00	0.00	8,415.00

Annual; Processing Month 10/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 0040	STUDENT FEES	5,294.00	93.00	5,387.00
05 704 0041	QUIZ BOWL	600.08	0.00	600.08
05 704 0042	JR HIGH BASKETBALL	81.50	0.00	81.50
05 704 0044	SPANISH	44.55	0.00	44.55
05 704 0045	ENGLISH/PSYCHOLOGY	62.01	0.00	62.01
05 704 0047	NATIONAL BREAST CANCER FOUNDATION	0.01	0.00	0.01
05 704 0049	SHOW CHOIR	1,811.07	0.00	1,811.07
05 704 0050	CHROMEBOOK INSURANCE	33,948.85	35.00	33,983.85
05 704 0052	CIRCLE OF FRIENDS	864.58	0.00	864.58
05 704 0053	CLASS OF 2022	1,339.33	0.00	1,339.33
Fund Balance Subtotal:		153,578.78	(8,260.68)	145,318.10
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		153,578.78	(8,260.68)	145,318.10

Regular; Processing Month 10/2021; Accounts to Include Accounts with Activity

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	LOCAL PROPERTY TAXES	5,100,000.00	129,460.77	915,679.96	17.95	4,184,320.04
01 1125	MOTOR VEHICLE TAXES	305,000.00	11,253.17	29,502.00	9.67	275,498.00
01 1312	SUMMER SCHOOL TUITION	5,000.00	0.00	0.00	0.00	5,000.00
01 1315	TUITION FROM DISTRICTS - SENCAP	1,000.00	0.00	0.00	0.00	1,000.00
01 1370	PRESCHOOL TUITION & FEES	15,000.00	3,626.00	7,576.00	50.51	7,424.00
01 1510	INTEREST ON INVESTMENTS	1,032.00	111.68	224.79	21.78	807.21
01 1800	REC PROGRAM - COMMUNITY SERVICES	25,000.00	2,365.00	4,245.00	16.98	20,755.00
01 1910	RENTAL OF SCHOOL FACILITY	300.00	0.00	0.00	0.00	300.00
01 1920	EDUCATION QUEST FOUNDATION	0.00	1,930.00	1,930.00	0.00	(1,930.00)
01 1990	OTHER LOCAL RECEIPTS	3,500.00	0.00	0.00	0.00	3,500.00
	Subtotal: LOCAL RECIEPTS	5,455,832.00	148,746.62	959,157.75	17.58	4,496,674.25
01 2110	COUNTY FINES & LICENSE FEES	27,000.00	2,287.44	4,425.24	16.39	22,574.76
01 2130	OTHER COUNTY RECEIPTS	4,500.00	0.00	0.00	0.00	4,500.00
01 2210	ESU RECEIPTS	7,800.00	0.00	0.00	0.00	7,800.00
	Subtotal: COUNTY AND ESU RECEIPTS	39,300.00	2,287.44	4,425.24	11.26	34,874.76
01 3110	STATE AID	1,164,000.00	119,475.00	238,950.00	20.53	925,050.00
01 3120	SPED SCHOOL AGE	240,000.00	0.00	0.00	0.00	240,000.00
01 3125	SPED TRANSPORTATION	1,500.00	0.00	0.00	0.00	1,500.00
01 3130	HOMESTEAD EXEMPTION	154,000.00	1,043.33	1,043.33	0.68	152,956.67
01 3180	PRO-RATE MOTOR VEHICLE	0.00	0.00	0.00	0.00	0.00
01 3400	STATE APPORTIONMENT	70,000.00	0.00	0.00	0.00	70,000.00
01 3535	PAYMENTS FOR HIGH ABILITY LEARNERS	6,000.00	0.00	0.00	0.00	6,000.00
01 3540	STATE EARLY CHILDHOOD	45,000.00	0.00	0.00	0.00	45,000.00
01 3890	OTHER STATE RECEIPTS	20,000.00	0.00	0.00	0.00	20,000.00
	Subtotal: STATE RECEIPTS	1,700,500.00	120,518.33	239,993.33	14.11	1,460,506.67
01 4300	RESTRICTED GRANTS-IN-AID FROM FED GOV	5,000.00	0.00	0.00	0.00	5,000.00
01 4310	REAP	42,000.00	0.00	0.00	0.00	42,000.00
01 4505	TITLE 1 PART A - CARRY OVER	0.00	39,664.00	39,664.00	0.00	(39,664.00)
01 4506	TITLE 1 PART A - CURRENT YEAR	42,000.00	0.00	0.00	0.00	42,000.00
01 4519	IDEA ENROLLMENT/POVERTY	42,500.00	0.00	0.00	0.00	42,500.00
01 4708	MEDICAID REIMBURSEMENT SPED	7,500.00	0.00	0.00	0.00	7,500.00
01 4709	MEDICAID ADMIN ACTIVITIES (MAAPS)	1,838.00	0.00	0.00	0.00	1,838.00
01 4900	OTHER FEDERAL RECEIPTS	316,000.00	0.00	0.00	0.00	316,000.00
01 4965	Goals 2000	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: FEDERAL RECEIPTS	506,838.00	39,664.00	39,664.00	7.83	467,174.00
01 5200	FUND TRANSFERS	149,000.00	18,180.41	34,581.51	23.21	114,418.49
01 5690	OTHER NON-REVENUE RECEIPTS	126,000.00	334.08	1,858.21	1.47	124,141.79
01 5980	TIRE GRANT	0.00	0.00	(3,500.00)	0.00	3,500.00
	Subtotal: NON-REVENUE RECEIPTS	275,000.00	18,514.49	32,939.72	11.98	242,060.28
	Fund Total:	7,977,470.00	329,730.88	1,276,180.04	16.00	6,701,289.96

11/04/2021 11:32 AM

Expenditure Report by Function/Object - Summary

Regular, Processing Month 10/2021; Fund Number 01

User ID: KFH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
4610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4955	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4994	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5200	69,249.00	5,778.56	12,837.14	16.54	56,411.86	0.00	0.00	56,411.86
6310	45,008.00	0.00	0.00	0.00	45,008.00	0.00	0.00	45,008.00
6330	42,000.00	0.00	195.00	0.46	41,805.00	0.00	0.00	41,805.00
6406	22,830.00	1,198.02	1,454.77	6.37	21,375.23	0.00	0.00	21,375.23
6408	152,317.95	12,830.24	23,499.36	15.43	128,818.59	0.00	0.00	128,818.59
6411	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6421	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	0.00	3,556.00	3,556.00	0.00	(3,556.00)	0.00	0.00	(3,556.00)
6810	10,090.85	0.00	0.00	0.00	10,090.85	0.00	0.00	10,090.85
6969	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	54,200.00	56.89	56.89	0.10	54,143.11	0.00	0.00	54,143.11
6996	7,200.00	0.00	0.00	0.00	7,200.00	0.00	0.00	7,200.00
6997	0.00	79.90	37,762.30	0.00	(37,762.30)	0.00	0.00	(37,762.30)
6998	0.00	3,060.99	3,060.99	0.00	(3,060.99)	0.00	0.00	(3,060.99)
8000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	8,067,389.54	672,912.74	1,423,755.85	17.65	6,643,633.69	0.00	0.00	6,643,633.69

Expenditure Report by Function/Object - Summary

Regular, Processing Month 10/2021; Fund Number 01

User ID: KFH

Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
8,067,389.64	672,912.74	1,423,755.65	17.65	6,643,633.89	0.00	0.00	6,643,633.89

Grand Total:



District OR-1 : Home of the Panthers!
SUPERINTENDENT'S NARRATIVE REPORT
REGULAR BOARD MEETING:

Information Items

Date: November 8, 2021

TO: Palmyra District OR-1 BOE

From: Michael Hart

Strategic Planning:

- I would like to sincerely thank all of our Strategic Overview Committee (SOC) members for their participation in our district Strategic Planning Process that began on **Sunday, November 7th**. We have another meeting on **Wednesday, November 10th** to debrief the information from Sunday and begin the process of finalizing our updated district Strategic Plan.
- I would also like to sincerely thank all of our community patrons that attended the Community Engagement meeting that occurred on **Sunday, November 7th from 7:00 - 8:30 p.m.** Community input is critical for our district to proactively move forward in planning for the future of our school district. The input from the committee and the community will be integrated to assist our Board of Education with prioritizing future actions and outcomes.
- Future community engagement opportunities will be available in the coming months to include a presentation of our comprehensive enrollment study done by RSP on December 13th beginning at 7:00 p.m. at the regular board meeting. Another opportunity will be a “Community Coffee” on January 10th at 6:00 p.m. to discuss school spending in Nebraska. Both of these opportunities will be held at Palmyra High School. Additionally, there will be a couple of follow-up meetings in the spring to present and share our updated district Strategic Plan.
- Please be looking for more details about these upcoming community engagement opportunities as they become available on our district website and social media channels.

Veterans Day Appreciation and Celebration:

- During this special time of year, we would like to take a moment to formally thank our community Veterans and military families for their service and dedication to our country. This community is very supportive of our Veterans and we are blessed to have excellent local organizations like the Palmyra (Post 72) and Bennet Legion (Post 280) Clubs that fully support our school system, activities, and our students. Thank you!
- As a way to publicly show our appreciation for our Veterans and servicemen and servicewomen, District OR-1, Bennet Elementary and Palmyra High School staff and students are inviting our area Veterans to a special breakfast on **Thursday, November 11th, 2021** at Palmyra High School West Gym beginning at 8:15 AM. This breakfast will be followed by a patriotic program that will begin at 9:00 AM with Bennet Singers and PHS Choir performing.
- The community is invited to attend this program if they wish.



District OR-1 : Home of the Panthers!

District Newsletter:

- Our recent district newsletter was distributed in a digital format this month. We talked about making this change in our last summer newsletter. One of the reasons for the change is to help minimize printing and labor costs, but we also want to continue to be responsive in the way we distribute information to our community stakeholders.
- Because we also want to make sure that all of our stakeholders have access to the newest newsletter (especially those without Internet or social media access), we are encouraging patrons to call our school office if they would like a hard copy of the newsletter. Hard copies of the newsletter are also available at the following locations in Bennet and Palmyra:
 - **Palmyra:** Post Office, Farmers and Merchants Bank, and Decker's Grocery.
 - **Bennet:** Post Office, Uptown & Down Home Mercantile, and the First Nebraska Bank

Negotiations Update:

- Our Negotiations Committee met on Monday, October 25th to begin the process of determining compensation packages for our certified staff next year. The committee will begin meeting with our teacher's group in the coming weeks and we are hopeful that an agreement will be reached prior to the December 13th regular board meeting.
- Special thanks to our negotiations teams for their collaboration on this issue.

NSAA Activity Classification:

- Our district NSAA football classification determination is up for reconsideration by the end of November. The decision to remain 8 player or move to 11 player competition will be a two year commitment.
- Administrators and coaches have met to discuss the best possible options for our students moving forward and a decision on whether we will stay 8 players or move to 11 players will be made soon.
- Parent and student participant surveys have also been distributed and we will use all of this information to make a decision that is best for our players and our district in alignment with NSAA guidelines.
- The results of this classification will be shared after a final decision has been made.

“Return to School” Update

- **Lincoln Lancaster County Health Department Directed Health Measure (DHM) Update:**
 - Due to the high test positivity rate and the sustained high rate of admissions to local hospitals, the Lincoln Lancaster County Health Department (LLCHD) DHM requiring mask wearing indoors in Lancaster County was recently extended until **Wednesday, November 24th**. Our last day of school for students before the Thanksgiving break is Tuesday, November 23rd.



District OR-1 : Home of the Panthers!

- With the extension of the mask mandate for Lancaster County, we will still require masks for all students, staff, and visitors inside the building at Bennet Elementary. Masks at the high school will continue to be optional. Masks are still required for all students and staff traveling in district vehicles and buses.
- I want to personally thank our elementary students, bus drivers, and the staff at the elementary building for their flexibility and patience as we continue to work through how to best navigate the circumstances and expectations of this situation.

Current District OR-1 COVID Data:

- **Updated 11.5.2021:**
 - Our overall district COVID numbers now stand at: **24 positive student cases** (9 at the elementary and 15 at the high school) and **5 staff positive cases** (2 at the elementary and 3 at the high school) in the district since the beginning of school on **Wednesday, August 11th** for a total of **29 total positive cases**.
 - We will still continue to send out self-monitoring letters at the high school as new cases show up.
 - Our school nurse (April Dudney) will continue to contact families and students that may need to quarantine.
 - Patrons can find additional information on the current DHM along with FAQs at covid19.lincoln.ne.gov.
- **Vaccination Information:**
 - Clinics offering COVID vaccines for children 5-11 years of age are now open. *Please note: District OR-1 is not mandating COVID vaccines.*
 - Listed below are some upcoming clinic dates in our area.
 - **Wednesday, November 10th:** Waverly Community Foundation (4-7 PM)
 - **Friday, November 12th:** Norris HS (4-7 PM)
 - **Saturday, November 13th:** Lincoln Northeast HS (9 AM-2:30 PM)
 - Other resources available:
 - [COVID-19 Vaccination Information - CDC](#)
 - [COVID-19 Vaccine Booster Shot | CDC](#)
 - [Frequently Asked Questions about COVID-19 Vaccination](#)

Audit Information:

- The annual auditor visit has been completed. A copy of the audit will be provided to each board member when we receive the final copy.
- The Annual Financial Report (AFR) has also been uploaded to NDE.

Upcoming Board Meeting Presentations:

- **December 13th Regular Board Meeting:**



District OR-1 : Home of the Panthers!

- Representatives from RSP (the company conducting our district’s comprehensive enrollment study) will present a comprehensive overview of community data and future district enrollment projections at our December 13th regular board meeting
- **January 10th Regular Board Meeting:**
 - John Spatz, Executive Director of NASB will be at our January 10th regular board meeting to provide an overview of school spending in Nebraska.
 - John will also be hosting a “Community Coffee” the same night for all interested patrons beginning at 6:00 p.m. at Palmyra High School.
- These diverse presentations continue to help our board members stay current with educational trends and district initiatives.

Go Panthers!



NASB STANDARD
SUPERINTENDENT
EVALUATION

*With goals included:
updated October 9th,
2021*



Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

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

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?	<ul style="list-style-type: none"> • Lead and Facilitate the Strategic Planning Process • Integrate the Facility Audit and Comprehensive Enrollment Study into a “Master Facilities” Plan 					





Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

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

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?	<ul style="list-style-type: none"> • Ensure that all district policies and curriculum are reviewed, updated as needed, and posted or available for public consumption. 					

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard III: Budget Planning & Management

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						<ul style="list-style-type: none"> • Develop a comprehensive and collaborative budget that prioritizes student learning and enhances district facilities, programs, and curriculum. • Maximize grant opportunities and resources to address learning acceleration and student “learning loss”.





Standard IV: Educational Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?		<ul style="list-style-type: none"> • Develop and implement a more standardized, succinct, and effective instructional model. • Facilitate and develop relevant and purposeful professional learning opportunities in socio-emotional strategies, instructional practices, and program development. 				





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**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

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

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?	<ul style="list-style-type: none"> • Create a more comprehensive network of socio-emotional supports for staff and students. • Prioritize student safety and security and student engagement of learning. • Re-evaluate and reorganize personnel policies, forms, and protocols. 					





Standard VI: Community Relations

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?	<ul style="list-style-type: none"> • Collaborate with local businesses and higher education institutions to create partnerships to create content and programs to promote and positively impact our school district. 					





		<ul style="list-style-type: none"> Continue to meet business and community members and attend community events whenever possible.
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Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

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

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> Memberships Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) Educational growth plan (professional goals and development) Leadership team development plan District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?	<ul style="list-style-type: none"> Attend professional development conferences and mentoring in the areas of Human Resources, budget, facility planning and effective instructional practices. 					

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*







Standard VIII: Board-Superintendent Relations

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?	<ul style="list-style-type: none"> • <i>Continue board and community updates.</i> • <i>Support professional development for board members.</i> • <i>Schedule board retreats and committee meetings to meet board member schedules.</i> 					





Superintendent's Response:

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent) (Date)

(Signature of Board President) (Date)





Palmyra

Color key: Home Away

November, 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	2 4:00pm-6:00pm FCCLA STAR Work Night- @ Palmyra High School 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	3 1:00pm BOWL-JV/Varsity Malcolm @ Sun Valley Lanes	4 6:00pm-7:00pm Youth VB Practice- @ Palmyra High School Aux East Gym 7:00pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	5 4:00pm-5:00pm Cheer Competition/Performance Try Outs- @ Palmyra High School	6 2:00pm-6:00pm Craft Fair Set-Up- @ <u>Multiple Locations</u>
7 9:00am-4:00pm Craft Fair- @ <u>Multiple Locations</u>	8 1:00pm ECNC Vocal Clinic- @ Elmwood-Murdock HS 7:00pm BOE Meeting- @ Palmyra High School	9 3:45pm-4:15pm FCCLA Chapter Officer Meeting- @ Palmyra High School 4:00pm-6:00pm FCCLA STAR Work Night- @ Palmyra High School 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	10 FFA District Livestock Judging- @ SCC Beatrice 1:00pm-6:00pm FFA Blood Drive- @ Palmyra High School	11 9:00am-10:00am Veterans Day Program- @ Palmyra High School Main West Gym 6:00pm-7:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym 7:00pm-8:30pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	12 FFA P2C Conference- @ Kearney FFA Temple Grandin Seminar- @ Buffalo County Fair Grounds 7:00pm One Act Play- @ Palmyra High School Main West Gym	13
14 4:00pm-7:00pm Teammates Dinner and a Movie- @ Palmyra High School	15 Start Winter Practice-	16 No School-Staff Collaborative PD/WD- 9:00am ECNC One Act Play- @ Palmyra High School Main West Gym 4:00pm-6:00pm FCCLA STAR Work Night- @ Palmyra High School 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	17 6:30pm Athletic Booster Meeting- @ Palmyra High School	18 4:00pm BOWL-JV/Varsity Johnson County Central @ Harvest Bowl 6:00pm-7:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym 7:00pm-8:30pm Youth Basketball Practice- @ Palmyra High School Aux East Gym	19 4:00pm-6:00pm FCCLA Pie Fundraiser Pickup- @ Palmyra High School	20 8:30am Basketball-B/JH Raymond Central @ Raymond Central High School
21 6:30pm Fine Arts Booster Meeting- @ Palmyra High School	22 11:00am Midland One Act Clash- @ Midland University 4:00pm-6:00pm FCCLA Pie Fundraiser Pickup- @ Palmyra High School 4:00pm Basketball-B/JH Malcolm @ Palmyra High School Auxiliary Gym	23 4:00pm-6:00pm FCCLA Pie Fundraiser Pickup- @ Palmyra High School 6:00pm Basketball-G/Varsity Diller-Odell @ Palmyra High School Main Gym 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym 7:15pm Basketball-B/Varsity Diller-Odell @ Palmyra High School Main Gym	24 No School Thanksgiving Break-	25 No School Thanksgiving Break-	26 No School Thanksgiving Break-	27
28	29 TBD BOWL-JV/Varsity York @ York 9:00am District One Act- @ Midland University 6:15pm Elementary K-2 Winter Concert- @ Palmyra High School Main West Gym 7:30pm Elementary 3rd-4th Winter Concert- @ Palmyra High School Main West Gym	30 4:00pm Basketball-B/JH Mead Jr. / Sr. @ Mead Jr./Sr. High School 6:30pm-8:00pm Youth Basketball Practice- @ Palmyra High School Aux East Gym				

November 8, 2021
Board Report
Admin. Report

October 25th-29th students celebrated Red Ribbon Week and making positive choices. The students enjoyed all the fun dress up days to promote healthy and positive choices organized. STUCO held a "Launch Event" on Saturday at the Olson Complex and Elementary students had a police officer stop in and share making positive choices with the students.

In October students at Bennet elementary participated in the Purple Hand Pledge and discussed bullying and how to be a kind friend.

District OR 1 staff and students would like to invite our area Veterans to a special breakfast on Thursday, November 11th, 2021 at Palmyra High School West Gym at 8:15 AM. Patriotic Program beginning at 9:00 AM with Bennet Singers and PHS Choir performing. Many, many thanks to all who have and are now serving our great country! Thank you!

Monday, November 29th will be the Bennet Elementary Holiday concert at Palmyra High School. Kdg-2nd grade will perform at 6:15 and 3rd-4th grades will perform at 7:30 PM.

NSCAS test results were released in October, and individual student reports were provided to parents last week.

Elementary and Jr/Sr High continue to work with new SS curriculums so as to have a choice made by the spring.

Mr. Chaffee and Mr. Maas took a group of students to WSC Monday November 1st.

November Activities Board Report

Fall HS Activities Complete:

CC-State Qualifiers: Lydia Lang, Ava Palm, Kinsley Havranek, Emily Frey, Bettie Jo Chambers, Drew Moyer and Chandler Berry. Emily Frey 5th place finish.

FB- Finished 6-2.

VB-Finished 19-11. District Runner Up

Available Winter Activities Pre-season sign-up #'s:

JH BBB-36 participants

HS BBB/GBB/WR--Practice starts Nov. 15th



District OR-1: Home of the Panthers!

2021 Board of Education: Committee Assignments:

Board Approved: January 11, 2021

Updated: November 8, 2021

- **Negotiations Committee: Policy # 8152**
 - **Purpose:** Policy # 8152:
 - **Meetings:** Several meetings in November -January
 - **Need:** 3 members: Jaimi Calfee, Clayton Maahs, and Josh Penterman

- **Curriculum, Committee on American Civics: Policy #8153**
 - **Purpose:** Policy #8153
 - **Meetings:** At least twice a year -- one where public testimony is accepted:
 - **Need:** 3 members: Lisa Wilen, Dean Bush , Jaimi Calfee

- **Transportation / Facilities Committee:**
 - **Purpose:** Discuss and analyze the transportation and facility needs of the district, as well as vehicle replacements and maintenance proposals.
 - **Meetings:** At least quarterly; more frequently when needed:
 - **Need:** 2 members: Dean Busch, Clayton Maahs

- **Budget Committee:**
 - **Purpose:** Studies financial documents of the district, as well as finance and facilities proposals.
 - **Meetings:** Suggested once per month; more frequently if needed
 - **Need:** 2 members: Clayton Maahs and Josh Penterman

- **Policy Committee:**
 - **Purpose:** Reviews proposed policy revisions and adoptions and makes recommendations to the full Board.
 - **Meetings:** as needed.
 - **Need:** 2 members: Brandon Desh and Josh Penterman



District OR-1: Home of the Panthers!

2021 Board of Education: Committee Assignments:

Board Approved: January 11, 2021

Updated: November 8, 2021

- **Administration Review Committee:**

- **Purpose:** Completes the annual evaluation of the Superintendent, with input from the Board as a whole.
- **Meetings:** 1-3 times prior to the Superintendent's evaluation.
- **Need:** 1 member: Board President - Brandon Desh

- **Foundation for Knowledge:**

- **Purpose:** Serves as the BOE representative on the *Foundation for Knowledge* Board.
- **Meetings:** As needed
- **Need:** 1 member: Jaimi Calfee

Adjunct Committees: *As needed*

- **School Improvement Steering Committee:**

- **Purpose:** *Assist in the SIP goal-setting process.*
- **Meetings:** *As needed during the school accreditation and goal setting process.*
- **Need:** *2 members: Lisa Wilen and Jaimi Calfee*

- **Government Relations Committee:**

- **Purpose:** Participates in government relations activities, such as attending NASB meetings, visiting with State Senators, and testifying before the legislature if needed.
- **Meetings:** Varies as needed during the legislative session (January - May)
- **Need:** 2 members: Brandon Desh and Josh Penterman

- **Strategic Planning Committee:**

- **Purpose:** Serve on the district strategic planning committee (when in the SP process) and report meeting progress back to the full board.
- **Meetings:** As needed during the strategic planning process
- **Need:** 2 members: Brandon Desh and Lisa Wilen

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: February 13, 2017

Reviewed: August 9, 2021

Internal Board Policies - OrganizationStanding Committee on American Civics

It shall be the policy of District OR-1 Public Schools that the Committee on American Civics shall consist of three members appointed by the Board President. The Committee shall meet at least twice per year. One of the responsibilities of this committee will be to examine recommended social studies textbooks and report findings based on this examination to other members of the Board of Education. The Committee shall take all other steps to ensure compliance with Nebraska law.

It shall further be the policy of District OR-1 Public Schools that the Committee on American Civics shall review all major proposals prepared by the superintendent of schools and instructional staff for adoption of new textbooks, development of new instructional programs, revision of existing instructional programs, modification of established graduation requirements, and other related matters. After the review is completed, the Committee on Curriculum and Americanism will make a recommendation to the full Board of Education about approval or adoption of the matter under consideration.

Legal Reference: Neb. Rev. Stat. § 79-724
 Neb. Rev. Stat. § 79-520
 LB 399 (2019)

Date of Adoption: January 17, 2017

Date of Revision: June 10, 2019

Date of Review: August 9, 2021

DISTRICT OR-1 POLICY REVIEW SCHEDULE: 2021-2022

updated November 2021

Policy Review Process and Schedule

<u>Policy Series</u>	<u>Topic</u>	<u>Date of Last Review</u>	<u>New Review Date</u>	<u>Status</u>
1000	Community Relations	April 16, 2018	April 12, 2021	Completed 4.12.2021
2000	Administration	April 16, 2018	April 12, 2021	Completed 4.12.2021
3000	Business Operations	April 16, 2018	April 12, 2021	Completed 4.12.2021
4000	Personnel	March 12, 2018	July 12, 2021	Completed 7.12.2021
5000	Students	March 12, 2018	July 12, 2021	Completed 7.12.2021
6000	Instruction	May 14, 2018	November 8, 2021	Completed: 11/8/2021
7000	New Construction	May 14, 2018	November 8, 2021	Completed: 11/8/2021
8000	Internal Board Policies	February 12, 2018	February 8, 2021	Completed.2.8.21
9000	Bylaws of the Board	February 12, 2018	February 8, 2021	Completed.2.8.21

TABLE OF CONTENTS

	POLICY
1. General Policy Statement.....	6000
2. Scope of Instructional Program	6010
3. The Program of Instruction.....	6020
4. School Instructional Hours	6110
5. School Day for Students	6112
6. Emergencies.....	6114
7. Fire Drills, Emergency Plans.....	6115
8. Emergency Dismissal or Cancellation	6116
9. Ceremonies, Observances, and the Pledge of Allegiance.....	6117
10. Safe Schools Policy.....	6120
11. Curriculum Review Cycle	6121
12. Objectives of the Instructional Program	6200
13. Curriculum - Development and Adoption	6210
14. Curriculum - Assessments	6211
15. Assessments—Academic Content Standards – Adopt State Standards.....	6212
16. Reading Instruction and Improvement.....	6213
17. Experimental/Innovative Program	6220
18. Curriculum Guides	6230
19. Homework	6240
20. Purpose of Homework	6241
21. Guidance	6260
22. Field Trips.....	6270
23. Activities.....	6280
24. Activity Funds Management.....	6281
25. School Colors	6282
26. Concussions	6283
Return to Learn Protocol	6283A
NDE Bridging the Gap February 2014.....	6283B
NDE Bridging the Gap Appendix February 2014	6283C
27. Initiations, Hazing, Secret Clubs and Outside Organizations	6284
28. Student Participation in Athletic Contests Between Schools	6285
29. Return to Learn After Cancer	6286
30. Dedications and Commencement.....	6290
31. Selection and Review of Instructional and Media Materials.....	6300
32. Textbook Loans	6310
33. Parent Requests for Exclusion.....	6320
34. Recognition of Religious Beliefs and Customs.....	6360
35. Acknowledgment of Religious Holidays.....	6361
36. Religion in the Curriculum	6362
37. Purpose of Religion in the Curriculum	6363
38. Multicultural Education	6370
39. Equal Opportunity: Instruction Program	6380
40. Controversial Issues	6390
41. Controversial Issues in the Classroom.....	6391
42. Parental/Community Involvement in Schools.....	6400
43. Title I Parental and Family Involvement	6410

44. Free and Reduced Price Meals6500

45. Special Education Policies and Regulations.....6600

46. Firearm Policy6700

47. Computer—Internet Safety and Acceptable Use Policy.....6800

48. Chronic Infectious Disease Practice and Procedure.....6900

49. Dispensing Medications.....6910

50. Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes6920

 Asthma or Anaphylaxis Medical Management Plan

 Diabetes Medical Management Plan

Instruction

General Policy Statement

The Board of Education delegates to the Superintendent the responsibility of maintaining the program of instruction and extracurricular activities.

The instructional program and extracurricular activities shall meet the accredited school system standard of the State Board of Education through the Nebraska Department of Education, Federal regulations, Nebraska School Activities Association regulations and the policies of the Board of Education.

The professional staff is responsible for the development of educational and activities programs which meet the objectives of District OR-1 Public Schools.

Date of Adoption: February 13, 2017

InstructionScope of Instructional Program

- A) The District shall provide instruction suitable to the needs of all who are legally eligible to attend school in the District.

- B) Except for special types of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one (1) year. Such a program of instruction shall be organized into schools or other administrative units as follows:
 - 1. The elementary school shall provide for the instruction of children kindergarten through sixth grade.
 - 2. The secondary school shall provide for the instruction of children in grades seven (7) through twelve (12). Within the secondary school, grades seven (7) and eight (8) may be treated as separate from grades nine (9) through twelve (12).
 - 3. Instruction appropriate to the needs of the community and individuals may be provided for adults and others beyond the age required to attend school.
 - 4. Departures from the above noted organizational plan for instruction may be made by the Superintendent upon approval of the Board of Education.

Date of Adoption: February 13, 2017

Instruction

The Program of Instruction

The minimum program of instruction in the schools shall be that prescribed by the statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

The District shall educate staff and students about the harms of copyright piracy.

Legal Reference: Rule 10; ESSA

Date of Adoption: February 13, 2017

InstructionSchool Instructional Hours

District OR-1 Public Schools will have a school year consisting of at least (a) for kindergarten, the time equivalent to 400 hours; (b) for elementary grades one through grade eight, the time equivalent to 1,032 hours, and (c) for grades nine through twelve, the time equivalent to 1,080 hours.

An instructional hour shall mean a period of time at least sixty (60) minutes, which is actually used for the instruction of students.

Interruptions in the school year of the instructional hour minimums due to extracurricular activities (interscholastic sports, clubs, and contests) will be held to a minimum. All students participating in such events will be required to comply with the District's policies on student attendance for such absences to be excused, including the completion of assignments for missed classes.

The required 1,080, 1,032, and 400 instructional hour minimums shall not include the following:

1. When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics;
2. Time scheduled for the school lunch period.

Legal Reference: Neb. Rev. Stat. § 79-101; Neb. Rev. Stat. §§ 79-211 and 79-212;
NDE Rule 10

Date of Adoption: February 13, 2017

InstructionSchool Day for Students

The school day shall be scheduled in such a way that students are given the best opportunity for their educational growth and development. The length of the day, and the arrangement of time segments within it, need not be uniform for all grade levels.

- A) The length of the school day in the secondary schools shall be no less than 380 minutes.
- B) The hours of opening and closing each type of school shall be determined by the Superintendent of Schools. The time of opening and ending the school day may be modified where transportation or other conditions justify such a change upon the authorization of the Superintendent of Schools provided that the length of school sessions are not shortened.
- C) During the school year, all schools shall be in session five (5) days a week, Monday through Friday, except upon emergency authorization of the Superintendent of Schools or during authorized school breaks.
- D) In designing the student day, the following considerations are to be met:
 - 1. The learning activities of each student are carefully guided and supervised.
 - 2. Each student has opportunities to receive individual assistance from teachers outside of the regular school day.
 - 3. Parents shall be informed of late starts or early dismissal.
 - 4. Early dismissal for student employment shall be subject to approval of the building administration. Parental or guardian permission shall precede any early dismissal for work related activities. Early dismissal of other students shall be for reasons of health, etc., and must be validated by the student's parent or guardian.
 - 5. Changes in the school day shall be subject to the approval of the Superintendent.

Date of Adoption: February 13, 2017

Instruction

Emergencies

All employees of the school system are responsible for promoting the safety of students.

Procedures for fire, civil defense, and other emergencies shall be maintained.

Legal Reference: Neb. Rev. Stat. § 79-706

Date of Adoption: February 13, 2017

InstructionFire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded.

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: February 13, 2017

Instruction

Emergency Dismissal or Cancellation

Except for those dates designated on the school calendar, school shall not be dismissed or canceled except by action of the Board of Education or in emergency situations as determined by the Superintendent.

Date of Adoption: February 13, 2017

InstructionCeremonies, Observances, and the Pledge of Allegiance

Appropriate exercises may be held for the following: Veterans' Day, Martin Luther King Day, Presidents' Day, Flag Day, Memorial Day, and State Fire Day (the Friday before the Fire Recognition Day, which is the second Saturday in May). An educational program on the United States Constitution shall be held on September 17 every year, or in the preceding or following week if September 17 falls on a weekend or a holiday.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat. § 79-705; § 79-707 and 79-708; NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Date of Adoption: February 13, 2017

InstructionSafe Schools Policy

It is the mission of District OR-1 Public Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The administration is authorized and directed to adopt such regulations and take such actions as determined appropriate by the board of education to advance the mission of providing safe schools. Such regulations and actions may include, but not be limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs.

Date of Adoption: February 13, 2017

Instruction

Curriculum Review Cycle

TEXTBOOK ADOPTION SCHEDULE

EVALUATION	IMPLEMENTATION	SUBJECT
2017-2018	2018-2019	Industrial Technology, FCS
2018-2019	2019-2020	Spanish
2019-2020	2020-2021	Language Arts
2020-2021	2021-2022	Science
2021-2022	2022-2023	Math and Accounting
2022-2023	2023-2024	Social Studies
2023-2024	2024-2025	Art, Music, Health 7-12, and Journalism
2024-2025	2025-2026	Repeat the cycle

- Computer tests will be purchased as needed due to the constant changing of technology.

Date of Adoption: February 13, 2017

InstructionObjectives of the Instructional Program

District OR-1 Public Schools has designated as its objectives the following:

Our school shall enable each student to react to his environment as a total being by:

- A. Aiding each student in acquiring fundamental skills and knowledge that will engender in each student a sense of personal worth and direction most beneficial to himself and society. This shall be accomplished through:
 - 1. Selection and using subject matter and facilities appropriate to the development of specific skills and knowledge.
 - 2. Setting standards of achievement so that every student can experience some degree of success.
 - 3. Providing equal opportunities for all students, fully realizing that not all students have the same talents and capacities for learning.
 - 4. Finding relationships which exist among the curricular studies.
 - 5. Finding relationships which exist between the curricular studies and the extra curricular activities.
 - 6. Aiding the student to recognize the value of the past as a developmental influence on aesthetic, humanistic and creative ideals for the future.
 - 7. Recognizing scholastic achievement and marks of improvement.
 - 8. Recognizing social and civic contributions made by students.
- B. Providing an environment in which freedom is regarded as a responsibility for administrators, teachers, and students. This shall be accomplished through:
 - 1. Providing direction and substantial meaning whereby respect for each other shall be paramount and reciprocal.
 - 2. Emphasizing the necessity of respect for public and private property as well as dignity of all work.
- C. Maintaining an environment conducive to good physical and mental health. This shall be accomplished through:

1. Providing activities which have as their goal the development of physical fitness.
 2. Providing activities in which all students can experience some measure of success.
 3. Allowing for creative response through music, art, dramatics and physical education.
 4. Providing programs of specialization to meet specific needs of the student; such as speech therapy, remedial reading, guidance counseling and student health.
- D. Providing a means of public relations. This shall be accomplished through:
1. Keeping the public informed as to current happenings in all phases of the school's activities.
 2. Attempting to develop good relationships among students, teachers, administrators, parents and the community at large.
- E. Selecting for employment, administrators and teachers who have the inspiration, dedication and factual competence to put into effect the philosophy and objectives of District OR-1 Public Schools. This shall be accomplished through the auspices of the administration and the Board of Education as designated by the procedures set forth in the Board Policies of the District.
- F. Establishing a program of continuous evaluation of the entire school system that it might determine the measure of success of the philosophy and the objectives of the District. This will be accomplished through coordinating the evaluative efforts of the students, teachers, administrators, specialists, and the entire community.

Date of Adoption: February 13, 2017

Instruction

Curriculum - Development and Adoption

All major program adoptions and/or major course revisions shall be subject to the approval of the Board of Education.

Major program adoptions and/or major course revisions may be proposed by district-wide curriculum and/or building curriculum committees and approved, rejected or revised and approved by the Superintendent before being submitted to the Board of Education for final approval.

Date of Adoption: February 13, 2017

InstructionCurriculum – Assessments (Policy No. 6211)1. State Assessments.

The District OR-1 Public School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to the Nebraska Student-Centered Assessment System (NSCAS) Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: February 13, 2017

Date of Revision: June 10, 2019

InstructionAssessments—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 standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in September, 2015;
- Science standards that were adopted by the State Board in September, 2017; and
- Social Studies standards that were adopted by the State Board in December, 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.

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

Date of Adoption: February 13, 2017

Date of Revision May 14, 2018

InstructionReading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading

program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

(2) The supplemental reading intervention program may also include:

- (a) Reading intervention techniques that are based on scientific research and best practices;
- (b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- (c) Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessment:
 - (i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - (ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - (iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- (d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- (e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to this Policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this Policy until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: July 16, 2018

Instruction

Experimental/Innovative Program

The professional staff of the school system is encouraged to seek improvement of the educational program of the schools.

Experimental programs and "pilot studies" must have the approval of the Superintendent.

Date of Adoption: February 13, 2017

Instruction

Curriculum Guides

Curriculum pacing guides and course guides shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the Board.

The Superintendent or his/her designee shall have general coordinating authority over the formation of all courses of study and curriculum pacing guides and course guides.

Date of Adoption: February 13, 2017

InstructionHomework

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned in accordance to guidance from the building administrator and superintendent of schools. Work not completed during the school day is not considered homework, but rather, the completion of assigned school work.

Date of Adoption: February 13, 2017

InstructionPurpose of Homework

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be ordinarily assigned as punishment.
5. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
6. Homework is more effective if a conference with the parent results in understanding of purpose and ways in which help at home can best be offered.
7. There should be a cooperative effort on the part of teachers to coordinate homework assignments so students are not overburdened with excessive quantities of homework.
8. Each teacher should teach students what to study and how to study.
9. Homework should be checked by the teacher and mistakes of students indicated for correction with individual comments wherever indicated or possible.

Date of Adoption: February 13, 2017

InstructionGuidance

The classroom teacher is a key figure in the guidance of youth in both the elementary and secondary schools. The counselor and teachers, by pooling their knowledge and resources, accept the students where they are and help them go as far as their potentialities permit. The students are helped to know and develop their abilities and to recognize and accept their limitations, and in this way to better understand themselves.

The guidance program includes five (5) basic services:

1. Inventory Service. Emphasis is placed upon a system of accurate and complete student records that accentuate the uniqueness of the individual students.
2. Informational Service. Information in the areas of occupational, educational and vocational guidance is made available to teachers, students and parents.
3. Counseling Service. For an effective program, all students are encouraged to seek individual counseling. Students with needs beyond that of the counseling program are encouraged to seek the services of private counseling.
4. Placement Service. This service assists students in the selection of appropriate occupations, educational institutions and work experiences.
5. Follow-up Service. A continuing follow-up of former students through surveys should be pursued in order to evaluate and improve the effectiveness of the school program.

Date of Adoption: February 13, 2017

Instruction

Field Trips

Field trips shall be considered as instruction and planned as such with definite objectives determined in advance.

Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.

When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as conductor.

Appropriate education experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in a field trip.

Date of Adoption: February 13, 2017

InstructionActivities

A vital component of a comprehensive education program is a properly supervised activities program. Such activities, properly supervised and kept in proper perspective, shall be maintained in the school program in order to give students opportunities for experiences not possible in classroom activities. Care and consideration should be given by educators, coaches, sponsors and parents to the amount of time these activities take students away from school during school hours or away from studies on "school nights."

Date of Adoption: February 13, 2017

InstructionActivity Funds Management

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived therefrom are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

Date of Adoption: February 13, 2017

Instruction

Activities

School Colors

The official colors of District OR-1 Public Schools shall be red, white and blue. An additional color or colors may be used for trim, but the predominant colors shall remain red, white and blue. The mascot is Panthers.

Date of Adoption: February 13, 2017

InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish

conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: February 13, 2017

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of District OR-1 Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,”¹ and accompanying Appendix,² as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

¹ <http://www.education.ne.gov/sped/birsst/BRIDGING%20THE%20GAP%20February%202014%20final.pdf>.

² <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

BRIDGING THE GAP

From
CONCUSSION
To the
CLASSROOM

February 2014

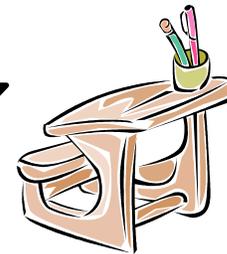


NEBRASKA DEPARTMENT OF EDUCATION

*Return
to
Learn*



BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



On April 8, 2011, the Nebraska Legislature passed the Concussion Awareness Act on a vote of 43- 0. The Concussion Awareness Act became effective in Nebraska on July 1, 2012. The goal of the Act is to provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.

The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.

1. Education: Coaches, Parents and Student Athletes
2. Removal from Play – If a concussion is reasonably suspected
3. Clearance by a Licensed Health Care Professional

While Nebraska law requires a specified Return to Play protocol, equally important in the academic setting is a Return to Activity policy. “Bridging the Gap from Concussion to the Classroom: Return to Learn” was developed to provide guidance to assist Nebraska school districts in developing a concussion management policy, including the provision of appropriate classroom adjustments for concussed students facing learning challenges.

Just as effective concussion management requires communication and collaboration, this document has been developed, reviewed and edited collaboratively by a Concussion Task Force comprised of Nebraska Brain injury School Support Teams (BIRSST) and the following individuals representing several disciplines:

Nova Adams, Educational Liaison, Madonna Rehabilitation Hospital

Cindy Brunken, Southeast BIRSST Team, Special Education Supervisor, Lincoln Public Schools

Michelle Hawley-Grieser, Parent, Nebraska Brain Injury Advisory Council

Crystal Kjar, Lincoln Southwest High School, Head Athletic Trainer

Rusty McKune, Coordinator, the Nebraska Medical Center, Sports Medicine Program

Kody Moffatt, MD, Pediatrics and Pediatric Sports Medicine

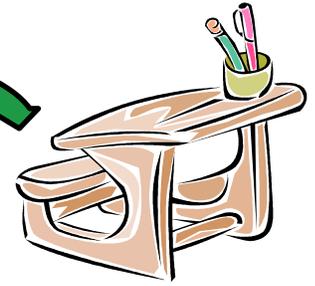
Peg Ogea-Ginsburg, Nebraska Department of Health and Human Services, Office of Injury Prevention

Peggy Reisher, Executive Director, Nebraska Brain injury Association

Rose Dymacek, Education Specialist, Nebraska Department of Education, Office of Special Education



BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



What is a Brain Injury?

Acquired Brain Injury (ABI)

- An acquired brain injury is an injury to the brain, which is not hereditary, congenital or degenerative that has occurred after birth. (Includes anoxia, aneurysms, infections to the brain and stroke.)

Traumatic Brain Injury (TBI)

- A TBI is caused by a bump, blow or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from "mild," i.e., a brief change in mental status or consciousness to "severe," i.e., an extended period of unconsciousness or amnesia after the injury. The majority of TBIs that occur each year are concussions or other forms of mild TBI.

Concussions

- A concussion is a type of **traumatic brain injury**, or TBI, caused by a bump, blow, or jolt to the head. A concussion is **any head trauma that causes an altered mental state that may or may not involve a loss of consciousness. Only 10 percent of concussions involve a loss of consciousness!**
- Concussions can also occur following a fall or a blow to the body that causes the head and brain to move back and forth quickly.
- This sudden movement can cause the brain to bounce around in the skull, stretching and damaging the brain cells and creating chemical changes in the brain.
- Health care professionals may describe a concussion as a "mild" brain injury because concussions are usually not life-threatening. Even so, their effects can be serious. (Centers for Disease Control & Prevention)



**A CONCUSSION
IS
A BRAIN INJURY!**

Incidence of Youth Concussions in Nebraska

Figure 1. Concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012

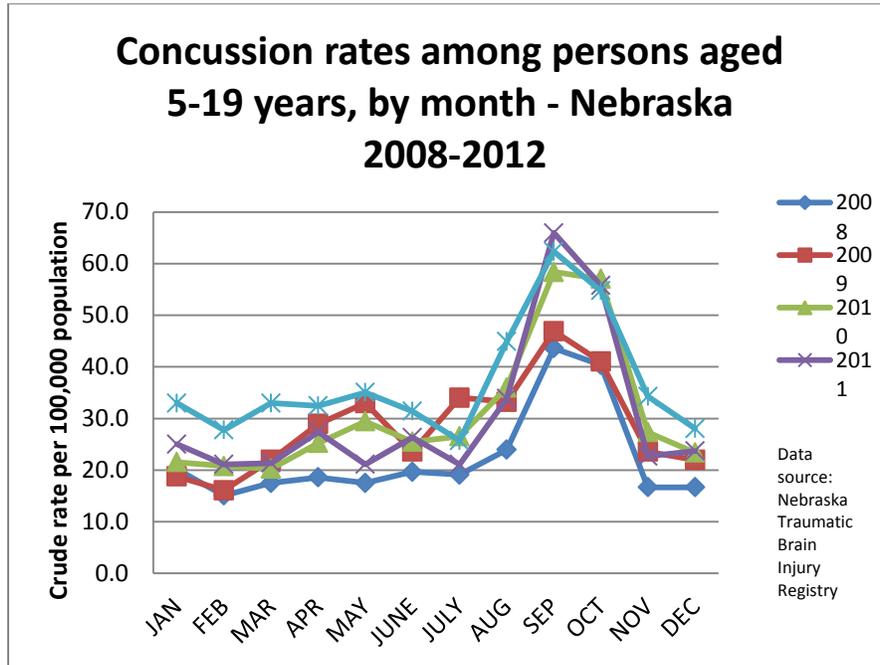
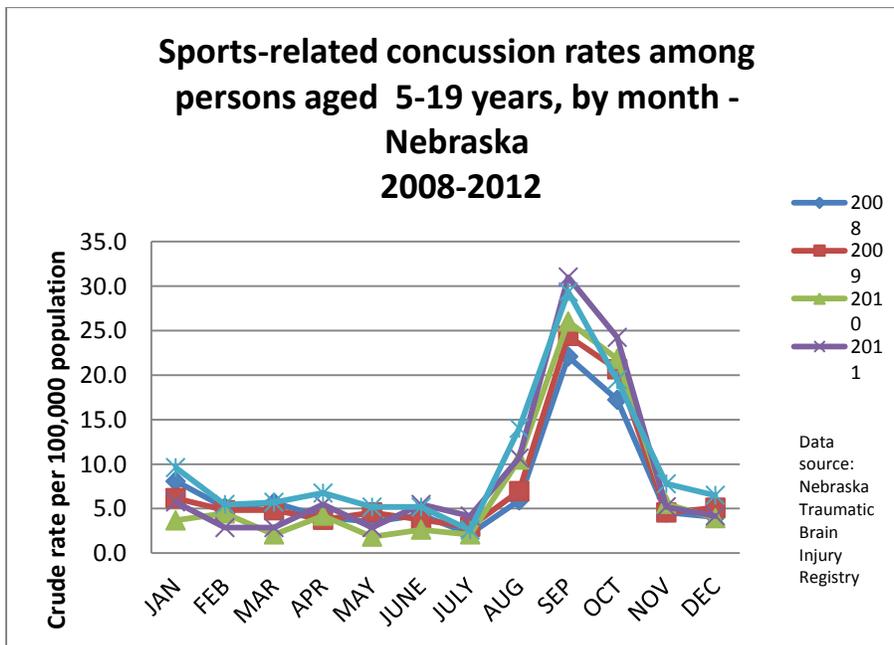


Figure 2. Sports-related concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012



Nebraska Department of Health and Human Services, 2013

Both figures above show a peak in concussion rates among school-aged Nebraskans in September and October. This trend has been consistent over the past 5 years. Figure 1 also shows that higher rates of concussions were diagnosed in 2012. These graphs represent persons treated in the office of a physician or psychologist or admitted to or treated at a hospital or a rehabilitation center located within a hospital in Nebraska.

Why are Concussions Such a Big Deal?

- **A CONCUSSION IS A BRAIN INJURY!**
- A concussion can occur from an impact to the head. The most common cause of a concussion is a whiplash type injury, a rapid acceleration of the head.
- Most concussions (90%) occur without loss of consciousness!
- A “ding,” “getting your bell rung,” or what seems to be a mild bump, blow or jolt to the head can be serious and can change the way the brain normally works! (Center for Disease Control 2013).
- Because of changes in the neurophysiology of the brain, symptoms may continue to develop over the next few hours following an injury.
- After a concussion, among other effects, connections within the brain become stressed, resulting in the breaking of some connections between different brain areas and limiting the ability of the brain to process information efficiently and quickly. (Molfese 2013)
- These changes can lead to a set of symptoms affecting the student’s cognitive, physical, emotional and sleep functions, which may result in reduced ability to do tasks at home, at school, or work.
- During this time, returning to play or full-time academics before symptoms have cleared can result in **prolonged recovery time or risk of further injury.**
- Ignoring the symptoms and trying to “tough it out” often makes symptoms worse!
- “Second Impact Syndrome” may occur when a brain already injured takes another blow or hit before the brain recovers from the first –usually within a short period of time (hours, days, or weeks). A repeat concussion can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage and even death. (Center for Disease Control 2013)
- As the chemistry of the brain returns to normal, the symptoms begin to subside and for most people, they resolve within 1 to 6 weeks.
- **During the recovery period, it is very important that individuals are monitored for full resolution of symptoms and referred if further evaluation or treatment is needed.** (Terryberry-Spohr 2013)



Symptoms of TBI/Concussion

School professionals can best support a student's return to school by understanding the effects of concussion and providing the needed academic adjustments and supports. Knowledge of concussion symptoms can help the student and the school team identify the specific needs of the student, monitor changes and provide appropriate accommodations to facilitate the student's recovery and minimize the pressure to return to activities too soon. (CDC 2013)

Symptoms of TBI/Concussion that may affect school performance fall into four categories:

- Thinking/Cognitive/Remembering
- Sleep
- Physical Symptoms
- Emotional/Mood Symptoms



Thinking/Cognitive Red Flags

Look for increased difficulty with:

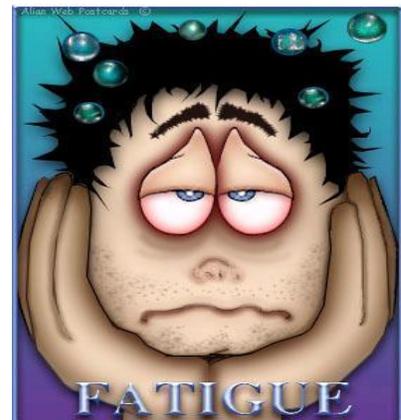
- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance



Sleep Red Flags

Sleep symptoms tend to last longer than other symptoms. Look for increased:

- Drowsiness
- Sleeps more than usual
- Sleeps less than usual
- Difficulty falling asleep
- Fatigue – tired, having no energy





Physical Red Flags

Look for increased difficulty with:

- Headaches
- Fuzzy or Blurred Vision (visual problems)
- Balance problems
- Dizziness
- Nausea, vomiting
- Sensitivity to light
- Sensitivity to noise
- Disorientation



Social Emotional Red Flags

Look for increased difficulty with:

- Irritability
- Sadness
- More emotional
- Changes in mood
- Nervousness
- Anxiety



Return to Activity = Return to Learn + Return to Play

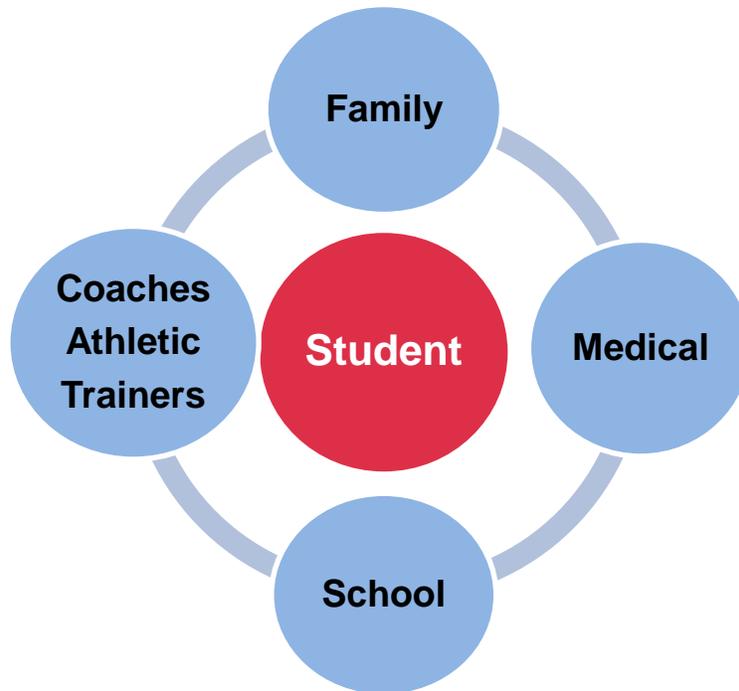


- The Center for Disease Control estimates that 1.7 million traumatic brain injuries occur annually and that 75% of those injuries are mild TBIs (concussions). Concussions occur from sports, falls, playground and bicycle accidents as well as motor vehicle accidents.
- Attention has been given to sports-related concussions because concussion laws have been passed in nearly every state and procedures for Return to Play are familiar to parents, schools and medical personnel.
- Equally important is Return to Learning in the classroom!
- After a concussion, the child or adolescent does not appear to be ill or physically injured. In fact, they may “look” just fine. Nonetheless, a concussion can have direct effects on learning and evidence suggests that using a concussed brain to learn may worsen concussion symptoms and may prolong recovery. (Halstead, McAvoy, et al 2013)
- As the brain is recovering, reducing demands on the brain and avoiding overexertion of the brain at home and at school through a reduction in physical and cognitive activity is beneficial to the recovery of the student
- **Every student and every concussion is different!** No two concussions are the same! The amount of time needed between the injury and the commencement of return to learn activities will vary not only between students, but also between concussions (should a student suffer more than one).
- A Return to Activity plan is composed of two parts:
 - Return to Academics – a gradual return to school and academic requirements implemented by the teaching staff
 - Return to Play – a gradual return to sports implemented by the athletic staff.
- Both the return to academics, and when appropriate, the return to play progression should be allowed to progress over time and as symptoms subside.
- **Please refer to the Return to Academics Progression and Return to Play Progression suggestions at the end of this document. *****

Concussion Management: Recommended Best Practice for Nebraska Schools

- Once a concussion has been diagnosed by a healthcare professional, managing the concussion is best accomplished by creating a support system for the student/athlete. **Communication and collaboration** among parents, school personnel, coaches and athletic trainers, and healthcare providers in overseeing both the return to academics and return to play progressions is essential for the recovery process. Teamwork is required to adjust the treatment and management of the concussion. **Best practice indicates that the student should return to school with a RELEASE OF INFORMATION SIGNED BY THE PARENTS that allows for two-way communication between school personnel and the healthcare provider.** (McAvoy, 2012)

A collaborative approach with the student as the CENTER OF FOCUS!



- Each school district creates a **Concussion Management policy** that incorporates:
 - **Knowledge** about concussion as a mild traumatic brain injury
 - **Training** for all coaches, athletes, parents, and school staff about concussion management
 - **A Concussion Management Team** with a designated contact person.



The Concussion Management Team

Members may include:

Health Care Professional*
Parent(s)*
School Administrator or designee*
Athletic Director
Athletic Trainer
Coach
School Nurse
Teacher(s)

Speech Language pathologist
School Psychologist
School Counselor
Occupational Therapist
Physical Therapist
Student Athlete

Essential members*

Concussion Management Team (CMT) Responsibilities:

- The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity. The CMT designs the Return to Activity Plan with input from the healthcare provider.
- **CMT** contact person is notified of concussion (by parents or athletic trainers, coaches); CMT contact person notifies parent if concussion occurs during school activity;
- CMT contact person notifies school nurse, athletic trainer/coach and teachers as appropriate;
- **Assess** and document the physical, cognitive, behavioral, emotional and sleep **symptoms** and **needs** of a concussed student/athlete;
- Design an **individual plan** for schedule **adjustments**, supports, academic adjustments (i.e., reduced assignments) and physical activity, including PE, dance, active recess, as appropriate and share with school personnel, student and parents;
- **Teachers, Parents, Coaches, Medical providers & Student** communicate, monitor the effectiveness of the plan and document symptoms and academic progress;
- CMT (SAT) meets regularly to **review the student's symptoms and progress**, make adjustments and notifies school staff and health care professional of updates;
- **Adjustments continue until the student no longer needs academic adjustments as a result of the concussion;**
- CMT offers resources on concussions to parents;
- Contact **[Brain Injury Regional School Support Team \(BIRSST\)](#)** for assistance or resources;
- Follow a **gradual Return-to-Activity** for academics and athletics;
- **After symptoms subside and CMT certifies there are no academic concerns or adjustments needed and family and coaches agree student is symptom-free without medication, then**
- Written clearance from a medical provider is given if student/athlete is "back to baseline" on neurocognitive measures and
- Written permission for Return to Activity from parents is obtained;
- Student/athlete returns to academic activities without adjustments and begins Return to Play Protocol; **a successful Return to Learn is necessary before approval for Return to Play. (McAvoy, 2012).**
- Document concussion in student's education file;
- If symptoms last more than 3 – 4 weeks, follow-up assessment and academic adjustments may need to be strengthened or remain in place longer;
- If problems persist, academic accommodations and student supports may be provided through an (Response to Intervention (Rtl) Plan, a Health Plan or a 504 Plan;
- The majority of concussed students will not require an IEP; however, a small percentage of students may require a special education referral.
- Parents and medical professions seek medical explanation and treatment for slowed recovery and schools continue to provide appropriate supports.

- **Keep in mind that progression is individual for each student!**

Return to Learn BEFORE Return to Play!

If a student athlete continues to receive academic adjustments due to the presence of any symptoms, they should be considered symptomatic and not be allowed to resume physical activity. McAvoy, Returning to Learn: Going Back to School Following a Concussion. Communique on line, April 2011.

Brain Injury Regional School Support Teams (BIRSST)

- Nebraska has five regional BIRSST teams
 - Refer to attached **map** for **BIRSST team locations and contacts**
- BIRSST teams can assist school districts in:
 - Identifying strategies to support student success
 - Providing information on brain injury and resources
 - Providing training and consultation for Concussion Management Team



Tips for Teachers

Symptoms of concussion often create learning difficulties for students. Immediately after diagnosis of a concussion, an individualized plan for learning adjustments should be initiated with a gradual, monitored return to full academics as symptoms clear. Typical classroom adjustments and accommodations include:

- Reduce course workload
- Decrease homework
- Allow breaks during the day, i.e. rest in quiet area
- Allow additional time to complete assignments
- Provide instructor's notes, outline or study guide for student
- Avoid over-stimulation (noise and light)
- Avoid testing or completion of major projects during recovery time when possible



Refer to **Tips for Teachers** in Appendices for additional adjustments or accommodations.

Tips for Parents

- Parents play a key role in maximizing the child's recovery from a concussion.
- Parents take student to ER or contact the child's healthcare provider immediately after the concussion.
- After the diagnosis of a concussion by the healthcare professional, parents monitor symptoms and activities at home.
- Parents enforce rest, both physical and cognitive, and ensure that the child receives sufficient sleep and engages in quiet, restful activities immediately after a concussion.
- Parents take student to follow-up appointments with the healthcare provider.
- For the first few days, the student/athlete may have symptoms that interfere with concentration and may need to stay home from school to rest for a day or two and refrain from:

- Watching TV
- Playing video games
- Texting
- Working/playing on computer
- Driving
- Use of Cell phone
- Blowing on a musical instrument
- Piano lessons



- Light mental activities can resume as long as symptoms do not worsen. When the student/athlete can tolerate 30-45 minutes of light mental activity, a gradual return to school can commence.
- Parents monitor and track symptoms at home and communicate regularly with the school Concussion Management Team (CMT) Coordinator and/or health care provider.
- Parents sign Permission for two-way Release Information between the medical provider and the school district.
- Parents may request information from the school CMT on concussions.
- Parents are aware of academic adjustments in the school setting.
- Deliver medical clearance from the healthcare provider to the CMT when appropriate.

References

1. Centers for Disease Control and Prevention - *Returning to School After a Concussion: A Fact Sheet for School Professionals*.
http://www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf
2. Giza C., Kutcher J., *et al.* Summary of evidence-based guideline update: Evaluation and management of concussion in sports. *Neurology*, 2013: 10.1212/WNL.0b013e31828d57dd.
3. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013.
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
4. McGrath, N. (2010). Supporting the Student-Athlete's Return to the Classroom after a Sport Related Concussion. *Journal of Athletic Training*, 45(5), 492-498.
5. McAvoy, K. (2013). *REAP the benefits of good concussion management*. Centennial, CO: Rocky Mountain Sports Medicine Institute Center.
6. McAvoy, K. (2012). Return to Learning: Going Back to School Following a Concussion. *NASP Communique* online. March/April.
7. McCrory P., Meeuwisse W., Aubry M., *et al.* Consensus Statement on Concussion in Sport: the 4th International Conference on Concussion in Sport. *Br J Sports Med*. 2013; 47: 250-258
8. Orcas (2011). *Brain Injury 101: Concussion Management. Policy and Resource Handbook*. Retrieved from <http://brain101orcasinc.com>
9. The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide*. Retrieved from <http://www.cbirt.org>

WHAT CAN YOU DO TO CHANGE THE CULTURE OF CONCUSSION IN NEBRASKA?

- ✓ Educate
- ✓ Communicate
- ✓ Collaborate



- Parents
- Students
- Schools
- Physicians

Wear your helmet!



BRIDGING THE GAP
From CONCUSSION To The CLASSROOM

APPENDICES

Nebraska Concussion Awareness Act – Quick Facts

Concussion Resources

Return to Academics Progression

Return to Play Progression

Post-Concussion Symptom Checklist

Tips for Teachers

**NE Concussion Management Recommended Best
Practice**

Information from Teachers for CMT

BIRSST Team Map and Team Contacts

Nebraska Concussion Awareness Act – Quick Facts

Return to Play

- **Goal: To provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.**
- Legislation passed by Nebraska Legislature - Final Reading on April 8, 2011 (43-0)
- Effective July 1, 2012
- The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.
 1. Education: Coaches, Parents and Student Athletes
 2. Removal from Play – If a concussion is reasonably suspected
 3. Clearance by a Licensed Health Care Professional
- Concussion Awareness Act applies to:
 - ✓ Approved or accredited public, private, denominational or parochial schools (does not include higher education/college and university) Section 4.
 - ✓ Athletes 19 years of age or younger that participate in organized sports (“any city, village, business or nonprofit that organizes sports, charges a fee or is sponsored by a business or nonprofit organization.”) Section 5
- Education provided for:
 - ✓ Coaches. Training approved by the Chief Medical officer must be made available to all coaches.
 - ✓ Parents and student athletes. Concussion and brain injury information must be provided:
 - On an annual basis and
 - Prior to the start of practice or competition.
- Removal from Play
 - ✓ Any student athlete or athlete shall be removed from play when they are reasonably suspected of having a concussion by a coach or licensed health care professional.
 - ✓ If an athlete is removed from activity due to reasonable suspicion of suffering a concussion:
 - Parents or Guardians must be notified of the date and approximate time of the injury and the signs and symptoms that were observed, as well as any actions taken to treat.
- Return to Play
 - ✓ A student-athlete or athlete may be allowed to return to play when:
 - They have been evaluated by a licensed health care professional
 - They have received written clearance from the licensed health care professional;
 - They have submitted the written and signed clearance to resume participation in athletic activities accompanied by written permission to resume participation from the student’s parent or guardian.
- For more information, please refer to:
 - ✓ Nebraska Department of Health and Human Services
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>

CONCUSSION RESOURCES

1. **Nebraska Department of Education**
<http://www.education.ne.gov/sped/birsst.html>
 - **Bridging the Gap from Concussion to Classroom: Return to Learn**
2. **Nebraska Department of Health and Human Services**
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>
 - Concussion Awareness Act – Training for Coaches, Parents, Students
3. **Concussion ABCs posted by the Centers for Disease Control and Prevention**
<http://www.cdc.gov/concussion/HeadsUp/schools.html>
 - Heads Up to Schools, Know Your Concussion ABC's
 - A Fact Sheet for Teachers, Counselors, and School Professionals
 - A Fact Sheet for School Nurses
 - Parent/Athlete Concussion Information Sheet
 - Returning to School After a Concussion: A Fact Sheet for School Professionals
4. **The Center on Brain Injury Research and Training, University of Oregon**
<http://www.cbirt.org>
 - **The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide.*** Retrieved from <http://www.cbirt.org>
 - <http://cbirt.org/tbi-education/school-reentry/returning-school-after-tbi/>
 - <http://cbirt.org/tbi-education/school-reentry/supports-consider-during-school-reentry/>
 - <http://cbirt.org/news/concussion-frequently-asked-questions-parents/>
5. **School-wide Concussion Management cartoon video: "What's a Concussion, Anyway? (15 minute cartoon video)** <http://brain101.orcasinc.com/>
 - Concussion Management Program and information for coaches, schools, parents and students
 - Return to Academics Progression, Return to Play Progression and Sample Return to Activity Documentation

6. REAP Guidelines

<http://www.rockymountainhospitalforchildren.com/sports-medicine/concussion-management/reap-guidelines.htm>

- McAvoy, K. (2013) REAP the benefits of good concussion management. Centennial, CO: Rocky Mountain Sports Medicine Institute Center for Concussion.

7. The BrainSTEPS Program – Pennsylvania www.brainsteps.net

- [Concussion Webinar](#)
- [Concussion Return to School Protocol](#)
- [Protocol Flow Chart](#)
- [Why every school should have a Concussion Management Team](#)
- [Teacher's Desk Reference: Concussion](#)

8. Colorado Department of Education

http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi_concussionguidelines.pdf

- [Concussion Management Guidelines 2012](#)

9. Brain Injury Association of Nebraska www.biane.org

10. Halstead, M., McAvoy, K., et al. *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013. <http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

11. Nebraska Brain Injury Advisory Council www.braininjury.ne.gov

12. brainline.org - <http://www.brainline.org/content/2010/06/general-information-for-parents-educators-on-tbi.html>

13. Information for Parents

http://www.brainline.org/landing_pages/categories/concussion.html
<http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

RETURN TO ACADEMICS PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	HOME – Cognitive and physical rest	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Limited mental exertion – computer, texting, video games, homework
2	HOME – Light Mental Activity	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Up to 30 minutes mental exertion ➤ No prolonged concentration

Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.

3	SCHOOL – Part Time Maximum adjustments Shortened day/schedule Built-in breaks	<ul style="list-style-type: none"> ➤ Provide quiet place for scheduled mental rest ➤ Lunch in quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics ➤ Provide extra time, help, and adjustment of assignments
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Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.

4	SCHOOL – Part Time Maximum adjustments Shortened day/schedule	<ul style="list-style-type: none"> ➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help, and modification of assignments
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Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.

5	SCHOOL – Part Time Minimal adjustments	<ul style="list-style-type: none"> ➤ No standardized testing; routine tests are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenging subjects
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Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

6	SCHOOL – Full Time Full academics No adjustments	<ul style="list-style-type: none"> ➤ Attends all classes ➤ Full homework and testing
---	---	--

When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate student supports.

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RETURN TO PLAY PROGRESSION

Return to play is a medical decision. The CMT will be familiar with state concussion laws and understand which healthcare providers may clear a student. **To begin the Return to Play Plan, the student must be free of all symptoms (see Signs and Symptoms of Concussion), have no academic adjustments in place, and be cleared by a healthcare provider.** The student may spend 1-2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, stop activity and have the CMT reassess.

Rehabilitation Stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest.	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling keeping intensity <70% maximum permitted heart rate. No resistance training.	Increase HR
3. Sport-specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey. May start progressive resistance training.	Exercise, coordination and cognitive load
5. Full-contact Practice	Following medical clearance. Participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal game play	

Recommendations from 2012 Zurich Consensus Statement on Concussion – McRory, P., Meeuwisse, WH, Aubry, M, et. al., *Br. J Sports Med* 2013; 47:250-258.

Post-Concussion Symptom Checklist

Name: _____

Date: _____

Please indicate how much each symptom has bothered you over the past 2 days.

	Symptoms	None	Mild		Moderate		Severe	
PHYSICAL	Headache	0	1	2	3	4	5	6
	Nausea	0	1	2	3	4	5	6
	Vomiting	0	1	2	3	4	5	6
	Balance Problem	0	1	2	3	4	5	6
	Dizziness	0	1	2	3	4	5	6
	Blurry or double vision	0	1	2	3	4	5	6
	Sensitivity to Light	0	1	2	3	4	5	6
	Sensitivity to Noise	0	1	2	3	4	5	6
	Balance Problems	0	1	2	3	4	5	6
	Pain other than headache	0	1	2	3	4	5	6
THINKING/ COGNITIVE	Feeling "in a fog"	0	1	2	3	4	5	6
	Feeling Slowed Down	0	1	2	3	4	5	6
	Difficulty concentrating	0	1	2	3	4	5	6
	Difficulty Remembering	0	1	2	3	4	5	6
SLEEP ISSUES	Trouble Falling Asleep	0	1	2	3	4	5	6
	Fatigue or low energy	0	1	2	3	4	5	6
	Drowsiness	0	1	2	3	4	5	6
EMOTIONAL	Feeling more Emotional	0	1	2	3	4	5	6
	Irritability	0	1	2	3	4	5	6
	Sadness	0	1	2	3	4	5	6
	Nervousness	0	1	2	3	4	5	6

Do symptoms worsen with physical activity? Yes _____ No _____ Not Applicable _____

Do symptoms worsen with thinking/cognitive activity? Yes _____ No _____ Not Applicable _____

Activity Level: Over the past two days, compared to what I would typically do, my level of activity has been _____% of what it would normally be.

TIPS FOR TEACHERS

Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

Concussion Symptoms	Implications at school	Potential Adjustments in School Setting
PHYSICAL SYMPTOMS <ul style="list-style-type: none"> • Headache (most common symptom reported in concussions) 	<ul style="list-style-type: none"> • Poor concentration - may vary throughout day; • Can be triggered by fluorescent lighting, loud noises and focusing on tasks 	<ul style="list-style-type: none"> • Frequent breaks • Reduce exposure to aggravators, i.e., turn off fluorescent lights • Rest as needed in nurse's office or quiet area
<ul style="list-style-type: none"> • Dizziness/ Lightheadedness 	<ul style="list-style-type: none"> • Standing quickly or walking in crowded environment may present a challenge • Often provoked by visual stimulus (rapid movements, videos, etc.) 	<ul style="list-style-type: none"> • Allow student to put head down if symptoms worsen • Early dismissal from class and extra time to get from class to class to avoid crowded hallways
<ul style="list-style-type: none"> • Visual Symptoms <ul style="list-style-type: none"> ○ Light sensitivity ○ Double vision ○ Blurry vision 	<ul style="list-style-type: none"> • Trouble seeing slide presentations, movies, smart boards, computers, handheld computers (tablets) • Difficulty reading & copying • Difficulty paying attention to visual tasks 	<ul style="list-style-type: none"> • Reduce brightness on the screens • Student may wear hat or sunglasses in school • Audiotapes instead of books • Seat student close to center of classroom activities (preferential seating if blurry vision) • Turn off fluorescent lights • Cover one eye with patch/ tape or one lens if glasses are worn (double vision)
<ul style="list-style-type: none"> • Noise Sensitivity 	<ul style="list-style-type: none"> • Troubles with various noises in several school settings: Lunchroom, shop classes, music classes (band, choir), physical education classes, hallways • Organized sports practice 	<ul style="list-style-type: none"> • Allow student to eat lunch in quiet area with classmate • Limit or avoid band, choir or shop classes • Avoid noisy gyms and organized sports practices and games • Consider use of earplugs • Early dismissal from class to avoid crowded, noisy hallways
THINKING/COGNITIVE SYMPTOMS <ul style="list-style-type: none"> • Difficulty concentrating or remembering 	<ul style="list-style-type: none"> • Challenges learning new tasks and comprehending new material (slowed processing speed) • Difficulty recalling and applying previously learned material • Lack of focus in the classroom • Difficulties with test taking, including standardized tests 	<ul style="list-style-type: none"> • Avoid testing or completion of major projects during recovery time when possible • Provide extra time to complete non-standardized tests in a quiet environment • Postpone standardized testing when possible • Consider one test per day during exam periods • Assess knowledge using multiple-choice instead of open-ended questions

Concussion Symptoms	Implications at school	Potential Adjustments in School Setting
THINKING/COGNITIVE SYMPTOMS (cont'd)		<ul style="list-style-type: none"> • Consider use of preprinted notes, note taker, scribe or reader for oral testing • Consider tape recorder for note taking • Reduce the cognitive load & focus on the most important concepts for student to know – quality vs. quantity • Consider decreasing homework and reducing make-up work • Provide both oral and written instructions; clarify instructions
SLEEP ISSUES	<ul style="list-style-type: none"> • Excessive fatigue can hamper memory for new or past learning or ability to attend and focus • Insufficient sleep can lead to tardiness or excessive absences • Difficulty getting to sleep or frequent waking at night may lead to sleeping in class • Excessive napping due to fatigue may lead to further disruptions of the sleep cycle 	<ul style="list-style-type: none"> • Allow for late start or shortened school day to catch up on sleep • Allow rest breaks during day if needed
EMOTIONAL/MOOD SYMPTOMS	<ul style="list-style-type: none"> • Sadness, Irritability, changes in mood, nervousness, anxiety may affect social relationships with adults and peers • Student may feel scared, angry or depressed as a result of the concussion. 	<ul style="list-style-type: none"> • Develop an emotional support plan for the student. This may include an adult with whom the student can talk if feeling overwhelmed • Mental fatigue may result in emotional meltdowns • Allow “signal” for student to remove himself/herself from classroom to de-escalate • Provide reassurance that what they are feeling is typical in the course of recovery – i.e., concern about getting behind in school work and/or grades • Share difficulties and progress with parents, CMT contact person, medical personnel, athletic coaches/ trainers as appropriate

Sources: Halstead, M., McAvoy, K., *et al. Returning to Learning Following a Concussion.*

Pediatrics: originally published online October 27, 2013.

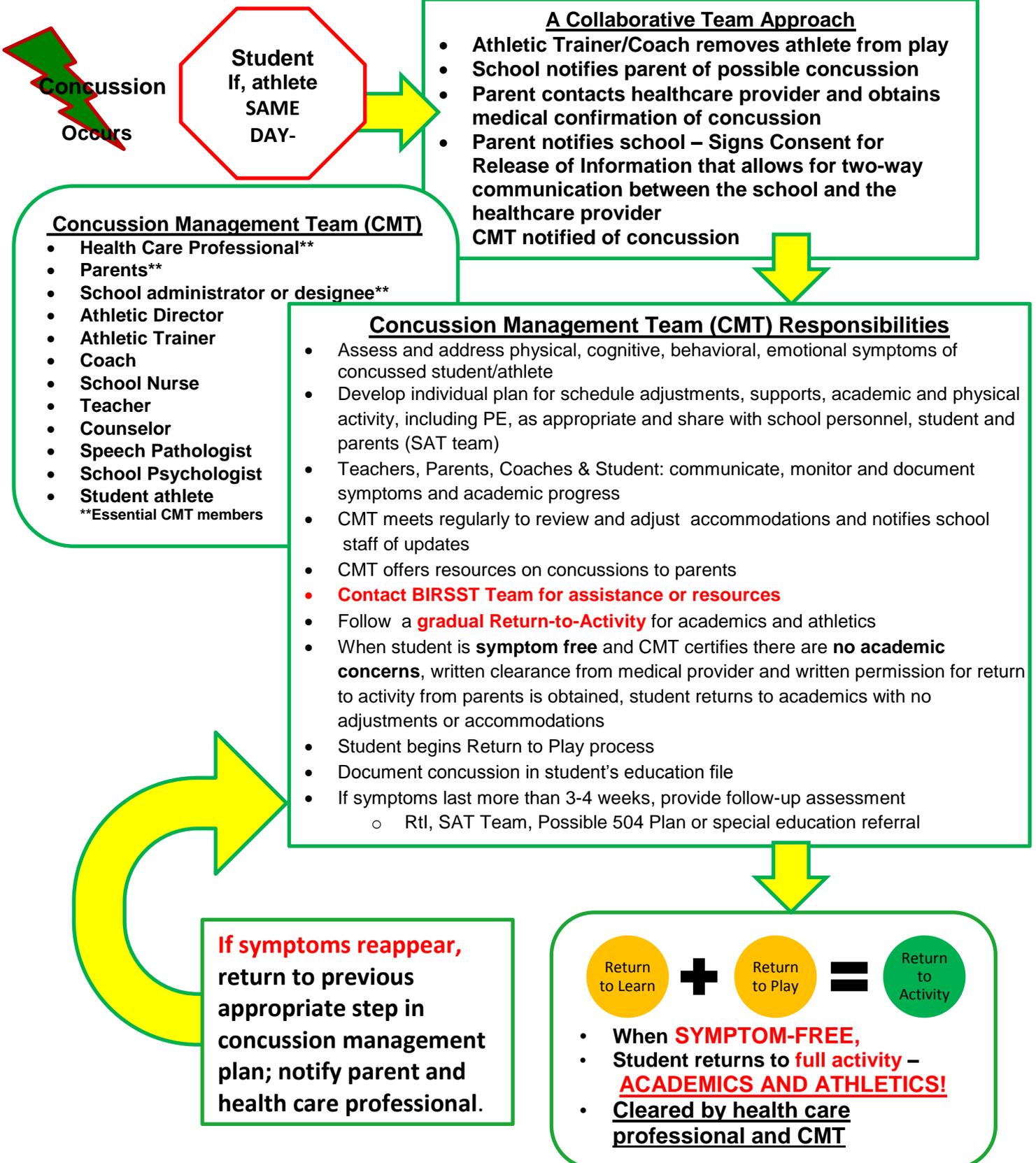
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

Oregon Concussion Awareness and Management Program (OCAMP)

http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf

NE Concussion Management Recommended Best Practices

(Adapted from CDC, OCAMP Advisory group June 2010 and Oregon Concussion Awareness and Management Program)



Information from Teachers for CMT

Date: Student Name:

Date of Concussion:

To Teachers: The above named student has been diagnosed with a concussion. Please indicate if you are seeing physical, cognitive, emotional or sleep/energy symptoms in your classroom related to this concussion, or if you have concerns about this student's progress, please state them below. Thank you for your valuable feedback.

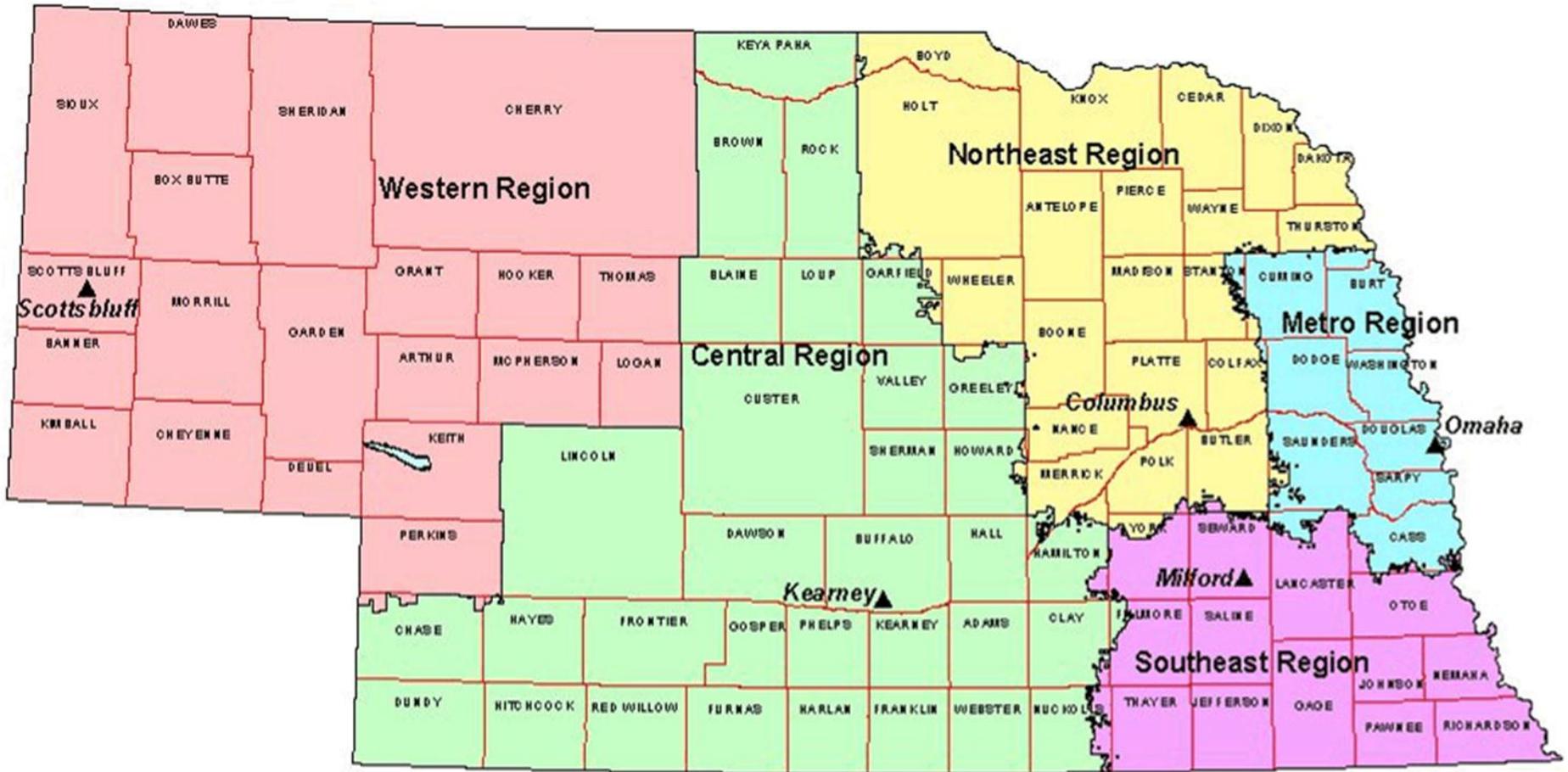
Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please explain:	Is this student performing at their pre-concussion learning level? Yes or No? If NO, please explain:

A fillable version of this document is available at: <http://www.education.ne.gov/sped/birsst.html>

BIRSST - Brain Injury School Support Team Contacts 2013-2014

Central Region	Kristine Einspahr ESU #10 76 Plaza Boulevard Kearney, NE 68848	(308) 237-5927 X 314 keinspahr@esu10.org
Metro Region	Greg Gaden ESU #3 6949 S. 10th Omaha, NE 68128 Andrea McDonald ESU #2, #3 and #19 Lou Bauer ESU #2	(402) 597-4934 (402) 610-4240 (cell) ggaden@esu3.org (402) 350-5622 andrea.mcdonald30@gmail.com (402) 721-7710 X 209 lbauer@esu2.org
Northeast Region	Cathy Schroeder ESU #1 211 Tenth Street Wakefield, NE 68756	(402) 287-2061 (712) 490-6571 cschroeder@esu1.org
Southeast Region	Cindy Brunken Lincoln Public Schools 5905 O Street Lincoln, NE, 68510	(402) 436-1902 cbrunk@lps.org
Western Region	Steve Helgeland ESU #13 4215 Avenue I Scottsbluff, NE 69361	(308) 635-3696 shelgeland@esu13.org

BIRSST Region Map – 2013-2014



InstructionInitiations, 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 activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, 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 or the coercing of any such activity. 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
 Neb. Rev. Stat. §§ 28-311.06 to 28-311.07

Date of Adoption: February 13, 2017

InstructionStudent Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls if the combined enrollment for seventh and eighth grade is fewer than 12 boys or 12 girls and if the school board has a policy regulating participation for sixth graders. The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C
Nebraska School Activities Association Middle Level Activities Bylaws,
Article 9

Date of Adoption: February 13, 2017

Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Date of Adoption: February 13, 2017

InstructionDedications and Commencement

Traditions are a cherished part of the community life and District OR-1 Public Schools expresses an interest in maintaining those traditions which have a significance to the community. The graduation ceremony is considered an extracurricular activity and participation in it is a privilege.

Date of Adoption: February 13, 2017

InstructionSelection and Review of Instructional and Media MaterialsA) Assignment of Responsibility

The Board of Education reserves responsibility for the final acquisition of materials, but the responsibility for the selection of instructional materials is delegated to the Superintendent, with the assistance of the instructional and media staff, to establish procedures and regulations for the selection of instructional and media materials, reviewing their effectiveness, and dealing with complaints concerning instructional materials. The Superintendent may establish committees consisting of teachers and media staff to assist with these responsibilities.

B) Criteria for Instructional Materials

The selection of instructional materials shall be made in accordance with Board of Education policies, legal requirements, and reflect the following philosophy:

1. To provide materials that will stimulate growth in factual knowledge, practical skills, literary appreciation, aesthetic values, and ethical standards.
2. To provide a background of information which will enable students to make intelligent judgments in their daily life.
3. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical thinking and analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudices in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional materials.

C) Criteria for Media Materials

The selection of media materials shall be made in accordance with Board of Education policies, legal requirements, and with the Library Bill of Rights of the American Library Association, which Bill of Rights has been accepted by the American Association of School Librarians reflect the following philosophy:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, ability, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American World Heritage and Culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

D) Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced despite the care taken in selection and qualification of the personnel selecting materials. The following procedures apply equally to all complaints whether they be from students, parents, school personnel or district patrons.

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.
2. Formal complaints about instructional materials must be presented in writing on a form approved by the board of education. In the absence of such a form, the complainant shall be required to submit a written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall decide whether to appoint a building-level review committee or a district-level review committee to study the complaint. The principals will convene building-level review committees. These building-level committees shall consist of five or more committee members composed of staff and community patrons. The superintendent of schools or his designee will convene district-level review committees. These district-level committees shall consist of five or more members composed of staff and community patrons.

4. The review committees shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant. The review committee's recommendation and all accompanying rationale shall be forwarded to the board of education for its review and final decision. The school board's decision may be to remove the material in question from district use, to modify the material for continued uses, or to reject the complaint and continue to use the material.
5. Any materials identified in a complaint may remain in use pending its review and its disposition by the board of education. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities.
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the board, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided by the board.

Date of Adoption: February 13, 2017

InstructionTextbook Loans

The District will comply with the state law and Rule 4 of the Nebraska Department of Education pertaining to the distribution of textbooks to students of the District who are attending private schools. The financial liability of the District shall be limited to the amount of dollars appropriated by the state for the specific law.

If funds appropriated to this District are not sufficient to meet the request for textbooks under this policy, priority will be given to the textbooks requested that have the most recent copyright date. If the funding requires additional restrictions, priority will be given to the requests that were filed at the earliest date in the Superintendent's office. If still further restrictions are necessary, a drawing shall be conducted from the names of all students filing on the same date and requesting the same texts. The drawing shall continue until all state funds provided to the District for this purpose have been spent.

Legal Reference: Neb. Rev. Stat. § 79-734
 NDE Rule 4

Date of Adoption: February 13, 2017

InstructionParent Requests for Exclusion

Parents may request that their child be excused from the study of a given book, instructional unit or particular literary work. The Principal shall determine whether to grant such requests based on legal requirements relating to the request, the reason given for the request, the effect of the request on the student's educational development and the educational program, and the availability of alternative materials or instruction for the student. In the event the Principal does not grant the request, the parent may request a review be conducted by the Superintendent, based on the same criteria.

Date of Adoption: February 13, 2017

InstructionRecognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

District OR-1 Public Schools recognizes one of its educational goals is to advance the student's knowledge and appreciation of the role our religious heritage has played in the social, cultural and historical development of civilization.

Date of Adoption: February 13, 2017

InstructionAcknowledgment of Religious Holidays

The practice of the District OR-1 Public School District shall be as follows:

1. The several holidays through the year which have a religious and a secular basis may be observed or recognized in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays included are Christmas, Easter, Passover, Hanukkah, Ramadan, Thanksgiving and Halloween.

Legal Reference: *Florey v. Sioux Falls School District 49-5*, 619 F.2d 1311 (8th Cir. 1980)

Date of Adoption: February 13, 2017

InstructionReligion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about – and not of – religion be conducted in a factual objective and respectful manner. However, sectarian instruction of any kind is prohibited in this school.

Date of Adoption: February 13, 2017

InstructionPurpose of Religion in the Curriculum

The practice of District OR-1 Public Schools shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Date of Adoption: February 13, 2017

Instruction

Multicultural Education

District OR-1 Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the

responsibility to provide the administration with reports on: (a) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723
Nebraska State Board of Education Rule 10

Date of Adoption: February 13, 2017

InstructionEqual Opportunity: Instruction Program

The school district pledges itself to avoid discriminatory actions, and seeks to foster good human and educational relations which help to attain:

1. Equal rights and opportunities for students and employees in the school community.
2. Equal opportunity for all students to participate in the instructional program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Frequent training opportunities for improving staff responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to pupils which are not solely based upon race, color, religious creed, age, marital status, national origin, sex or disability.

Date of Adoption: February 13, 2017

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: February 13, 2017

InstructionControversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

1. Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Do not manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that individual students or the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
7. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Date of Adoption: February 13, 2017

InstructionParental/Community Involvement in Schools

Otoe County School District 66-0501, a/k/a District OR-1 Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Measure of Academic Progress (MAP) test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.

6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

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

Date of Adoption: February 13, 2017 Date of Review: July 15, 2019

InstructionCombined District and School Title I Parent and Family Engagement Policy

District OR-1 intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

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

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Date of Adoption: February 13, 2017

Date of Revision: June 10, 2019

InstructionFree and Reduced Price Meals

The District OR-1 Public Schools has agreed to participate in the National School Lunch Program (NSLP) and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

- A) Agrees to serve meals free to children from families whose income is at or below that established by the NSLP for free meals.
- B) Agrees to serve meals at a reduced price to children from families whose income is at or below that established by the NSLP for reduced meals listed.
- C) Agrees to provide these benefits to any child whose family income falls within the criteria established by the NSLP for free or reduced meals after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household:
 - 1. Unusually high medical expenses
 - 2. Shelter costs in excess of 30 percent of reported income
 - 3. Special education expenses due to the mental or physical condition of a child
 - 4. Disaster or casualty losses

In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria established by the NSLP for free or reduced meals.

- D) Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to:
 - 1. Work for their meals
 - 2. Use a separate lunch room
 - 3. Go through a separate serving line
 - 4. Enter the lunchroom through a separate entrance
 - 5. Eat meals at a different time
 - 6. Eat a meal different from the one sold to children paying the full price
- E) Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
- F) Agrees to establish and use a fair hearing procedure for parental appeals of the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or continued eligibility of any child for free or reduced price meals. During the

appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

1. A publicly-announced, simple method for making an oral or written request for a hearing
 2. An opportunity to be assisted or represented by an attorney or other person
 3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal
 4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing
 5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference
 6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses
 7. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference
 8. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official
- G) Agrees to designate the Superintendent or designee to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
- H) Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.
- I) The following information will be available in the office of the Superintendent.
1. Eligibility criteria for free and reduced meals
 2. Parent letter and application
 3. Public release
 4. Collection procedure

Legal Reference: National School Lunch Act, 42 U.S.C. § 1751 et. seq.
Child Nutrition Act, 42 U.S.C. § 1771 et. seq.

Date of Adoption: February 13, 2017

Special Education Policies

District OR-1 Public Schools adopts this special education policy with the intent that the policy maintain the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

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

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

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

2. Full Educational Opportunity Goal

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

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

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

9. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

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

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

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

Legal Reference: 92 NAC 51-010

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

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

Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

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

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

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

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

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

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

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

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

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

Legal Reference: 92 NAC 52

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

Date of Adoption: February 13, 2017

InstructionFirearm Policy

It shall be the policy of the District OR-1 Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm 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 the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or reserve officers training corp, peace officers, off duty cops, or other duly authorized law enforcement officers when on duty or training or when contracted by a school to provide school security or school event contract services. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by a non-student adult when the firearm is not loaded, is encased, and is either in a locked firearm rack that is on a motor vehicle or is 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 a firearm exposed.

Any unlawful use or possession of a firearm as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. § 28-1204.04

Date of Adoption: February 13, 2017

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

It is the policy of District OR-1 Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and

access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general,

for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.

3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
Children's Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

Date of Adoption: June 12, 2017

District OR-1 Public Schools
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of District OR-1 Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the District OR-1 Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the District OR-1 Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of District OR-1 Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the District OR-1 Public Schools, any of its employees, or any institution providing network access to District OR-1 Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

District OR-1 Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT’S AGREEMENT

In order to make sure that all members of District OR-1 Public Schools community understand and agree to these rules of conduct, District OR-1 Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the District OR-1 Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of District OR-1 Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the District OR-1 Public Schools, any of its employees, or any institution providing network access to District OR-1 Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

District OR-1 Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of District OR-1 Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by District OR-1 Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold District OR-1 Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the District OR-1 Public Schools, any of its employees, or any institution providing network access to District OR-1 Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

InstructionChronic Infectious Disease Practice and ProcedureA. **Infectious Diseases**

1. This policy applies to any disease not known to be spread by casual, incidental contact. Such diseases include but are not limited to AIDS and Hepatitis B.
2. The safety and health of the students and staff of District OR-1 Public Schools is of ultimate concern. The determination of whether an infected student or employee of the District OR-1 Public School System should be permitted to attend classes, participate in school activities or remain on the job will be made on a case-by-case basis.
3. In making this determination the following factors will be taken into consideration:
 - a. The behavior, neurological development and physical condition of the infected person.
 - b. The expected type of interaction with others in the school setting.
 - c. The impact on both the infected person and others in that setting.
4. The determination of whether or not an infected person remains in the school or school system will be based solely on scientific and medical evidence. Legal advice may also be sought by the district.
5. If determination of whether or not an infected person poses an imminent threat to the health and safety of the school, community or the individual's conduct presents a clear threat to the physical safety of himself/herself or others, then with respect to an infected student, Nebraska Revised Statutes Section 79-264 will be followed concerning exclusion from school. With respect to an infected certified employee of the school district, the provision of Nebraska Revised Statutes, Section 79-838 will be followed with respect to leave of absence.
6. If an infected student in grades K through 12 is not permitted to attend classes, the school will make every reasonable effort to provide the student with an adequate alternative education.
7. Any person with an infectious disease will retain the rights of confidentiality and privacy. Information and discussion with regard to the case will be limited to those who must have information to deal with the

situation. If necessary, the community will be informed that an infectious disease is present in the school system and that the person will be excluded only if the situation warrants such action based upon medical and legal advice. No information will be given out about the individual, his/her medical record or about the family without written permission of the individual (adult) or parent/legal guardian of the student.

B. Bloodborne Pathogens

1. First aid may be rendered in situations involving the presence of blood or other potentially infectious materials (hereinafter "bloodborne pathogen situations") by the school nurse, and by such other employees as the Superintendent shall designate. All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.
2. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the superintendent or the superintendent's designee.
3. The Superintendent shall be authorized and required to take such action and adopt such plans as may be required to place this School District in compliance with OSHA regulations concerning bloodborne pathogens, in the event and at such time as this School District may become subject to OSHA regulation.

Date of Adoption: February 13, 2017

InstructionDispensing Medications

The administration of medication at school is strongly discouraged except when necessary for the student's health or education. The dosage intervals of many medications can be adjusted so the times for taking the medication come outside school hours. When possible, interval adjustment should be considered before administering medication at school. All medications administered by school district personnel shall be administered in accordance with the Medication Aide Act.

- A. Authorizations for Prescription Medications. Prescription medications which must be administered during school hours may be administered when the following are on file at school:
1. Physician's Authorization: A physician's signed, dated authorization including name of the medication, dosage, administration route, time to be given at school, and reason child is receiving the medication.
 2. Caretaker's Authorization: A caretaker's signed and dated authorization or permission to administer the medication during school. (Note: All references to "caretaker" in this policy shall mean a parent, foster parent, family member, or legal guardian who provides care for the student for whom medication is to be administered. The laws include a "friend" as a caretaker, but the school will not ordinarily recognize such an individual as a "caretaker" for the purposes of medication administration).
 3. Original Packaging: The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the child and identify the medication, strength, time interval and route to be administered. Two labeled containers may be requested: one for home and one for school. If needed, the physician may be contacted for clarification on medication administration.
- B. Authorizations for Non-Prescription Medications. If a student must take non-prescription medication during school, procedures 2 and 3 above are to be followed before administration.
- C. Renewal of Authorizations. Medication authorizations must be renewed annually and updated immediately as changes occur.
- D. Documentation of Administration of Medication. The school district shall keep and maintain accurate medication administration records. A record of each dose of medication administered shall be documented reflecting the student's name, and the name of the medication, date, time, dosage, route, the signature and title of the person administering the medication and any unusual observations, and any refusal by the recipient to take and/or receive the medication. Medication documentation shall be kept

confidential in accordance with the policies and practices concerning student records, provided that medication administration records shall be available to the Department of Education and the Department of Health and Human Services Regulation and Licensure for inspection and copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two (2) years.

- E. Storage of Medications. Medication shall be stored in a locked or otherwise secure area in accordance with the manufacturer's or dispensing pharmacist's instructions or temperature, light, humidity, or other storage instructions. Only authorized school personnel who are designated by the administration of the school district for administration of medications shall have access to the medications. The school nurse shall establish procedures for monitoring the storage and handling of medication, the medication's expiration date, and the disposal of medication.
- F. Receipt and Disposal of Medications. Medication shall be delivered to school personnel and picked up by the parent. When medication is received, the amount received should be documented. Medication which is either past the expiration date or not claimed by the parent by the end of the school year shall be destroyed. Procedures for destroying medication shall include witness and documentation.
- G. Administration of Medication by School Personnel.
1. Administration of Medication: Administration of medication includes, but is not limited to:
 - a. Providing medications for another person according to the "five rights" (getting the right drug to the right recipient in the right dosage by the right route at the right time);
 - b. Recording medication provision; and
 - c. Observing, monitoring, reporting, and otherwise taking appropriate actions regarding desired affects, side effects, interactions, and contraindications associated with the medication.
 2. Authorized School Personnel: Administration of medication shall only be done by the following school personnel:
 - a. Health Care Professionals (School Nurses). This means an individual who holds a current license from the Department of Health and Human Services Regulation and Licensure for whom administration of medication is included in the scope of practice. For purposes of this Policy, such individuals are referred to as "school nurses."
 - b. Medication Competent Staff. This means a staff member of the school who has been determined to be competent to administer medication by: (i) a recipient with capability and capacity to make an informed decision about medications (at a minimum, the recipient must be age 19 or older),

(ii) a caretaker for the student, or (iii) the health care professional designated by the school to conduct the assessment.

- (1) Determination of Competency by School Nurse: A staff member may be determined to be competent where the staff member:
- (i) passes a competency assessment every 3 years
 - (ii) that demonstrates the staff member can follow the minimal competencies
 - (iii) to the satisfaction of the school nurse (school nurses are the school district's designated health care professionals).

Training is not required. The school nurse shall, however, provide such training as the school nurse determines in the exercise of professional judgment to be appropriate given the experience level of the staff member and the anticipated medication administration for which the staff member will be responsible.

- (2) Competency Certificate: Upon successful completion of the competency assessment, the school nurse shall give the Principal and the medication competent staff member written documentation of successful completion of competency assessment. The documentation may be by letter, certificate, or other written memoranda and shall include: the name of the school staff member who successfully completed the competency assessment; the date the competency assessment was conducted; and, the name, profession, and license number of the school nurse who conducted the competency assessment.
- (3) Maintain Records of Assessments: The school shall maintain written documentation of successful completion of competency assessments, identification of the individual providing direction and monitoring, and acceptance of the responsibility for direction and monitoring for a minimum of two (2) years.
- (4) Direction and Monitoring: A medication competent staff member is to be subject to direction and monitoring, which involves responsibility for observing and taking appropriate action regarding any desired effects, side effects, interactions, and contraindications associated with the medication. Direction and monitoring is to be done by a recipient with capability and capacity to make an informed decision about medications, a caretaker, or the school nurse. The school nurse is identified as a person being responsible for direction and monitoring and for each medication competent staff member is to accept responsibility for direction and monitoring of medication competent staff member in writing.

- (5) Errors. Medication competent staff members are to promptly report any medication errors or concerns to the school nurse.

3. Minimum Competencies:

The minimum competencies to be demonstrated by medication competent staff and to be implemented in practice by all school personnel engaged in medication administration are:

- (1) Maintaining confidentiality.
- (2) Complying with a competent recipient's right to refuse to take medication and, in the case of a non-competent, recognize the requirement to seek advice and consultation with the physician, physician's designee, or caretaker of the student providing direction and monitoring regarding the procedures and persuasive methods to be used to encourage compliance with medication provision. Recognizing that persuasive methods should not include anything that causes injury to the recipient.
- (3) Maintaining hygiene and current accepted standards for infection control.
- (4) Documenting accurately and completely.
- (5) Safely providing medications according to the "five rights" ("five rights" means getting the right drug to the right recipient in the right dosage by the right route at the right time).
- (6) Having the ability to understand and follow instructions.
- (7) Practicing safety in application of procedures for storage, handling and administration of medications.
- (8) Complying with limitations and conditions under which school personnel may provide medications.
- (9) Having an awareness of abuse and neglect reporting requirements.
- (10) Recognizing general unsafe conditions indicating that the medication should not be provided including change in consistency or color of the medication, unlabeled medication or illegible medication label, and those medications that have expired.
- (11) Recognizing that unsafe conditions should be reported to the caretaker or licensed health care professional responsible for providing direction and monitoring (typically, the school nurse).
- (12) Recognizing general conditions which may indicate an adverse reaction to medication such as rashes/hives, and general changes in recipient's condition which may indicate inability to receive medications, and that all such conditions shall be reported to the caretaker or licensed health care professional responsible for providing direction and monitoring (typically, the school nurse).

4. Routes of Medication Administered by School Personnel:

- a. Routine Medication via Oral, Inhalation, Topical, and Instillation Routes: School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, strength, and method are specifically fixed) by the following routes:

- (1) Oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;
 - (2) Inhalation, which includes inhalers, and nebulizers. Oxygen may be given by inhalation;
 - (3) Topical application of sprays, creams, ointments, and lotions and transdermal patches; and
 - (4) Instillation by drops, ointments, and sprays into the eyes, ears, and nose.
- b. Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting: School nurses and medication competent staff may provide medication by additional routes not listed in subparagraph “a” above (“additional routes”), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:
- (1) In the case of a medication competent staff member, a determination has been made by the school nurse or by the student’s physician or duly licensed health care professional that that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
 - (2) Directions for additional routes must be for recipient specific procedures and must be in writing.
 - (3) Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
 - (4) Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
 - (5) School personnel administering the medication shall comply with the written directions.
- c. Injections: School nurses will ordinarily be responsible for medications that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.
5. Refusal to Administer Medication: School personnel may refuse to give a medication at school if after a reasonable and prudent research by a school health care professional as set forth in subparagraph “e” below, a decision has been

made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby's Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook; or when a drug or substance is not currently approved by the FDA. When school personnel refuse to carry out a request to administer medication, the following procedure shall be followed:

- a. Notify the nursing supervisor who will notify Superintendent.
- b. Notify attending physician by phone with follow-up in writing:
 - (1) State concern for dosage or particular medication, etc.
 - (2) Make every attempt to work out a suitable solution - Example: Change of time of administration, change of dosage, change of medication;
 - (3) Follow-up in writing.
- c. Meet with parents:
 - (1) State concern for dosage or medication;
 - (2) Offer alternatives - Example: Change of time so as not to be given during school hours.
- d. Consult with Nebraska State Board of Health for current procedures regarding refusal to follow written physician's orders.
- e. Research by health care professional:
 - (1) Collect research articles from professional journals, organizations, etc.;
 - (2) Contact other physicians requesting their professional opinions and ask them to review current research;
 - (3) Contact state licensing boards and school nurse consultant;
 - (4) Consult with district's legal counsel;
 - (5) Assemble all data for review;
 - (6) Present data to review team organized by the Superintendent;
 - (7) Decision rendered and implemented;
 - (8) Parents and physician contacted in writing; and
 - (9) Alter and update policies and procedures as needed.

Legal Reference: Neb. Rev. Stat. §§ 71-6718 to 71-6742; NDE Rule 59

Date of Adoption: February 13, 2017

**CARETAKER AUTHORIZATION FOR
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT**

The undersigned(s) is/are the caretaker(s), parent(s), guardian(s), or person(s) in charge of _____ (“the Student”).

It is necessary that the Student receive _____ (medication), a physician-prescribed medication, during school intervals beginning on _____ (date) and continuing through _____ (date).

CHECK ONE (1) OF THE FOLLOWING BOXES

_____ I hereby authorize District OR-1 Public Schools to allow the Student to administer the above-described medication to himself/herself without monitoring or supervision by school personnel.

_____ I hereby request District OR-1 Public Schools, or its authorized representative, to administer the above-named medication to the Student, in accordance with the prescribing physician’s instructions, and agree to:

1. Submit this request to the principal or school nurse.
2. Make certain the Physician’s Request for the Administration of Prescription Medication by School Personnel is submitted to the principal or school nurse.
3. Make sure personally that the medication is received by the principal or school nurse and/or county nursing services administering it, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the medication is in is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the medication to the principal or school nurse IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Provide directions to the school personnel providing the medication.
7. Provide monitoring of the medication's effects, and assume full responsibility therefor.

I understand that unlicensed school personnel may be assigned to provide medication to the Student and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the providing or non-providing of the medication to the Student.

DATED this _____ day of _____, 20__.

_____	_____
Work Telephone Number	Name of Student
_____	_____
Home Telephone Number	Parent/Guardian
_____	_____
Alternate Number for Parent	Parent/Guardian

**PROVISION OF MEDICATION TO STUDENT
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION
MEDICATION BY SCHOOL PERSONNEL**

Date _____

_____ (Student's full name) is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the medication is stored) _____

Dosage and time _____

Date provision of medication is to begin _____

Date after which the medication should not be provided _____

Possible adverse reactions to be reported to physician _____

Special instructions for the provision and storage of the medication _____

Print or Type Name of Physician

Primary Phone Number

Signature of Physician

Secondary Phone Number

RECORD OF THE PROVISION OF PRESCRIPTION MEDICATION

Parent's Phone # _____
 Name of Student _____ Grade _____
 Medication _____ Date to Begin _____ Date to End _____
 Dosage _____ Time _____
 Doctor _____ Phone #1 _____ Phone #2 _____
 Possible Adverse Reaction: _____

Person(s) Authorized to Administer Medications: _____

Date Provided	Time Provided	Medication Name	Dosage Provided	Route	Refused Medication	Signature of Employee Providing Medication

InstructionStudent Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

- (1) written request of the student's parent or guardian;
- (2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
- (3) receipt of a signed no liability statement from the parent or guardian; and
- (4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies.

Legal Reference: Neb. Rev. Stat. §§ 79-224 and 79-225

Date of Adoption: February 13, 2017

Plan For _____ (Student) Dated: _____

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

Student's Name: _____ **Date of Birth:** ____/____/____

(Month) (Day) (Year)

Health Condition: Asthma Anaphylaxis (For this Plan "Health Condition" means the condition(s) checked)

Mother/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Father/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider: _____

Address: _____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts: _____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

**II. PARENT OR GUARDIAN
AUTHORIZATION, APPROVAL AND LIABILITY WAIVER**

The parents or guardians (hereinafter "Parent") request that District OR-1 Public Schools allow the Student to self-manage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Asthma or Anaphylaxis Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary asthma or anaphylaxis medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

I will use the prescription asthma or anaphylaxis medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

A. Health care services the Student may receive at school relating to Student’s Health Condition: See Guidelines (Part V).

B. Evaluation of Student’s understanding of and ability to self-manage Student’s Health Condition.

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student’s Health Condition as follows:

1. Access to Prescription Asthma/Anaphylaxis Medication
 - May have medication in Student’s possession at any time.
 - May have medication in Student’s possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.
 - May not have medication in Student’s possession except for emergency use.

2. Self-Administration of Prescription Asthma/Anaphylaxis Medication
 - May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.
 - May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.
 - May not self-administer except for emergency use.

C. It is agreed that this Plan permits regular monitoring of Student’s self-management of Student’s Health Condition by an appropriately credentialed health care professional.

D. Name, purpose and dosage of prescription asthma or anaphylaxis medication prescribed for Student: See Student Asthma/Anaphylaxis Action Plan (Part IV(F)).

E. Procedures for storage and access to backup supplies of such prescription medication for Student’s Health Condition:

1. The Student, when permitted to be in possession of medication, will have only the prescription medication that might be needed for the Student’s own use. For example, the Student may have one inhaler, but not two, unless the first is nearly empty
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

F. Student Asthma/Anaphylaxis Action Plan

Student Name: _____ **Date of Birth:** ____/____/____
 (Month) (Day) (Year)

EXERCISE PRECAUTION - Administer inhaler 15-30 minutes before exercise (eg, gym class, recess)

Albuterol inhaler (Proventil, Ventolin) 2 inhalations

<p><u>ASTHMA TREATMENT</u> Give or self-administer quick relief medication when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest. Quick relief medication:</p> <p><input type="checkbox"/> Albuterol inhaler (Proventil, Ventolin) 2 inhalations</p> <p><input type="checkbox"/> Pirbuterol inhaler (Maxair) 2 inhalations</p> <p><input type="checkbox"/> Albuterol inhaled <i>by nebulizer</i> (Proventil, Ventolin)</p> <p style="padding-left: 40px;"><input type="checkbox"/> 0.63 mg/3 mL</p> <p style="padding-left: 40px;"><input type="checkbox"/> 1.25 mg/3 mL</p> <p><input type="checkbox"/> Levalbuterol inhaled <i>by nebulizer</i> (Xopenex)</p> <p style="padding-left: 40px;"><input type="checkbox"/> 0.31 mg/3 mL</p> <p style="padding-left: 40px;"><input type="checkbox"/> 0.63 mg/3 mL</p> <p style="padding-left: 40px;"><input type="checkbox"/> 1.25 mg/3 mL</p> <p><input type="checkbox"/> May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.</p>	<p>IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED</p> <p>If after 10 minutes:</p> <ul style="list-style-type: none"> • Symptoms are improved, student may return to classroom after notifying parent/guardian. • If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student’s ability to remain in school for the day. • <i>If student continues to worsen CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).</i>
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<p><u>ANAPHYLAXIS TREATMENT</u> Give or self-administer epinephrine when Student experiences allergy symptoms, such as hives, difficulty breathing (chest or neck “sucking in”), lips or fingernails turning blue, or trouble talking (shortness of breath).</p> <p><input type="checkbox"/> The Student has severe allergies to the following: _____</p> <p><input type="checkbox"/> Epinephrine injection (please specify):</p> <p style="padding-left: 40px;"><input type="checkbox"/> EpiPen 0.3 mg <input type="checkbox"/> Twinject 0.3 mg</p> <p style="padding-left: 40px;"><input type="checkbox"/> EpiPen Jr. 0.15 mg <input type="checkbox"/> Twinject 0.15 mg</p> <p><input type="checkbox"/> May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.</p>	<p>IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED</p> <ul style="list-style-type: none"> • <i>CALL 911 and closely observe the student.</i> • Notify parent/guardian immediately. • Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility. • <i>If student does not improve or continues to worsen, INITIATE Nebraska’s schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).</i>
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Possible adverse reactions to be reported to physician _____

Special instructions _____

I am the Student’s Physician or other health care professional who prescribed the medication for treatment of the student's condition. Student has Asthma Anaphylaxis and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student’s Health Condition in accordance with this Asthma or Anaphylaxis Medical Management Plan. I approve the Medical Management Plan and the Student Asthma/Anaphylaxis Action Plan and authorize Student to self-manage Student’s Health Condition at school in accordance with the Plan.

Physician signature: _____ Date: _____

**V. GUIDELINES FOR
ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

Term of Plan: The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student’s health or prescribed treatment or student’s ability to self-manage.

Medications: The parents or guardians are responsible for supplying any and all prescription asthma/anaphylaxis medications required under the Plan; the school is not responsible for providing the medications. Prescribed asthma/anaphylaxis medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. Inhalers must have a label attached to the inhaler itself, not on the packaging. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new asthma/anaphylaxis action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

Health care services the Student may receive at school relating to Student’s Health Condition.

1. Standard health services available to all students.
2. Storage of backup asthma or anaphylaxis medication supplies.
3. Recording of student self-administration reports.

Consultations: The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

Permitted Self-Management: Pursuant to the Asthma or Anaphylaxis Medical Management Plan the Student shall be permitted to self-manage the Student’s asthma or anaphylaxis condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

Student Reports of Self-Administration: The Student shall promptly notify the school nurse, the school nurse’s designee, or another designated adult at the school when the Student has self-administered prescription asthma or anaphylaxis medication pursuant to the Plan.

Responses to Student Misuse: The possession of medications by Students is a violation of the school’s drug and student conduct policies and may result in an expulsion from school. To the extent this Asthma or Anaphylaxis Medical Management Plan permits the Student to be in possession of prescribed asthma/anaphylaxis medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription asthma or anaphylaxis medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student’s access to such medication; however, it is agreed that in the event of any such misuse, a re-evaluation of the Student’s understanding of and ability to self-manage Student’s Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

Sharing Plan: It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the

Student's person so the Student is not reported for a violation of the school's drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

Filing of Plan: This Asthma or Anaphylaxis Medical Management Plan is to be kept on file at the school where the Student is enrolled.

**VI. SCHOOL NURSE ACKNOWLEDGEMENT OF
ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

- Parent Request and Liability Waiver signed Student Agreement signed.
- Management Plan (including Action Plan) signed by Physician.
- Guidelines reviewed with the Student and Parent/Guardian.
- Copy of Guidelines and Student Agreement received by Parent/Guardian for reference.

School Nurse or designee signature: _____

Date: _____

Asthma/Allergy Self-Management Log

Student Name _____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form

Parents/Guardian _____ Phone _____
 Teacher _____ Grade _____

Plan For _____ (Student) Dated: _____

DIABETES MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

Student's Name: _____ **Date of Birth:** ____/____/____
(Month) (Day) (Year)

Health Condition: Diabetes type 1 Diabetes type 2 (For this Plan "Health Condition"
means diabetes)

Mother/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Father/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider: _____

Address: _____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts: _____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

**II. PARENT OR GUARDIAN
AUTHORIZATION, APPROVAL AND LIABILITY WAIVER**

The parents or guardians (hereinafter "Parent") request that District OR-1 Public Schools allow the Student to self-manage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Diabetes Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary diabetes medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

I will use the prescription diabetes medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

A. Health care services the Student may receive at school relating to Student's Health Condition: See Guidelines (Part V).

B. Evaluation of Student's understanding of and ability to self-manage Student's Health Condition.

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student's Health Condition as follows:

1. Access to Prescription Diabetes Medication

- May have medication in Student's possession at any time.
- May have medication in Student's possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.
- May not have medication in Student's possession except for emergency use.

2. Self-Administration of Prescription Diabetes Medication

- May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.
- May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.
- May not self-administer except for emergency use.

C. It is agreed that this Plan permits regular monitoring of Student's self-management of Student's Health Condition by an appropriately credentialed health care professional.

D. Name, purpose and dosage of prescription diabetes medication prescribed for Student: See Student Diabetes Action Plan (Part IV(F)).

E. Procedures for storage and access to backup supplies of such prescription medication for Student's Health Condition:

1. The Student, when permitted to be in possession of medication, will only have the prescription medication that might be needed for the Student's own use.
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

F. Student Diabetes Action Plan

Student Name: _____ **Date of Birth:** ____/____/____
(Month) (Day) (Year)

EXERCISE PRECAUTION - Should not exercise (eg, gym class, recess) if blood glucose level is below _____ mg/dl or if moderate to large urine ketones are present

SUPPLIES TO BE CARRIED BY THE STUDENT

“USE” DESCRIBES PURPOSE, WHEN TO USE & AS RELEVANT,

DOSAGE

Use: _____

Blood glucose meter, blood glucose test strips, batteries for meter

Use: _____

Lancet device, lancets, gloves, etc.

Use: _____

Urine ketone strips

Use: _____

Insulin pump and supplies

Use: _____

Insulin pen, pen needles, insulin cartridges

Use: _____

Fast-acting source of glucose

Use: _____

Carbohydrate containing snack

Use: _____

Continuous Glucose Monitor

Use: _____

May carry and self-administer above medications and supplies per Part IV(B) of Medical Management Plan.

Possible adverse reactions to be reported to physician _____

Special instructions _____

I am the Student’s Physician. Student has diabetes and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student’s Health Condition in accordance with this Diabetes Medical Management Plan. I approve the Medical Management Plan and the Student Diabetes Action Plan and authorize Student to self-manage Student’s Health Condition at school in accordance with the Plan.

Physician signature: _____ Date: _____

**V. GUIDELINES FOR
DIABETES MEDICAL MANAGEMENT PLAN**

Term of Plan: The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student's health or prescribed treatment or student's ability to self-manage.

Medications: The parents or guardians are responsible for supplying any and all prescription diabetes medications required under the Plan; the school is not responsible for providing the medications. Prescribed diabetes medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new diabetes action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

Disposal of Medical Supplies: The student shall be responsible for proper disposal of used syringes and other medical supplies. Used syringes and blood borne pathogen materials shall be immediately placed in a safe receptacle and properly disposed of in accordance with directions of the school health office and school administration.

Health care services the Student may receive at school relating to Student's Health Condition.

1. Standard health services available to all students.
2. Storage of backup diabetes medication supplies.
3. Individual Health Plan (IHP) for diabetes management may be developed on request.

Consultations: The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

Permitted Self-Management: Pursuant to the Diabetes Medical Management Plan the Student shall be permitted to self-manage the Student's diabetes condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

Student Reports of Self-Administration: The Student is not required to report self-administration when the Student has self-administered prescription diabetes medication pursuant to the Plan. The school health office will maintain a log of self-administration reports upon request of the parent or guardian.

Responses to Student Misuse: The possession of medications by Students is a violation of the school's drug and student conduct policies and may result in an expulsion from school. To the extent this Diabetes Medical Management Plan permits the Student to be in possession of prescribed diabetes medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription diabetes medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student's access to such medication unless the school determines that the Student has endangered himself, herself, or others through the misuse or threatened misuse of such medical supplies. It is agreed that in the event of any such misuse a re-evaluation of the Student's understanding of and ability to self-manage Student's Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

Sharing Plan: It is agreed that this Diabetes Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the Student’s person so the Student is not reported for a violation of the school’s drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

Filing of Plan: This Diabetes Medical Management Plan is to be kept on file at the school where the Student is enrolled.

**VI. SCHOOL NURSE ACKNOWLEDGEMENT OF
DIABETES MEDICAL MANAGEMENT PLAN**

- Parent Request and Liability Waiver signed Student Agreement signed.
- Management Plan (including Action Plan) signed by Physician.
- Guidelines reviewed with the Student and Parent/Guardian.
- Copy of Guidelines and Student Agreement received by Parent/Guardian for reference.

School Nurse or designee signature: _____ Date: _____

Diabetes Self-Management Log (Optional)

Student Name _____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
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				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form

Parents/Guardian _____ Phone _____
 Teacher _____ Grade _____

TABLE OF CONTENTS

	POLICY
Facilities	
1. Purpose.....	7000
2. Planning	7010
3. Guidelines for Building New Schools or Remodeling Existing Schools	7020
4. Remodeling.....	7021
5. Selection of Architect/Engineer	7030
6. Financing of Construction - Building Fund.....	7040
7. Bids and Contracts	7050
8. Awarding Contracts	7051
9. Change Orders	7052

New ConstructionFacilities - Purpose

The District OR-1 Public Schools Board of Education intends to provide proper school facilities. Decisions regarding such facilities will be guided by the following principles:

1. Facilities will be constructed to a systematic multi-year plan developed to support the district's educational programs.
2. Facilities will be designed to satisfy instructional goals.
3. Facilities will be constructed for long-term occupancy and low maintenance costs.
4. Facilities will be designed with community use in mind.
5. Facilities will be designed in accordance with contemporary engineering technology and architectural practice.

Date of Adoption: February 13, 2017

New Construction

Facilities - Planning

The purpose of planning is to make the best possible provisions for the educational program. Decisions regarding planning and specifics for any individual building plan will start with program considerations and be adjusted as educational programs change.

Date of Adoption: February 13, 2017

New ConstructionFacilities - Guidelines for Building New Schools or Remodeling Existing Schools

Education specifications including program and space requirements are to be developed by committees of teachers, patrons and administrators who meet with architects and engineers. Upon completion, the specifications and schematic building plans shall be presented to the Board of Education for approval.

Generally, the content of a set of educational specifications would include all or part of the following items:

- a. A statement of the educational philosophy as it pertains to the specific construction project.
- b. Community and District OR-1 Public School District characteristics:
 - 1) What is the plan or organization and expected enrollment of the school?
 - 2) What is the construction plan for this facility?
 - 3) What special services are to be provided?
 - 4) What special provisions are needed for community use?
 - 5) What qualities are important to the functional layout of the structure?

Date of Adoption: February 13, 2017

New ConstructionFacilities - Remodeling

A plan for future building modifications shall be maintained and continuously updated for inclusion in planning for construction. These planning elements shall be followed:

1. Superintendent shall submit requests for building modifications by March 31 of each year.
2. Superintendent requests for building modifications shall be considered in terms of priorities.
3. Safety and health of students and staff will be considered when remodeling is undertaken.
4. Priorities have been established by the Board of Education when considering remodeling project needs.
 - a. Correction of safety and health deficiencies
 - b. Housing of students
 - c. Projects must meet program requirements, including outdoor space
 - d. Projects needed to maintain the integrity of current District OR-1 Public Schools' buildings
 - e. Repair/renovation of ancillary facilities
 - f. Parking
 - g. Security

Major remodeling may follow the same procedure as new construction but there are also alternate provisions for that work which can be done without architectural services.

Date of Adoption: February 13, 2017

New Construction

Facilities - Selection of Architect/Engineer

Architects and/or Engineers will be selected based on the recommendations of the Superintendent. The selection will be approved by the Board of Education.

Legal Reference: Neb. Rev. Stat. § 81-3445

Date of Adoption: February 13, 2017

New Construction

Facilities - Financing of Construction - Building Fund

The District OR-1 Public Schools Board of Education is authorized under state statutes to establish a special building fund for the purpose of acquiring sites for school buildings or purchasing existing buildings for use as school buildings and the erection, alteration, equipping and furnishing of school buildings and additions to school buildings.

Proceeds from the sale of real property will be placed in the building fund.

Interest accumulation from the current building fund balance shall remain in the fund.

Legal Reference: Neb. Rev. Stat. § 79-10,120

Date of Adoption: February 13, 2017

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$100,000, or such sum as adjusted pursuant to §73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. §§ 73-101 to 73-106

Date of Adoption: February 13, 2017

New Construction

Facilities - Awarding Contracts

The Superintendent shall make final recommendations to the Board of Education concerning awarding of contracts.

Date of Adoption: February 13, 2017

New ConstructionFacilities - Change Orders

1. Change order requests will be initiated by the architect/owner prior to the implementation of the change contemplated.
2. Change order requests will be reviewed by the Superintendent and facilities committee, and be subject to approval by the Superintendent and facilities committee.
3. When approved, copies of change orders will be distributed to the Superintendent, the facilities committee, the contractor, and the architect.
4. All change orders will be reported as part of the Routine Business Agenda -- Progress Report on Construction Projects.

Date of Adoption: February 13, 2017

StudentsDrug and Substance Use and Prevention**Drug-Free Schools**

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Standards of Conduct; Notice to Students and Parents

Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both student and parent or guardian and returned to the respective Principal. It shall contain in prominent letters the following language:

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING [NAME] PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING

TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

Students are to be provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Students are to be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Safe and Drug-Free Schools-- Parental Notice of Right to Withdraw

Parents will be notified that, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol or Tobacco.

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol or tobacco (including electronic nicotine delivery systems) on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited

to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.

5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product (including electronic nicotine delivery systems).

Disciplinary Sanctions

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The **District OR-1** Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Date of Adoption: March 13, 2017
Date of Review: July 12, 2021

Date of Revision: June 10, 2019
Revised: November 8, 2021

New ConstructionFacilities - Guidelines for Building New Schools or Remodeling Existing Schools

Education specifications including program and space requirements are to be developed by committees of teachers, patrons, board members, and administrators who meet with architects and engineers. Upon completion, the specifications and schematic building plans shall be presented to the Board of Education for approval.

Generally, the content of a set of educational specifications would include all or part of the following items:

- a. A statement of the educational philosophy as it pertains to the specific construction project.
- b. Community and District OR-1 Public School District characteristics:
 - 1) What is the plan or organization and expected enrollment of the school?
 - 2) What is the construction plan for this facility?
 - 3) What special services are to be provided?
 - 4) What special provisions are needed for community use?
 - 5) What qualities are important to the functional layout of the structure?

Date of Adoption: February 13, 2017

InstructionAssessments—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 standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in September, 2015;
- Science standards that were adopted by the State Board in September, 2017; and
- Social Studies standards that were adopted by the State Board in December, ~~2012~~ 2019.

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.

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

Date of Adoption: February 13, 2017
Date of Review: August 9, 2021

Date of Revision May 14, 2018
Date of Revision: November 8, 2021

StudentsDrug and Alcohol Testing1. Need for Random Testing.

The Board of Education is responsible for maintaining discipline, health and safety. The Board recognizes that student substance abuse presents a continuing challenge and a danger to the student population as a whole. The Board is committed to maintaining school sponsored activity programs in a safe, healthy and secure environment. The Board is further committed to being proactive in ensuring that students who participate in extracurricular activities represent the District in a positive manner.

2. Eligibility for Random Testing.

Students who participate in school sponsored competitive extracurricular activities at the high school (Grades 9-12) level are eligible for random testing. School sponsored competitive extracurricular activities are activities which are sponsored or approved by the Board, but are not offered for credit towards graduation, and which involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation. School sponsored competitive extracurricular activities include, but are not limited to, athletic programs, cheerleading, dance team, band, National Honor Society, academic teams, One-Act, choir, Quiz Bowl, Speech Team, FFA land judging, and FCCLA state and regional competitions.

To participate in a school sponsored competitive extracurricular activity, students must submit a completed Consent to Test Form on or before the first practice or on or before the first event or meeting, whichever is applicable. The form must be signed by the student and the student's parent or guardian.

Failure to submit a completed Consent to Test Form will result in ineligibility for participation in school sponsored competitive extracurricular activities until the form is submitted.

Students remain eligible for testing from the date the Consent to Test Form is turned in until a Drop Form is completed, or until the student graduates or is otherwise no longer enrolled in the District. A student for whom a Drop Form has been submitted shall be ineligible for participation in school sponsored competitive extracurricular activities for twelve months from the date the Drop Form is submitted. Students have a fifteen (15) day grace period for reconsideration of a Drop Form.

Students who are not participants in a school sponsored competitive extracurricular activity may volunteer for participation in the testing program by submitting a completed Consent to Test Form.

3. Testing Procedure.

a. Random Testing.

A confidential testing schedule will be created by the Superintendent or designee to ensure that the testing of eligible students is conducted in a manner that is random. To maintain confidentiality and to maintain the integrity of the randomness of this program, the students eligible for testing will be identified by a unique personal identifier that does not make the student known to persons other than the school officials who are directly involved in the testing program.

No less than twenty percent (20%) of the pool of eligible students will be tested each school year. The Superintendent shall have the authority to determine the percentage to test, subject to the minimum 20% level, dependent on the nature and extent of the prevailing problem with drug usage in the school community from time to time. Testing will take place throughout the school year.

b. Collection.

The testing collection process will be conducted in a manner that protects student privacy, will also guard against tampered specimens and ensuring an accurate chain of custody of the specimen. To the extent the testing involves the collection of urine, an adult monitor is to wait outside a closed restroom stall and listen for the normal sounds of urination.

The specific testing procedures and mechanism are to be created by the Superintendent or designee. It is intended that the procedures be modeled on those applicable to the testing of CDL employees, which include the testing of specimens for alcohol and unlawful substances. The tests are to be designed to detect only the use of illegal drugs, including but not limited to amphetamines, marijuana, cocaine, steroids, opiates, barbiturates and nicotine, not medical conditions or the presence of authorized prescription medications.

4. Confidentiality.

All activities related to the testing policy will be carried out in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), and any other applicable confidentiality laws.

Test results will be shared only with staff who have a legitimate educational interest in having access to the information, on a “need to know” basis. Test results will not be turned over to any law enforcement authority in the absence of a court order, subpoena, or other legal process requiring such.

Test results will be kept in confidential files separate from the students’ other records. The test results will be destroyed when no longer needed for individual student situations or for the overall testing program.

DRAFT Revision for Discussion5. Consequences for Positive Tests.

Any of the following shall be considered to be a positive test result:

- A confirmed positive alcohol or drug test;
- Refusal to participate in testing when selected, including the submission of a Drop Form upon being requested to be tested; and/or
- Tampering with the specimen collection process.

The following shall result from a positive test result:

- The student's parents or guardians will be contacted and a meeting will be held to discuss the positive test result, with the object of collaborating on a plan to assist the student in avoiding future substance abuse.
- The student's privilege of participating in extracurricular activities will be restricted as follows:
 - For a first positive test, the student is ineligible to participate in any extracurricular activities for ~~twenty (20) school~~ 30 calendar days or two school activities whichever occurs first. The student may reduce their ineligibility to 15 calendar days or 1 event whichever occurs first ~~if the student may continue to participate in extracurricular activities~~ if within ten (10) ~~school~~ business days of the meeting with the parents or guardians the student shows proof that the student is receiving substance abuse counseling with a qualified professional and submits to a second drug test within two (2) weeks.
 - For a second and subsequent positive test, the student is ineligible to participate in any extracurricular activity for one (1) calendar year. To return to participation, the student must complete substance abuse counseling as and to the extent determined appropriate by a qualified professional, and in any event for no less than four (4) hours, and must submit to five (5) follow up drug tests during the next twelve (12) month period.

The parents or guardians are responsible for the costs of the rehabilitation program, which includes the substance abuse counseling and follow-up testing described above.

Consequences for any violations of the district drug policy also may include disciplinary action by coaches or sponsors specific to activity and participant conduct expectations.

Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above described limitations on the privilege to participate in extracurricular activities.

6. Appeal Procedures.

A student or the student's parents or guardians may request a retest of his/her specimen at their own expense at a laboratory approved by the Superintendent or designee and which follows federal Substance Abuse and Mental Health Services Administration (SAMHSA) standards concerning drug testing protocols and procedures. Requests must be made within twenty-four (24) hours of receiving the results of their drug test. The specimen previously submitted will be forwarded to the approved lab in cooperation with the District approved outside agency responsible for confirmatory testing.

Results of the re-test will be provided to the Superintendent or designee by the approved laboratory. During the appeal period the student may not participate in school sponsored competitive extracurricular activities.

In the event a student or the student's parents or guardians wish to challenge a positive test result on a basis other than the veracity of the test result, an appeal may be made in accordance with the policy on extracurricular activity discipline.

7. Implementation.

Implementation of this Policy shall not occur until Board action to authorize its implementation is taken.

Date of Adoption: January 14, 2019
Date of Review: July 12, 2021
Date of Revision: November 8, 2021

Consent to Test Form

I understand fully that my performance as a student and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the Board of Education of District OR-1 Public Schools, the administration, and the coaches and sponsors for the activities in which I participate.

I consent to and authorize District OR-1 Public Schools to conduct a drug and alcohol test if my number is drawn from the random pool. I also authorize the release of information concerning the results of such tests to designated District personnel.

I understand that this form remains in effect until the submission of an Activity Drop Form or graduation and/or withdrawal from the District.

_____	_____
Student Name (print)	Parent or Guardian Name (print)
_____	_____
Student Signature	Parent or Guardian Signature
_____	_____
Date	Date

I plan to participate in one or more of the following school sponsored competitive extracurricular activit(ies):

_____ I am volunteering to be placed in the testing pool.

Activity Drop Form

I, _____ wish to withdraw from _____

_____.

I will submit this form to the Athletic Director. My name will be withdrawn from the testing pool on the date this is received by the Athletic Director.

Completing this form will pertain to all school sponsored competitive extracurricular activities. I understand, by withdrawing, I can no longer participate in any school sponsored competitive extracurricular activities, and I may not receive recognition as a member of these activities or athletic programs. I may re-enter the testing pool after a period of one (1) calendar year by filling out a new Consent to Test form.

I UNDERSTAND THAT I HAVE 15 DAYS TO RECONSIDER THE DECISION AND RE-ENTER THE POOL.

_____ Student Name (print)	_____ Parent or Guardian Name (print)
_____ Student Signature	_____ Parent or Guardian Signature
_____ Date	_____ Date

Athletic Director

Date of Receipt

Date of Adoption: January 14, 2019
Date of Review: July 12.2021
Date of Revision: **November 8.2021**

Students

Extracurricular Activity

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

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

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

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

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under

the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

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

not a violation. The term “under the influence” has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student’s health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant’s attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug and Alcohol Violations.**Meaning of Terms.**

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

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

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

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

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

Consequences.

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

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

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

Drugs and Alcohol.

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

- ~~1. First Violation: 45 days.~~
- ~~2. Second or Any Subsequent Offense: One calendar year.~~
- ~~3. Where the participant is considered to have a positive test result as set forth in Policy # 5306, the consequences of such a positive test defined in Policy # 5306 shall govern.~~
- 4. Consequences for Violations Not Related to Positive Drug Tests:** the consequences defined in Policy # 5306 shall govern.
 - ~~a. First Violation: 30 consecutive calendar days of no activities involvement.~~
 - ~~b. Second or Subsequent Offense: One calendar year of no activities involvement.~~
5. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to ~~21~~ **15** calendar days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
6. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
7. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

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1. **First Violation:** 30 **calendar** days.
2. **Second or Any Subsequent Offense:** One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

- a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
 - c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a part of the student’s grade requirements.

Legal Reference: Neb. Rev. Stat. §§ 79-254 to 79-296

Date of Adoption: March 13, 2017

Date of Revision: June 10, 2019

Date of Review: July 12, 2021

Date of Revision: November 8, 2021

District OR-1 Strategic Overview Committee (SOC) Members: November 2021

The Strategic Overview Committee (SOC), made up of a diverse group of community stakeholders, will help to shape the future strategic plan of the district through focused group discussions of the district's mission, vision, and belief statements. The committee will also complete a collaborative SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis to discuss and consider community impact, parental involvement, career and work-place readiness, student achievement and knowledge, and the academic and interpersonal abilities and opportunities students need to be prepared for their future.

SOC Meetings Dates

- **Sunday, November 7th, 2021: 5:00 - 6:30 p.m. at Palmyra High School in the Media Center.**
- **Wednesday, November 10th, 2021: 6:00 - 7:30 p.m. at Palmyra High School in the Media Center.**
- **Other followup meetings as needed.**

Board Of Education Members: * Indicates SOC committee member

*Brandon Desh	*Lisa Wilen	Josh Penterman	Jaimi Calfee
Clayton Maahs			

SOC: Community Members:

Dean Busch	Jared Kerkman	Mychelle Thompson	Dave Hall
Shane King	Kris Phillips	James Waltke	Rick Wilen
Julie Hippen	Dana Jensen	Peter Simmons	Lisa Davis-Kovarik
Tim Watson	Bryce Wilson	Darin Corder	Stacy Ptacnik
Tammy Ringland	Tim Cheney		

SOC: Students

Lydia Lang	Kylee Kment	Hailey Darrah	Makenna Martin
Serenity Wheeler	Izaiah Freeman	Owen Raemakers	Kinsley Havranek

SOC: District OR-1 Staff

Aaron Hoeft	Laura Dawson	Sarah Swartzendruber	Jane Powell
Mike Chaffee	Lisa Dowding	Linde Walter	Tyler Maas
Selina Heitt	Dan Desmond	Zach Wemhoff	Rebecca Gill -Rose
Rebecca Dvorak	Lisa Stedman	Burke Brown	Heath Johnson
Cassidy Buescher	Brad Gabriel	Michael Hart	



October 19, 2021

Mr. Michael Hart
Superintendent
District OR-1 Palmyra Schools
425 F St.
Palmyra, NE 68418

Mr. Hart:

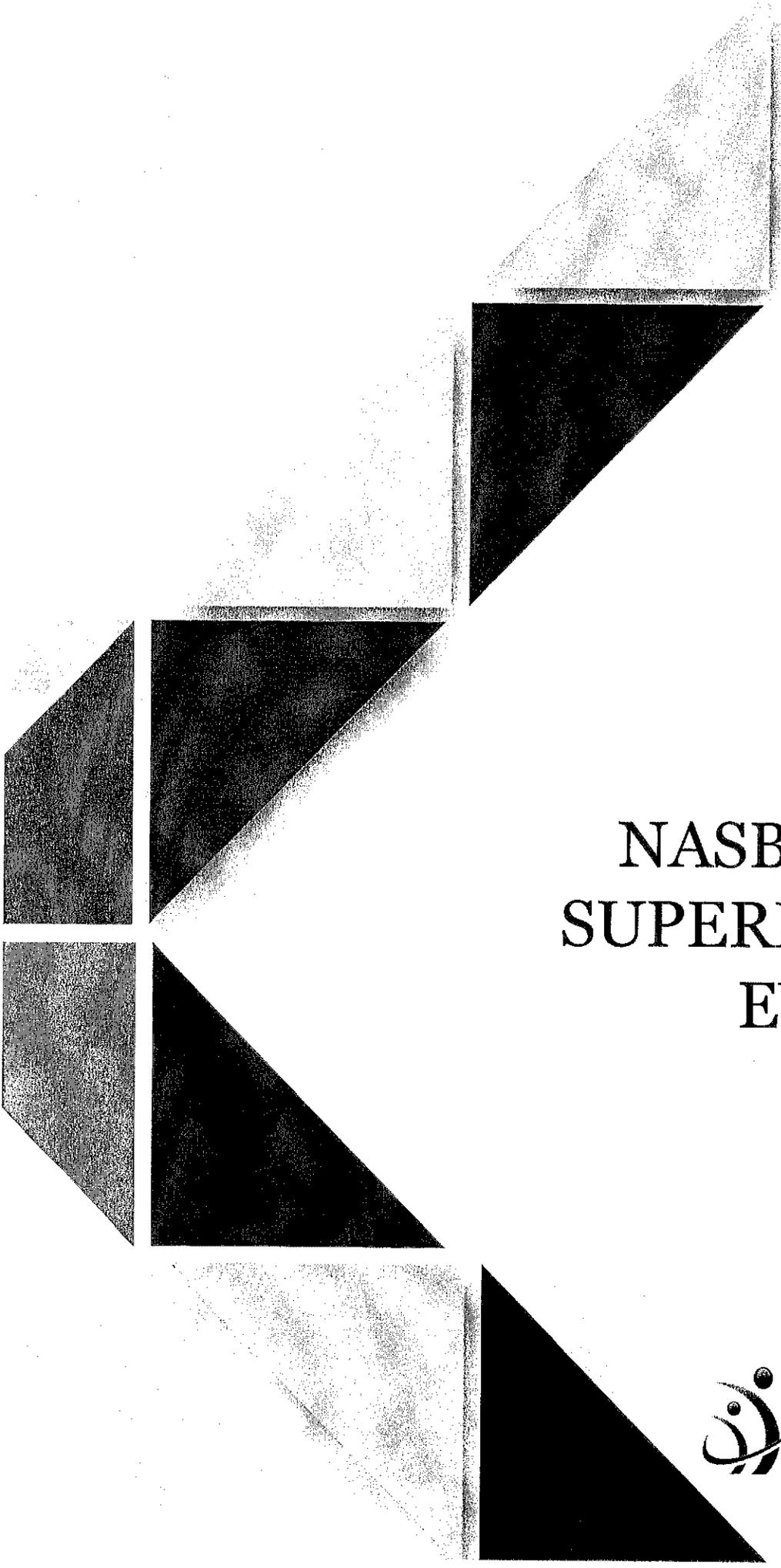
This letter is to inform you that we have received and reviewed the Superintendent Evaluation instrument from District OR-1 Palmyra Public Schools. District OR-1 Board Policy 2230, pursuant to NAC 92 Rule 10: Section 007.06 that was approved by the Nebraska Department of Education and the District OR-1 School Board in 2017 remains in effect for Superintendent Evaluation in your district.

The superintendent evaluation policies and procedures for District OR-1 Palmyra Public Schools will remain approved until the district revises them. These documents, including this letter, will be added to your school's file at the Nebraska Department of Education. A copy of the minutes of the District OR-1 School Board where this new instrument will be approved will be included as well. Please send a copy of those minutes as soon as possible after the Board meeting.

If you have any questions regarding this letter or any of the applicable requirements of Rule 10: *Regulations and Procedures for the Accreditation of Schools*, feel free to contact me.

Sincerely,

Todd F. Wolverton



NASB STANDARD
SUPERINTENDENT
EVALUATION

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NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

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

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						





Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

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

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard III: Budget Planning & Management
Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

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

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						





Standard IV: Educational Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

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

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

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

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





The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

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

The Superintendent . . .





NASB STANDARD SUPERINTENDENT EVALUATION

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	<p>Provide evidence to support your choices above.</p> <p>*Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard VIII: Board-Superintendent Relations
The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

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

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						





Superintendent's Response:

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)





District OR-1: Home of the Panthers!

Purple Star School

Board Resolution for the Support of Military Children and Families

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service, and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of military-connected students and families in District OR 1 Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of District OR 1 Public Schools affirms their commitment to providing the resources and programs to support military-connected students academically, socially and emotionally; and

WHEREAS, the School Board of District OR 1 Public Schools calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development.

NOW, THEREFORE, BE IT RESOLVED: That the School Board of District OR 1 Public Schools officially supports all military children and families; and be it

FURTHER RESOLVED: That November be designated as Military Family Month in District OR 1 Public Schools; and be it

FURTHER RESOLVED: That the School Board of District OR 1 Public Schools encourages all school staff and community members to initiate support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation’s best interest; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes.

Motion by: _____ Second by: _____

Members Voting:

Calfee ____, Maahs: ____, Busch: ____, Wilen: ____, Desh: ____, Penterman: ____

<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

VIDEOS

YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINKS

<http://members.nasbonline.org/index.php/news-resources/videos>

NOVEMBER

THIS
WEEK!

NEEDS - RESOURCES WORKSHOP - NOVEMBER 2 - BARTLEY

NEEDS - RESOURCES WORKSHOP - NOVEMBER 3 - GRAND ISLAND

REG
NOW!

STATE EDUCATION CONFERENCE - NOVEMBER 17-19 - DOWNTOWN OMAHA



DECEMBER

NEEDS - RESOURCES WORKSHOP - DECEMBER 7 - BROKEN BOW

JANUARY 2022

107TH LEGISLATURE, 2ND SESSION BEGINS WEDNESDAY, JANUARY 5, 2022

LEGISLATIVE ISSUES CONFERENCE - JANUARY 30-31, 2022 - LINCOLN

NASB IS LOOKING FOR A PART-TIME EVENT & ENGAGEMENT ASSOCIATE!

THIS PERSON WILL PROVIDE SUPPORT TO THE EVENTS DEPARTMENT AND DIRECTOR OF MEMBER ENGAGEMENT. THIS POSITION WILL POSITIVELY REPRESENT NASB AT ALL EVENTS AND MAINTAIN EXCELLENT RELATIONSHIPS WITH NASB MEMBERSHIP. THE POSITION WILL ALSO ASSIST IN VARIOUS ASPECTS OF THE CRM DATABASE SYSTEM.

IF YOU OR SOMEONE YOU KNOW IS INTERESTED, LEARN MORE & APPLY AT

<http://members.nasbonline.org/index.php/about-us>



WE ARE HIRING