

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, June 12, 2023

South Campus

The Board of Education of School District 07-0010 will meet on Monday, June 12, 2023 in the South Campus as duly advertised in the Hemingford Ledger.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Approval of Agenda
- V. Report from Board Committee(s)
- VI. Regular Meeting Agenda
 - VI.A. Recognition of Student Achievement (Bobcat Excellence)
 - VI.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - VI.C. Correspondence
 - VI.D. Consent Agenda
 - Approve Minutes for May 8, 2023 Meeting
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - VI.E. Payment of Claims
 - VI.F. Discuss, Consider, and Take All Necessary Action Regarding a Proposal for a New Phone/Intercom System.
 - VI.G. Discuss, Consider, and Take All Necessary Action Regarding a Presentation for MTSS Progress Monitoring within the District's Assessment System and Approval of the Proposed System of Assessment
 - VI.H. Discuss, Consider, and Take All Necessary Action Regarding Proposed Service Agreement with ESU#13
 - VI.I. Discuss, Consider, and Take All Necessary Action Regarding the Adoption of a Classified Staff Evaluation Form
 - VI.J. Discuss, Consider, and Take All Necessary Action Regarding the Approval of Job Descriptions for School District Personnel
 - VI.K. Discuss, Consider, and Take All Necessary Action Regarding the Expansion of the Electronic Access (Key Cards) System

- VI.L. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Transfer to the Activities Fund
- VI.M. Discuss, Consider, and Take All Necessary Action Regarding the Following Policies on First Reading: Repeal Policy 0410.03E1, Proposed Revised Policy 0411.53, Proposed Revised Policy 0412.01, Proposed Revised Policy 0412.07, Proposed Revised Policy 0413.01, Proposed Revised Policy 0413.01R1, Proposed Revised Policy 0413.02, Proposed Revised Policy 0414.03, Repeal Policy 0415.03E1
- VI.N. Discuss, Consider, and Take All Necessary Action Regarding Conducting an Evaluation of the Superintendent
- VII. Discussion/Possible Action Items
- VIII. Administration Reports
- IX. Superintendent Report
- X. Policy Review (Policies 0701.00 -0705.02)
- XI. Items For Next Board Meeting
- XII. Adjournment



Welcome to the Hemingford Public Schools Board of Education Meeting.

The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled **"Public Comment"**. Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held **in** public; however, the meetings are **not** public meetings.

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members **may not** respond to any questions you ask or comments you make about individual staff members or students.

+++++tear off+++++tear off+++++tear off+++++

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: ____ Yes ____ No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:



Order Confirmation

Order# 0000367991

Client

HEMINGFORD SCHOOL DISTRICT 10

Phone: 3084873328

Account: 1041036

Address: PO BOX 217
HEMINGFORD NE 693480217

Payor

HEMINGFORD SCHOOL DISTRICT 10

Phone: 3084873328

Account: 1041036

Address: PO BOX 217
HEMINGFORD NE 693480217

Ad Content Proof

Note: Ad size does not reflect actual ad

MEETING NOTICE

Regular Board Meeting at 7:00 pm
on June 12th at South Campus

Notice is hereby given that a regular meeting of the Board of Education of the School District of Hemingford, in the Counties of Box Butte, Dawes, and Sheridan in the State of Nebraska, A/K/A School District #10 of Box Butte County, Nebraska, will be held at 7:00 p.m. on Monday the 12th day of June 2023, at South Campus (816 Niobrara Avenue, Hemingford, Nebraska), which meeting shall be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent, located at 913 Niobrara Avenue, Hemingford, Nebraska 68948.

Published in the Hemingford Ledger
Hemingford, NE
May 18, 2023 ZNEZ

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Payment Amount \$0.00

Status **Materials**

Amount Due \$5.70
Tax Amount: 0.00
Payment Meth: Invoice Statement
Tear Sheets 0
Proofs 0
Affidavits 1
Blind Box
PO Number:

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0000367991-01	CLS Legal Liner SH	1 X 23 li	\$0.00

Production Method
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<u>Product and Zone</u>	<u>Placement</u>	<u>Position</u>	<u># Inserts</u>
HLP Ledger	C-Legal Ads	Meetings and Events	1

Run Schedule Invoice Text: MEETING NOTICE Regular Board Meeting at 7:00 pm on

Run Dates 5/18/2023

TagLine: MEETINGNOTICEREGULARBOARDMEETINGAT700PMONJUNE12THATSOUTHCAMPUSNOTICEISHEREB
YGIVENTHATAREGULARMEETINGOFTHEBOARDOFEDUCATIONOFTHE

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters.	• Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies	• Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference	• Oath of Office • Board Officer Elections • Designate Depository • Designate Legal Firm • Designate Treasurer • Designate Auditor for the District • Review Report Required by State Statute 79-506
February 5:00 PM		• Review Report on Multicultural Education	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Review/Revise Policies	• NASB Presidents' Retreat	• Monitor Proposed Legislation
March 5:00 PM	• Review State Aid Certification (When Available) • Establish Technology Budget for Following Year	• Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting	• Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies	• NRCSA Spring Conference	• Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	• Review State Aid Certification (When Available)	• Consider Adoption of Curriculum and/or Textbooks for Subsequent Year		• Review/Revise Policies		• Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	• Review State Aid Certification (When Available)	• Review Statewide Assessment Results (Writing)		• Review/Revise Policies	• Attend Graduation Ceremony	
June 7:00 PM		• Year End Assessment and Curriculum Review • Review School Improvement Plan • Committee on American Civics Meeting	• Superintendent Evaluation (first year)	• Review Bullying Prevention Policy • Approve Student, Athletic, and Staff Handbooks	• Board Self-Assessment and Goal Planning • NASB School Law Seminar	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
July 7:00 PM	- Budget Committee Work Session - Review Budget Authority and Allowable Reserve Percentage Certification	Review Summer School Program Report		- Student Fees Policy - Parent Involvement Policy	- NASB School Finance Workshop - Review NASB Board Awards of Achievement - NASB School Law Workshop	- Adopt Board Goals - Review Report Required by State Statute 79-506
August 7:00 PM	- Review Proposed Budget - Review Certifications of District's Assessed Valuation				NASB Area Membership Meeting	Facilities Tour
September 7:00 PM	- Budget Hearing - Adopt Budget - Tax Request Hearing - Approve Tax Request for Fund Levies	- Review ACT Results - Review School Improvement Plan - Review Statewide Assessment Results (Reading, Math, Science)	Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board)		NASA/NASB Labor Relations Conference	Review Statewide Assessment Results (when available)
October 7:00 PM	- Review Fall Enrollment Figures - Prepare for Negotiations		Consider HEA Request for Recognition as Bargaining Agent			- Review Annual Emergency Safety Plan - Review Report Required by State Statute 79-506
November 5:00 PM	Audit Committee Review of Audit Report	Review District Annual Report	- Distribute/Complete Superintendent Evaluation - Begin Negotiations		NASB/NASA State Education Conference	
December 5:00 PM	Approve Fiscal Year Audit Report (November or December)	Review School Improvement Plan	- Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) - Superintendent Evaluation		)	Host Board/Staff Recognition Dinner

Revised February 2023

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+++++tear off+++++tear off+++++tear off+++++

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name: _____
District resident: ____ Yes ____ No
Address: _____
City/State/Zip Code: _____
Agenda Item or Topic to address: _____
Signature: _____

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

May 8, 2023
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 7:01 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Absent, Rick Horstman: Present, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

Motion by Rick Horstman to excuse absent board member Cullan Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Blanche Randolph that the Agenda be approved as presented Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

The Board recognized the following students: Project Para Career Certification: Emma Roberts. State FCCLA participants: Rylie Wright, Gavin Bell, Sofia Gomez, Kamree Christner, Allisen Meek, Emma Hitchcock, Josh Aguillo, and Madisen Meek.

During the public participation portion of the meeting, Dena Paris addressed the board.

Motion by Blanche Randolph to approve the Consent Agenda Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Micki Votruba that claims for May from the General Fund be approved as presented in the amount of \$119,548.56. Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Blanche Randolph to approve the employment of Jackie Davies as secondary math teacher Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Micki Votruba to approve and implement the proposed new Policy 0506.11 (Drug Testing for Students Participating in Extra-Curricular Activities) on second reading. Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Trish Schumacher Approve the transfer of \$35,000 from the General Fund to the School Nutrition Fund Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Motion by Trish Schumacher Motion to pay the costs of invitation printing and mailing for the alumni banquet and to allow the association to use the gymnasium for the event. Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Absent, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0-0 Motion carried.

Administrative Reports were provided by Mr. Arneson, Mrs. Curtis, Mrs. Plog, and Dr. Miller.

Policy review for the month was conducted for policies 0611.09 through 0612.17.

The board will review policies 0701.00 through 0705.02 for next month.

Meeting was adjourned at 8:31 PM.

The next regular meeting of the Hemingford Board of Education will be held on June 12th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2022 - 06/2023

Regular; Beginning Month 09/2022; Processing Month 06/2023; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	52,081.85	0.00	0.00	0.00	52,081.85
05 704 1010	ATHLETICS / ACTIVITIES	(93,883.60)	100,799.15	23,208.31	0.00	(171,474.44)
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	3,675.28	19,953.78	19,346.43	0.00	3,067.93
05 704 1030	CHEERLEADERS - FUNDRAISING	4,999.72	10,901.93	4,444.94	0.00	(1,457.27)
05 704 1035	FOOTBALL FUNDRAISING	32,516.30	18,930.87	218.00	0.00	13,803.43
05 704 1040	VOLLEYBALL - FUNDRAISING	3,058.48	2,704.75	6,057.37	0.00	6,411.10
05 704 1045	WRESTLING FUNDRAISER	1,174.02	3,258.17	6,708.18	0.00	4,624.03
05 704 1050	CC FUNDRAISER	2,353.82	818.51	2,348.48	0.00	3,883.79
05 704 1055	TRACK FUNDRAISING	241.46	989.14	1,508.00	0.00	760.32
05 704 1056	GIRLS ATH FUNDRAISING	0.00	7,904.08	12,812.00	0.00	4,907.92
05 704 1057	GIRLS ON THE RUN	0.00	0.00	756.94	0.00	756.94
05 704 1999	GRADUATED CLASSES	8,783.66	0.00	0.00	0.00	8,783.66
05 704 2022	CLASS OF 2022	(281.40)	0.00	0.00	0.00	(281.40)
05 704 2023	CLASS OF 2023	2,006.85	2,483.04	538.50	0.00	62.31
05 704 2024	CLASS OF 2024	1,600.31	1,102.63	1,622.61	0.00	2,120.29
05 704 2025	CLASS OF 2025	5,462.85	285.76	1,628.00	0.00	6,805.09
05 704 2026	CLASS OF 2026	405.00	0.00	640.00	0.00	1,045.00
05 704 2027	CLASS OF 2027	675.00	0.00	367.90	0.00	1,042.90
05 704 2028	CLASS OF 2028	100.00	0.00	80.00	0.00	180.00
05 704 3010	DC TRIP-WORLD STRIDE	15,253.72	37,413.64	23,021.10	0.00	861.18
05 704 3020	DRAMATICS	(9,952.91)	3,126.11	3,645.00	0.00	(9,434.02)
05 704 3030	FFA	40,676.57	32,329.33	28,845.65	0.00	37,192.89
05 704 3035	SHOP MATERIALS	5,921.45	705.36	1,799.00	0.00	7,015.09
05 704 3040	FCCLA	1,482.35	3,371.28	2,321.42	0.00	432.49
05 704 3050	HONOR SOCIETY	(1,649.56)	558.36	1,295.00	0.00	(912.92)
05 704 3060	FOOTBALL FUNDRAISER	0.00	0.00	0.00	0.00	0.00
05 704 3070	MUSIC	4,967.36	1,052.20	1,425.27	0.00	5,340.43
05 704 3080	SCHOLARSHIPS	968.00	0.00	2,176.00	0.00	3,144.00
05 704 3090	STUCO - MIDDLE SCHOOL	4,351.94	811.10	667.14	0.00	4,207.98
05 704 3100	STUDENT COUNCIL	3,527.97	395.60	288.00	0.00	3,420.37
05 704 3110	HEALTH PROFESSIONS CLUB	989.17	0.00	0.00	0.00	989.17
05 704 3120	YEARBOOK	18,038.02	6,692.69	640.00	0.00	11,985.33
05 704 3200	SCIENCE	556.07	0.00	350.00	0.00	906.07
05 704 4010	COURTESY FUND	1,811.87	269.00	300.00	0.00	1,842.87
05 704 4020	ELEMENTARY TEACHERS	8,915.40	0.00	16.90	0.00	8,932.30
05 704 4021	ELEM PRINCIPAL FUND	0.00	0.00	1,057.28	0.00	1,057.28

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2022 - 06/2023

Regular; Beginning Month 09/2022; Processing Month 06/2023; Accounts to Include Accounts with Activity; Fund
Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 4025	HIGH SCHOOL TEACHERS	8,077.81	0.00	0.00	0.00	8,077.81
05 704 4026	HS PRINCIPAL FUND	0.00	83.99	1,980.00	0.00	1,896.01
05 704 4040	MISC/STUDENT OPPORTUNITIES	2,958.32	959.02	1,159.10	0.00	3,158.40
05 704 4045	BOOKFAIR	5,209.93	3,729.53	3,692.14	0.00	5,172.54
05 704 4050	FINE ARTS & CULTURE CLUB	900.54	434.67	2,137.50	0.00	2,603.37
05 704 4060	HOPE SQUAD	227.96	825.88	3,458.98	0.00	2,861.06
05 704 4070	BOBCAT CARES	0.00	200.00	1,250.00	0.00	1,050.00
Fund Total: 05		138,201.58	263,089.57	163,811.14	0.00	38,923.15

Expenditure Report by Function/Object -
Summary

06/09/2023 11:10 AM

Regular; Processing Month 06/2023; Function Number 71 Records Selected; Fund
Number 01

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
0500	0500	0.00	0.00	(1,000.00)	0.00	1,000.00	0.00	0.00	1,000.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,629,800.00	274,031.89	2,669,963.19	73.73	959,836.81	0.00	6,387.30	953,449.51
1120	1120	100.00	0.00	60.00	60.00	40.00	0.00	0.00	40.00
1130	1130	6,250.00	369.50	4,447.69	71.16	1,802.31	0.00	0.00	1,802.31
1140	1140	11,000.00	504.23	3,673.13	33.39	7,326.87	0.00	0.00	7,326.87
1150	VO AG PROGRAM	9,250.00	192.38	6,923.42	74.85	2,326.58	0.00	0.00	2,326.58
1170	1170	2,000.00	884.25	2,025.08	115.73	(25.08)	0.00	289.52	(314.60)
1180	1180	4,000.00	359.01	4,549.65	141.88	(549.65)	0.00	1,125.46	(1,675.11)
1190	EARLY CHILDHOOD ED PROGRAMS	156,600.00	13,950.66	119,312.86	78.37	37,287.14	0.00	3,411.96	33,875.18
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	928,600.00	75,845.95	635,358.02	68.47	293,241.98	0.00	463.97	292,778.01
1213	1213	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1291	SPED AGES 3-5	0.00	78.90	397.59	0.00	(397.59)	0.00	0.00	(397.59)
1300	SUMMER SCHOOL	0.00	4,947.48	4,947.48	0.00	(4,947.48)	0.00	0.00	(4,947.48)
2120	GUIDANCE SERVICES	117,700.00	6,084.66	60,964.62	51.80	56,735.38	0.00	0.00	56,735.38
2130	HEALTH SERVICES	91,000.00	8,080.68	64,169.45	70.52	26,830.55	0.00	0.00	26,830.55
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	37,000.00	4,593.60	25,587.60	69.16	11,412.40	0.00	0.00	11,412.40
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5	500.00	0.00	38.55	7.71	461.45	0.00	0.00	461.45
2150	SPEECH & AUDIOLOGY SERVICES	1,000.00	100.50	820.75	82.08	179.25	0.00	0.00	179.25
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
2161	OT SERVICES SPED SCHOOL AGE	19,100.00	2,105.96	20,065.80	105.06	(965.80)	0.00	0.00	(965.80)
2162	OT SERVICES SPED AGE 3-5	5,000.00	134.26	1,155.08	23.10	3,844.92	0.00	0.00	3,844.92
2163	OT SERVICES SPED AGE 0-2	12,200.00	236.63	5,212.91	42.73	6,987.09	0.00	0.00	6,987.09
2171	PT SERVICES SPED SCHOOL AGE	22,000.00	2,134.25	14,329.37	65.13	7,670.63	0.00	0.00	7,670.63
2172	PT SERVICES SPED AGE 3-5	5,500.00	275.73	1,262.81	22.96	4,237.19	0.00	0.00	4,237.19
2173	PT SERVICES SPED AGE 0-2	4,000.00	195.79	3,958.45	98.96	41.55	0.00	0.00	41.55
2180	VISION SERVICES	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2181	VISION SERVICES SPED SCHOOL AGE	5,000.00	378.27	8,543.80	170.88	(3,543.80)	0.00	0.00	(3,543.80)
2190	OTHER PUPIL SUPPORT SERVICES	10,000.00	333.30	8,916.70	89.17	1,083.30	0.00	0.00	1,083.30
2210	IMPROVEMENT OF INSTRUCTION	6,500.00	0.00	844.76	13.00	5,655.24	0.00	0.00	5,655.24
2211	SCHOOL IMPROVEMENT	6,000.00	0.00	2,219.95	51.47	3,780.05	0.00	868.09	2,911.96
2212	INST STAFF CURR DEV	0.00	0.00	123.00	0.00	(123.00)	0.00	0.00	(123.00)
2213	INST STAFF TRAINING	28,500.00	262.50	5,996.83	21.04	22,503.17	0.00	0.00	22,503.17
2220	LIBRARY/MEDIA SERVICES	154,700.00	3,200.81	22,877.55	14.79	131,822.45	0.00	0.00	131,822.45
2224	EDUCATIONAL TELEVISION SERVICES	25,000.00	1,966.46	19,651.60	78.61	5,348.40	0.00	0.00	5,348.40
2230	INSTRUCTION-RELATED TECHNOLOGY	106,500.00	7,657.00	39,645.26	48.18	66,854.74	0.00	11,663.02	55,191.72
2240	ACADEMIC STUDENT ASSESSMENT	0.00	0.00	2,351.98	0.00	(2,351.98)	0.00	163.98	(2,515.96)
2310	BOARD OF EDUCATION	127,000.00	1,332.25	56,319.22	44.56	70,680.78	0.00	275.47	70,405.31
2320	EXECUTIVE ADMINISTRATION	188,300.00	15,034.68	147,032.39	78.08	41,267.61	0.00	0.00	41,267.61
2330	DISTRICT LEGAL SERVICES	15,000.00	645.00	8,259.50	55.06	6,740.50	0.00	0.00	6,740.50
2410	OFFICE OF PRINCIPAL	385,590.00	33,051.32	334,382.82	87.30	51,207.18	0.00	2,233.32	48,973.86
2510	GENERAL ADMIN-BUSINESS SERVICE	222,750.00	7,547.27	103,021.72	48.05	119,728.28	0.00	4,005.90	115,722.38
2530	PRINT, PUB, DUP SERVICES	15,000.00	1,098.63	9,466.63	63.11	5,533.37	0.00	0.00	5,533.37
2570	PERSONNEL SERVICES	0.00	0.00	112.61	0.00	(112.61)	0.00	0.00	(112.61)
2610	SUPPORT SERVICES OPERATION OF BUILDING	391,000.00	32,495.30	315,743.64	80.92	75,256.36	0.00	652.64	74,603.72
2620	SUPPORT SERVICES-MAINT OF BUILDING	160,100.00	16,058.33	123,675.37	80.44	36,424.63	0.00	5,106.18	31,318.45
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	145,000.00	0.00	0.00	0.00	145,000.00	0.00	0.00	145,000.00
2670	SAFETY	30,000.00	0.00	25,222.57	85.24	4,777.43	0.00	348.50	4,428.93
2710	VEHICLE OPP & PURCH REG ED	556,250.00	40,168.23	395,572.43	71.14	160,677.57	0.00	135.98	160,541.59
2711	VEHICLE OPP & PURCH LCC	10,000.00	0.00	5,912.66	59.13	4,087.34	0.00	0.00	4,087.34
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2713	VEHICLE OPP & PURCH AGE 0-5 SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00

Expenditure Report by Function/Object -
Summary

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Regular; Processing Month 06/2023; Function Number 71 Records Selected; Fund
Number 01

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2730 VEHICLE SERV & MAINT REG ED	60,000.00	7,244.72	59,291.58	98.82	708.42	0.00	0.00	708.42
2732 VEHICLE SERV & MAINT SCHOOL AGE SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2790 OTHER TRANS REG STUDENTS	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2792 OTHER TRANS SCHOOL AGE SPED	32,100.00	0.00	0.00	0.00	32,100.00	0.00	0.00	32,100.00
3300 COMMUNITY SERVICES	10,000.00	0.00	3,465.83	34.66	6,534.17	0.00	0.00	6,534.17
3512 DISTANCE EDUCATION INCENTIVE PAYMENTS	0.00	9,349.90	85,498.76	0.00	(85,498.76)	0.00	0.00	(85,498.76)
3535 HIGH ABILITY LEARNERS	4,000.00	650.68	5,655.39	143.03	(1,655.39)	0.00	65.62	(1,721.01)
4700 BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	3,385.50	(3,385.50)
6200 TITLE I, PART A ESSA IMP BASIC BY LOCAL	102,600.00	8,695.38	88,114.42	85.88	14,485.58	0.00	0.00	14,485.58
6401 6401	7,000.00	0.00	0.00	0.00	7,000.00	0.00	0.00	7,000.00
6403 IDEA PART B(611) BASE ALLOC-SCHOOL AGE	0.00	3,432.00	3,432.00	0.00	(3,432.00)	0.00	0.00	(3,432.00)
6406 IDEA PRESCHOOL(619) BASE ALLOC	48,600.00	284.76	1,634.85	3.36	46,965.15	0.00	0.00	46,965.15
6410 IDEA ENROLLMENT/POVERTY	110,000.00	0.00	0.00	0.00	110,000.00	0.00	0.00	110,000.00
6990 OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	9,566.92	0.00	(9,566.92)	0.00	0.00	(9,566.92)
6992 REAP	0.00	4,822.39	12,566.34	0.00	(12,566.34)	0.00	36,317.00	(48,883.34)
6997 ESSER II	144,028.00	0.00	89,612.00	62.22	54,416.00	0.00	0.00	54,416.00
6998 ESSER III	275,000.00	0.00	246,187.80	89.52	28,812.20	0.00	0.00	28,812.20
8000 TRANSFERS (OUTGOING)	175,000.00	0.00	35,000.00	20.00	140,000.00	0.00	0.00	140,000.00
9000 NON-PROGRAM EXPENDITURES	0.00	1,670.66	16,706.60	0.00	(16,706.60)	0.00	0.00	(16,706.60)
01 GENERAL FUND	8,634,868.00	592,486.15	5,940,848.98	69.69	2,694,019.02	0.00	76,899.41	2,617,119.61

HEMINGFORD PUBLIC SCHOOLS

June 12, 2023

GENERAL FUND:

Statement Balance 05-31-2023	\$ 717,293.49
G/F MM Statement Balance 05-31-2023	\$1,806,989.64
- Outstanding Checks	<u>\$ 3,091.58</u>
Balance 05-31-2023	\$2,521,191.55

+ June Tax Receipts:	<u>\$ 796,303.93</u>
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Subtotal: General Fund	\$3,317,495.48
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June Bills:	\$ 112,935.16
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June Payroll:	<u>\$ 494,699.26</u>
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-Total June Expenses:	\$ 607,634.42
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Balance General Fund:	<u>\$2,709,861.06</u>
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BUILDING FUND:

Checking Balance 05-31-2023	\$ 1,705,935.09
Liquid Asset Fund	\$ 414,098.14
2 CD's: 30 month (.15%)- Mat. 10-18-23 (BOW)	\$ 155,477.18
12 month – (NE Bank)	\$ 156,247.39

June Tax Receipts:	<u>\$ 38,720.90</u>
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Building Fund Balance 05-31-2023	<u>\$2,470,478.70</u>
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Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
21ST CENTURY EQUIPMENT	CYLINDER	140.55
Check Number 5868 Total	21ST CENTURY EQUIPMENT	140.55
ACCO BRANDS USA LLC	OFFICE SUPPLIES	33.60
Check Number 5869 Total	ACCO BRANDS USA LLC	33.60
ADAMSON AUTOMOTIVE	BUS SERVICE/REPAIRS	6,854.64
Check Number 5870 Total	ADAMSON AUTOMOTIVE	6,854.64
ALL PARTITIONS	GYM DOOR BATHROOM PARTS	31.00
Check Number 5857 Total	ALL PARTITIONS	31.00
ALLIANCE GROCERY KART	COW TONGUE SUPPLIES	149.28
Check Number 5871 Total	ALLIANCE GROCERY KART	149.28
AMAZON	AR Store	17.44
AMAZON	ART STOLES- RETURNED	(22.99)
AMAZON	ART STOLES	22.99
AMAZON	CLASSROOM SUPPLIES	33.95
AMAZON	AR Store	21.76
AMAZON	Mother's Day Gifts	51.96
AMAZON	TRANSPORTATION SUPPLIES	125.64
AMAZON	TRANSPORTATION SUPPLIES	43.99
AMAZON	CLASSROOM SUPPLIES	139.96
AMAZON	SPED BOOKS	62.57
AMAZON	ART SUPPLIES	226.24
AMAZON	Bullhorns for Emergency Communications	205.76
AMAZON	classroom supplies	317.65
AMAZON	FOLDERS	20.33
AMAZON	ART SUPPLIES	216.93
AMAZON	AR Store	13.76
AMAZON	DRILL METAL CUTTER	71.97
AMAZON	classroom supplies	256.28
Check Number 5857 Total	AMAZON	1,826.19
B&H PHOTO & VIDEO	PROJECTOR SHELF	83.04
Check Number 5872 Total	B&H PHOTO & VIDEO	83.04
BAUERKEMPER'S	2.5 GAL STIHL MIX	17.52
Check Number 5873 Total	BAUERKEMPER'S	17.52
BLACK HILLS ENERGY	GAS - SCHOOL BUILDINGS	2,059.03
BLACK HILLS ENERGY	GAS - SUPT HOUSE	78.78
Check Number 5874 Total	BLACK HILLS ENERGY	2,137.81
BLICK ART MATERIALS	ART SUPPLIES	499.63
Check Number 5875 Total	BLICK ART MATERIALS	499.63
BLOEDORN'S LUMBER CO.	Maintenance-batteries/trimmer	464.98
BLOEDORN'S LUMBER CO.	MAINT/CUSTODIAL SUPPLIES	189.05
Check Number 5876 Total	BLOEDORN'S LUMBER CO.	654.03
BLUEBIRD FLOWERS AND GIFTS	STAGE FLOWERS - GRADUATION	320.00

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Vendor Name	Description	Amount
Check Number 5877 Total BLUEBIRD FLOWERS AND GIFTS		320.00
BLUUM OF TEXAS LLC	Headphones for EL technology room.	480.86
BLUUM OF TEXAS LLC	Device Purchase for 23/24 School Year.	2,134.39
BLUUM OF TEXAS LLC	Device Purchase for 23/24 School Year.	2,688.00
Check Number 5878 Total BLUUM OF TEXAS LLC		5,303.25
BONFIRE GRILL, THE	NASBO MEAL	39.17
Check Number 5857 Total BONFIRE GRILL, THE		39.17
BOX BUTTE COUNTY TREASURER	VEHICLE REGISTRATION (2)	35.00
Check Number 5857 Total BOX BUTTE COUNTY TREASURER		35.00
BUD'S PEST CONTROL	PEST CONTROL	215.00
Check Number 5879 Total BUD'S PEST CONTROL		215.00
BUFFALO WILD WINGS	SCIENCE OLYMPIAD	193.20
Check Number 5857 Total BUFFALO WILD WINGS		193.20
CAPITAL BUSINESS SYSTEMS, INC	COPIER LEASE PAYMENT	1,098.63
Check Number 5880 Total CAPITAL BUSINESS SYSTEMS, INC		1,098.63
CENGAGE LEARNING	Online access to accounting workbook	404.25
CENGAGE LEARNING	Intro. to Criminal Justice Curriculum	2,561.33
Check Number 5881 Total CENGAGE LEARNING		2,965.58
CHADRON MOTOR CO INC. OFF ROAD	OIL/TRANSMISSION OIL	87.95
Check Number 5882 Total CHADRON MOTOR CO INC. OFF ROAD		87.95
CHADRON PUBLIC SCHOOLS	OT/PT/SPEECH THERAPY/ RESOURCE	454.32
Check Number 5883 Total CHADRON PUBLIC SCHOOLS		454.32
CODECADEMY	BUSINESS SUPPLIES	34.99
Check Number 5857 Total CODECADEMY		34.99
CRESCENT ELECTRIC SUPPLY CO.	LIGHTS	117.25
Check Number 5884 Total CRESCENT ELECTRIC SUPPLY CO.		117.25
CRICUT	SUPPLIES	6.63
Check Number 5857 Total CRICUT		6.63
CULLIGAN WATER CONDITIONING	SOFT WATER RENTAL	231.22
CULLIGAN WATER CONDITIONING	SOFT WATER SERVICE	13.90
Check Number 5885 Total CULLIGAN WATER CONDITIONING		245.12
DARREN'S CARQUEST AUTO PARTS	maintenance.supplies	95.88
DARREN'S CARQUEST AUTO PARTS	maintenance.supplies	30.18
Check Number 5886 Total DARREN'S CARQUEST AUTO PARTS		126.06
DAS STATE ACCOUNTING - CENTRAL FINANCE	PARTICIPATION FEE- APRIL	238.13
Check Number 5887 Total DAS STATE ACCOUNTING - CENTRAL FINANCE		238.13
DISCOUNT SCHOOL SUPPLY	PRE K SUPPLIES	199.76

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Vendor Name	Description	Amount
Check Number 5888 Total	DISCOUNT SCHOOL SUPPLY	199.76
E-470 PUBLIC HIGHWAY AUTHORITY	TOLL CHARGES- NATA CONFERENCE	4.60
Check Number 5889 Total	E-470 PUBLIC HIGHWAY AUTHORITY	4.60
ED PUZZLE	SCIENCE SUPPLIES	11.50
ED PUZZLE	EDPUZZLE	12.50
Check Number 5857 Total	ED PUZZLE	24.00
EDUCATIONAL SERVICE UNIT #13	DL;INTERNET;NEVA;PBDS;COUNSELING;PL	2,730.03
EDUCATIONAL SERVICE UNIT #13	PSYCH;SPED;LOW VISION;SUPERVISION	5,458.07
Check Number 5891 Total	EDUCATIONAL SERVICE UNIT #13	8,188.10
FARMERS COOP	METAL CUTTING WHEEL	32.97
FARMERS COOP	AG ED SUPPLIES	27.46
FARMERS COOP	AG ED SUPPLIES	10.98
FARMERS COOP	2-4D	230.00
FARMERS COOP	WEED KILLER/HOSE WASHER	44.48
FARMERS COOP	BRASS NOZZLE	41.97
FARMERS COOP	SAVANT - 1 GAL	131.00
Check Number 5892 Total	FARMERS COOP	518.86
FLANNEL BROTHERS	FERTILIZATION/SPRAYING - TREES	1,677.00
Check Number 5893 Total	FLANNEL BROTHERS	1,677.00
FOLLETT SCHOOL SOLUTIONS, INC.	DESTINY RENEWAL FOR 23-24	1,395.48
Check Number 5894 Total	FOLLETT SCHOOL SOLUTIONS, INC.	1,395.48
FUEL TRIPS- ELAN	FUEL=SCIENCE OLYMPIADS;FCCLA	590.34
Check Number 5857 Total	FUEL TRIPS- ELAN	590.34
GREEN GATEAU, THE	NASBO MEAL	50.03
Check Number 5857 Total	GREEN GATEAU, THE	50.03
H & H SANITATION	ROLL OFF BOX RENTAL/PICKUP/LANDFILL TICK	403.13
Check Number 5895 Total	H & H SANITATION	403.13
HEGGERTY	KDG CURRICULUM	99.00
HEGGERTY	To use as SPED intervention	192.24
Check Number 5896 Total	HEGGERTY	291.24
HEMINGFORD CO-OP TELEPHONE CO	TELEPHONE SERVICE/INTERNET	1,102.65
Check Number 5897 Total	HEMINGFORD CO-OP TELEPHONE CO	1,102.65
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	6,287.61
Check Number 5898 Total	HEMINGFORD MUNICIPAL UTILITIE	6,287.61
HOPCAT - LINCOLN	NASBO - MEAL	41.74
Check Number 5857 Total	HOPCAT - LINCOLN	41.74
HUSS AUTO REPAIR	OLD SUBURBAN SERVICE/REPAIR	390.08
Check Number 5899 Total	HUSS AUTO REPAIR	390.08

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Vendor Name	Description	Amount
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	90.71
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	90.71
Check Number 5900 Total IDEAL LINEN AND UNIFORM		181.42
IDEAL/BLUFFS FACILITY SOLUTIONS	VACUUM CARPETMASER 12	652.64
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	243.07
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL CLEANING SUPPLIES	788.89
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	3,932.60
IDEAL/BLUFFS FACILITY SOLUTIONS	CARPETMASTER REPAIR	218.12
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	1,565.90
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	915.13
Check Number 5901 Total IDEAL/BLUFFS FACILITY SOLUTIONS		8,316.35
J.J. PRATT ENTERPRISES, LLC	SCREEN/REFINISH GYM FLOOR	3,000.00
Check Number 5902 Total J.J. PRATT ENTERPRISES, LLC		3,000.00
KEATING & ASSOCIATES, INC.	PARTICIPATION FEE	415.00
Check Number 5903 Total KEATING & ASSOCIATES, INC.		415.00
KIMBALL MIDWEST	MAINTENANCE SUPPLY	128.63
Check Number 5904 Total KIMBALL MIDWEST		128.63
KSB School Law PC, LLO	LEGAL FEES	645.00
Check Number 5905 Total KSB School Law PC, LLO		645.00
KULLY SUPPLY INC.	DRINKING FOUNTAIN W/ BOTTLE FILLER	3,432.00
Check Number 5906 Total KULLY SUPPLY INC.		3,432.00
LAWSON PRODUCTS	MAINTENANCE SUPPLY	552.64
LAWSON PRODUCTS	STEEL HOSE CLAMP	11.75
Check Number 5907 Total LAWSON PRODUCTS		564.39
LEARNING WITHOUT TEARS	PreK HWT student books	273.90
Check Number 5908 Total LEARNING WITHOUT TEARS		273.90
LEGENDS - BROKEN BOW	NASBO MEAL	33.68
Check Number 5857 Total LEGENDS - BROKEN BOW		33.68
LIFEGUARD MD, INC.	HEART PADS	125.00
Check Number 5909 Total LIFEGUARD MD, INC.		125.00
LISA BRIGGS, OT, LLC	OT SERVICE/MILEAGE	2,366.25
Check Number 5910 Total LISA BRIGGS, OT, LLC		2,366.25
LOCAL	INTERVIEW ITEMS	41.41
Check Number 5857 Total LOCAL		41.41
MAR-BOW MUSIC CO.	INSTRUMENT REPAIR	369.50
Check Number 5911 Total MAR-BOW MUSIC CO.		369.50
MCGRAW-HILL, LLC	Textbooks for dual credit biology	480.46
Check Number 5912 Total MCGRAW-HILL, LLC		480.46

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Vendor Name	Description	Amount
MIDWEST TECHNOLOGY PRODUCTS	CUSTODIAL - COOP	85.29
Check Number 5913 Total	MIDWEST TECHNOLOGY PRODUCTS	85.29
NASB	STRATEGIC PLAN POSTER	69.00
Check Number 5914 Total	NASB	69.00
NATC CONFERENCE	NATC EXPENSES-TRAVEL;LODGING;MEALS	1,490.00
Check Number 5857 Total	NATC CONFERENCE	1,490.00
NCECBVI	PAYMENTS 9 OF 10 & 10 OF 10	9,200.00
Check Number 5915 Total	NCECBVI	9,200.00
NE COUNCIL OF SCHOOL ADMINISTRATORS	NCSA/AASA Membership Renewal-TM	855.00
Check Number 5916 Total	NE COUNCIL OF SCHOOL ADMINISTRATORS	855.00
NORTH LINCOLN COMFORT SUITES	STATE SCIENCE OLYMPIAD LODGING	539.32
Check Number 5917 Total	NORTH LINCOLN COMFORT SUITES	539.32
NW5634	PreK Supplies	108.47
Check Number 5918 Total	NW5634	108.47
OLSON, BRAD	COMMERCIAL DR LICENSE RENEWAL FEE	65.00
Check Number 5919 Total	OLSON, BRAD	65.00
ON TO COLLEGE	On To College shirst for 24+	68.95
Check Number 5920 Total	ON TO COLLEGE	68.95
QUAVERED, INC.	Elementary Music Online Curriculum	1,800.00
Check Number 5921 Total	QUAVERED, INC.	1,800.00
QUICKCARE MEDICAL SERVICES	DOT PHYSICAL -TL	125.00
QUICKCARE MEDICAL SERVICES	DOT PHYSICAL - KJ	125.00
Check Number 5922 Total	QUICKCARE MEDICAL SERVICES	250.00
QUILL CORPORATION	black pens	54.38
Check Number 5857 Total	QUILL CORPORATION	54.38
RABEN'S MARKET	2023-05 JANITORIAL STMT-SUPPLIES	18.00
RABEN'S MARKET	FCS SUPPLIES	359.01
Check Number 5923 Total	RABEN'S MARKET	377.01
RAISING CANES	SCIENCE OLYMPIAD MEAL	77.71
Check Number 5857 Total	RAISING CANES	77.71
RASMUSSEN MECHANICAL SERVICES, INC.	ASSEMBLY/COUPLER	55.03
RASMUSSEN MECHANICAL SERVICES, INC.	SPRING PREV MAINTENANCE -A/C	697.50
Check Number 5924 Total	RASMUSSEN MECHANICAL SERVICES, INC.	752.53
REALLY GOOD STUFF, INC.	KDG SUPPLIES	39.94
Check Number 5925 Total	REALLY GOOD STUFF, INC.	39.94
REIF ENTERPRISE	SUPT HOUSE - CHECK SPRINKLER SYSTEM	50.00
Check Number 5926 Total	REIF ENTERPRISE	50.00

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Vendor Name	Description			Amount
RENAISSANCE	STAR and AR Reading			3,975.00
Check Number	5927	Total	RENAISSANCE	3,975.00
RHOADS, ALISHA	MAY MILEAGE REIMBURSEMENT			89.60
Check Number	5928	Total	RHOADS, ALISHA	89.60
RIGHT IMPRESSION, THE	EMPLOYMENT PLAQUES - 2			57.00
Check Number	5929	Total	RIGHT IMPRESSION, THE	57.00
ROBERTS, ERIN	MILEAGE REIMBURSEMENT - MAY			95.20
Check Number	5930	Total	ROBERTS, ERIN	95.20
ROCKY MOUNTAIN AIR SOLUTIONS	GAS RENTAL			74.20
Check Number	5931	Total	ROCKY MOUNTAIN AIR SOLUTIONS	74.20
ROTH, MIKAELA	APRIL MILEAGE REIMB			89.60
Check Number	5932	Total	ROTH, MIKAELA	89.60
S & S WORLDWIDE, INC.	COOP SUPPLIES			286.50
Check Number	5933	Total	S & S WORLDWIDE, INC.	286.50
SCHOLASTIC INC.	news magazine			263.56
Check Number	5934	Total	SCHOLASTIC INC.	263.56
SCHOOL SPECIALTY LLC	KDG SUPPLIES			37.16
SCHOOL SPECIALTY LLC	COOP SUPPLIES			341.04
SCHOOL SPECIALTY LLC	School Supplies			104.13
SCHOOL SPECIALTY LLC	kdg supplies			593.14
Check Number	5935	Total	SCHOOL SPECIALTY LLC	1,075.47
SKYBOX SPORTS NETWORK DBA RISE DISPLAY	Ticker sign data subscription			480.00
Check Number	5936	Total	SKYBOX SPORTS NETWORK DBA RISE DISPLAY	480.00
SOAR PEDIATRIC THERAPY, LLC	P/T SERVICES			2,441.45
Check Number	5937	Total	SOAR PEDIATRIC THERAPY, LLC	2,441.45
ST. BRIDGET'S CATHOLIC CHURCH	HALL RENTAL - KDG CORN DAY			110.00
Check Number	5938	Total	ST. BRIDGET'S CATHOLIC CHURCH	110.00
STAR HERALD	SUBSCRIPTION RENEWAL			220.79
Check Number	5939	Total	STAR HERALD	220.79
STEPH'S STUDIO	SENIOR PICTURE FRAMING			471.25
Check Number	5940	Total	STEPH'S STUDIO	471.25
STERLING COMPUTERS CORP.	Printers			3,118.10
Check Number	5941	Total	STERLING COMPUTERS CORP.	3,118.10
TABLE CLOTHS FACTOR	TABLE CLOTHS FOR OCCASIONS			30.95
Check Number	5857	Total	TABLE CLOTHS FACTOR	30.95

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Posted - All; Batch Description 2023-05 CREDIT CARD, 2023-06 INVOICES.

User ID: KAH

Vendor Name	Description	Amount
TAESE / USU	2023 SPED LAW CONF REGISTRATION	255.00
Check Number 5942 Total	TAESE / USU	255.00
U.S. POSTAL SERVICE	PO BOX RENT	252.00
Check Number 5943 Total	U.S. POSTAL SERVICE	252.00
UNITED AIRLINES	NAESP FLIGHT - EA	631.60
Check Number 5857 Total	UNITED AIRLINES	631.60
UNMC CENTER FOR CONTINUING EDUCATION	FROSH CPR CERTIFICATIONS	218.00
Check Number 5944 Total	UNMC CENTER FOR CONTINUING EDUCATION	218.00
VALOR GENERAL STORE	MAINTENANCE SUPPLY	17.38
VALOR GENERAL STORE	CUSTODIAL SUPPLY	7.99
VALOR GENERAL STORE	MAINTENANCE SUPPLY	17.99
VALOR GENERAL STORE	AG ED SUPPLY	46.77
VALOR GENERAL STORE	DOOR STOP/ LEG TIPS	8.37
VALOR GENERAL STORE	CUSTODIAL SUPPLY	109.38
VALOR GENERAL STORE	CUSTODIAL SUPPLY	6.58
VALOR GENERAL STORE	CUSTODIAL SUPPLY	107.98
Check Number 5945 Total	VALOR GENERAL STORE	322.44
VILLAGE PIZZA	PIZZA - ACT STUDENTS	109.25
Check Number 5857 Total	VILLAGE PIZZA	109.25
VOYAGER SOPRIS LEARNING	Math Curriculum for 3-12 SPED department	4,680.50
Check Number 5946 Total	VOYAGER SOPRIS LEARNING	4,680.50
WALL STREET JOURNAL	SUBSCRIPTION	38.99
Check Number 5857 Total	WALL STREET JOURNAL	38.99
WALMART	PREK SUPPLIES	44.26
Check Number 5857 Total	WALMART	44.26
WESTCO	FUEL	6,280.95
Check Number 5947 Total	WESTCO	6,280.95
WILSON LANGUAGE TRAINING	Reading Intervention Materials 7-12	948.24
WILSON LANGUAGE TRAINING	Summer School reading materials.	4,947.48
Check Number 5948 Total	WILSON LANGUAGE TRAINING	5,895.72
Fund Number 01		112,935.16
Checking Account ID 1		112,935.16

06/09/2023 09:40 AM

Posted - All; Batch Description 2023-05 LUNCH FUND-0002

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
ALLIANCE GROCERY KART	FOOD	26.36
Check Number 7068 Total	ALLIANCE GROCERY KART	26.36
CASH-WA DISTRIBUTING	FOOD	854.52
CASH-WA DISTRIBUTING	FOOD	647.05
CASH-WA DISTRIBUTING	FOOD	810.86
CASH-WA DISTRIBUTING	FOOD	1,055.80
CASH-WA DISTRIBUTING	FOOD	1,192.68
CASH-WA DISTRIBUTING	FOOD	1,121.03
CASH-WA DISTRIBUTING	FOOD	612.03
CASH-WA DISTRIBUTING	FOOD - CREDIT MEMO	(43.08)
CASH-WA DISTRIBUTING	FOOD	60.55
Check Number 7069 Total	CASH-WA DISTRIBUTING	6,311.44
HILAND DAIRY	MILK	126.61
HILAND DAIRY	MILK	276.96
HILAND DAIRY	FOOD	421.38
HILAND DAIRY	MILK	338.29
HILAND DAIRY	MILK	360.05
HILAND DAIRY	MILK	316.53
Check Number 7070 Total	HILAND DAIRY	1,839.82
JACOBS, ANN	LUNCH ACCT REFUND - MARIA	6.75
Check Number 7071 Total	JACOBS, ANN	6.75
LAWRENCE, JULIE	LUNCH ACCT REFUND- ARIELLE	121.90
Check Number 7072 Total	LAWRENCE, JULIE	121.90
LOUDEN, LYNN	LUNCH ACCT REFUND - LUKE	34.70
Check Number 7073 Total	LOUDEN, LYNN	34.70
NELSON, JOSI	LUNCH ACCOUNT REFUND	21.60
Check Number 7074 Total	NELSON, JOSI	21.60
NSNA	2023 NSNA STATE CONFERENCE REGISTRATION	525.00
Check Number 7075 Total	NSNA	525.00
PHILLIPS, TRENT	LUNCH ACCT REFUND - BRINNA	35.65
Check Number 7076 Total	PHILLIPS, TRENT	35.65
RABEN'S MARKET	FOOD	110.93
Check Number 7077 Total	RABEN'S MARKET	110.93
SIMPLY CLEAN	DISHWASHER SERVICE	208.80
Check Number 7078 Total	SIMPLY CLEAN	208.80
TUREK, MELISA	LUNCH ACCT REFUND - RICK & DARIN	106.90
Check Number 7079 Total	TUREK, MELISA	106.90
US FOODS	FOOD	1,402.13
US FOODS	FOOD	1,676.16
US FOODS	FOOD	1,935.23
US FOODS	FOOD	1,768.45

06/09/2023 09:40 AM

Posted - All; Batch Description 2023-05 LUNCH FUND-0002

User ID: KAH

Vendor Name	Description	Amount
US FOODS	FOOD	2,357.54
Check Number	7080 Total US FOODS	9,139.51

Fund Number	06	18,489.36
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Checking Account ID	6	18,489.36
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MOBIUS
COMMUNICATIONS®

523 NIOBRARA AVE • PO BOX 246
HEMINGFORD, NE 69348
308-487-5500 • BBC.NET

May 26, 2023

Dr. Miller,

Thank you for the opportunity to provide a bid to Hemingford Public Schools for your phone and paging/intercom communication needs.

There are two proposals for the phone system, one is for an out right purchase, the other is continuing the existing arrangement and renting the phone system components with a one-time cost for additional networking switches and wiring. The rental agreement covers equipment replacement/troubles and labor, excludes additional extensions.

While working with Hemingford Public Schools staff, 80 phone locations, 28 additional network runs, and 3 additional network switches were identified as needed. In order to stay with the existing line of switches in use at Hemingford Public Schools we had to quote a mid to upper-level switch. Hemingford Public Schools has one 48 port POE switch as a spare in their inventory which could be used in place of one switch. We can also purchase the additional switches on the second-hand market at considerable savings.

The paging/intercom proposal is utilizing all of the district's exiting speakers and wiring. We will be adding paging facilities to admin and elementary hall ways, all bathrooms, both gymnasiums, red zone, cafeteria, south campus and one outdoor speaker to cover playground area. This system will provide various zone paging as well as page all options.

If the district signs both the paging and phone systems proposals at the same time Mobius will offer a \$4000.00 labor discount.

Mobius will need to coordinate with Hemingford Public Schools IT staff to make necessary changes to utilize current network components (switches, routers etc.) to complete this project.

This proposal does not include paging or phone communications to the football field and surrounding area or any of the parking areas. In addition, the proposal does not include any proactive monitoring by Mobius. Any problems that are observed by Hemingford Public School staff will need to be reported to Mobius for repair.

Sincerely,


Kory Haas



Proposal Summary For: New Paging and Intercom
System at the Hemingford Schools

Date: 5/26/23

Customer Name: Hemingford Public Schools

Address: 913 Niobrara Ave

City, St. Zip: Hemingford, NE 69348

Phone Number: 308-487-3328

Contact: Dr. Travis Miller

Scope of Work	Payment Provisions
This Proposal provides for the installation of a new Bogen Paging System in the Hemingford School to upgrade their existing system. Existing cabling and speakers will be use in additon to new speaker locations being added.	25% Due At Signing, Remainder due at Completion of Project
Description	Quantity
Bogen Nyquist E7000 System Controller	1
Bogen Analog Station Bridge	5
Bogen IP Admin Phones	2
Bogen Matrix Mixer Pre-Amp	1
Bogen E7000 System Lisc	1
Bogen E7000 SSL Station License	5
Bogen Concurrent Call Liscense	1
Bogen PBX Intergration	1
3-Year Additional Software Update Subscription	1
Horn Speakers	7
Celing Speakers	25
Tile Bridge	33
Slant Mount Speakers	2
Bogen CA15C Cal Switch	40
Grand Total	\$59,663.12

This is a contract on the goods named, subject to the conditions noted below:

To accept this contract, sign here and return:

Signed: _____ **Date:** _____

Thank You for the opportunity to to present this contract, pertaining to your needs as specified above. Although looking at the figures is one way to interpret a contract, it is true quality, service and integrity that separate us from our competitors.

LIMITED LIABILITY; LIQUIDATED AMOUNT. It will be extremely difficult and inconvenient to determine with any certainty the actual damages that may result from the failure of the Equipment or System. You agree that Mobius and Mobius' agents, employees, subsidiaries, affiliates and parent companies are exempt from liability for any loss, damage injury or other consequence arising directly or indirectly from the Equipment or the System Mobius has provided. If it is determined that Mobius or any of Mobius' agents, employees, subsidiaries, affiliates and parent companies are directly or indirectly responsible for any such loss, damage, injury or other consequence, you agree that the damages shall be limited to the greater of (i) the amount you paid for the Equipment or System or (ii) \$300.00. All parties agree that the price stated for the Equipment or System is a consideration in limiting Mobius' liability and your remedy and these agreed upon damages are reasonable and not a penalty. The damage amount is the sole remedy no matter how the loss, damage, injury or other consequence is caused, even if caused by our negligence, gross negligence, breach of warranty, failure to comply with any applicable law or other theory of fault. The above amounts are your exclusive remedies and Mobius is not liable to You or any other person for any incidental or consequential damages. NO WARRANTY. Mobius makes no representation, warranty or guarantee of any kind, at law or in equity, including without limitation NO IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE Equipment or System provided by Mobius except for any warranty provided by the Equipment or System's manufacturer. Mobius is not liable to you or any other person under any circumstances for any SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES including but not limited to personal injury, property damage, lost profits or lost revenue.

Proposal valid for 90 days from Proposal Date. Proposal will be adjusted based on Actual Install Date and any revised costs.



MOBIUS
COMMUNICATIONS®

Proposal For: Hemingford Schools new IP Phone
System Purchase

Date: 5/26/23

Customer Name: Hemingford Public Schools

Address: 913 Niobrara Ave

City, St. Zip: Hemingford, NE 69348

Phone Number: 308-487-3328

Contact: Dr. Travis Miller

Scope of Work	Payment Provisions
This Proposal provides for the installation of a new Grandstream UCM6308A IP PBX System, Grandstream IP Business Sets and POE Switches in the Hemingford School to replace their existing System. New Data, Phone Cables and Jacks will be installed for the new IP Business Set locations. Existing data racks and patch panels will be used for business sets at existing locations as well as adding new jacks for new IP Business Sets.	25% Due At Signing, Remainder due at Completion of Project
Description	Quantity
Grandstream UCM6308A IP PBX	1
Grandstream GRP 2613 3-Line IP Business Set	67
Grandstream GRP 2615 10-Line IP Business Set	9
Grandstream GBX 20 EXT Expansion Console for the GRP 2615 IP Business Set at the answering locations	2
Grandstream GRP 2650 14-Line IP Business Set	4
Ruckus 7450 24-POE Port, Switch	1
Ruckus 7450 48-POE Port, Switch	2
CAT 6 Patch 10' Cords	80
CAT 6 Patch 3' Cords	80
New Data Cables and Jacks Locations	28
Grand Total	\$42,770.00

(Select either Option-2 or Option-3 if you wish to utilize a discount from the purchase price)

Option 2 - Utilize HPS spare 48 port switch and use NEW (1) 24 and (1) 48 port switches ☐ **-\$6,500.00**

Option 3 - Utilize HPS spare 48 port switch and buy USED (1) 24 and (1) 48 port switches ☐ **-\$14,000.00**

This is a contract on the goods named, subject to the conditions noted below:

To accept this contract, sign here and return:

Signed: _____ **Date:** _____

Thank You for the opportunity to present this contract, pertaining to your needs as specified above. Although looking at the figures is one way to interpret a contract, it is true quality, service and integrity that separate us from our competitors.

LIMITED LIABILITY; LIQUIDATED AMOUNT. It will be extremely difficult and inconvenient to determine with any certainty the actual damages that may result from the failure of the Equipment or System. You agree that Mobius and Mobius' agents, employees, subsidiaries, affiliates and parent companies are exempt from liability for any loss, damage injury or other consequence arising directly or indirectly from the Equipment or the System Mobius has provided. If it is determined that Mobius or any of Mobius' agents, employees, subsidiaries, affiliates and parent companies are directly or indirectly responsible for any such loss, damage, injury or other consequence, you agree that the damages shall be limited to the greater of (i) the amount you paid for the Equipment or System or (ii) \$300.00. All parties agree that the price stated for the Equipment or System is a consideration in limiting Mobius' liability and your remedy and these agreed upon damages are reasonable and not a penalty. The damage amount is the sole remedy no matter how the loss, damage, injury or other consequence is caused, even if caused by our negligence, gross negligence, breach of warranty, failure to comply with any applicable law or other theory of fault. The above amounts are your exclusive remedies and Mobius is not liable to You or any other person for any incidental or consequential damages.

NO WARRANTY. Mobius makes no representation, warranty or guarantee of any kind, at law or in equity, including without limitation NO IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE Equipment or System provided by Mobius except for any warranty provided by the Equipment or System's manufacturer. Mobius is not liable to you or any other person under any circumstances for any SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES including but not limited to personal injury, property damage, lost profits or lost revenue.



MOBIUS
COMMUNICATIONS®

Proposal For: Hemingford Schools new IP
Phone System Rental

Date: 5/26/23

Customer Name: Hemingford Public Schools

Address: 913 Niobrara Ave

City, St. Zip: Hemingford, NE 69348

Phone Number: 308-487-3328

Contact: Dr. Travis Miller

Scope of Work			Payment Provisions
This Proposal provides for the Hemingford Schools to Rent a new Grandstream UCM6308A IP PBX System and Grandstream IP Business Sets. These Rental Costs are based on a Rental Contract of 48 Months. Should the School elect to terminate the Rental prior to the 48 Month Term, the Remainder of the Contract will be due. This new phone system will replace the existing phone system. In addition, there are Upfront Costs for POE Switches, New Data and Phone Cables, Jacks for the new IP Business Set locations. In the data rooms, existing data racks and patch panels will be used for IP Business Sets at existing locations as well as adding new jacks for new IP Business Sets.			25% of the Fixed Costs are Due At Signing with the Remainder of Fixed Costs Due at Completion of Project. Rental Costs will be Billed Monthly.
Description	Quantity	Monthly Rental Fee Each	Total Monthly Rental Fee
Grandstream UCM6308A IP PBX	1	\$74.95	\$74.95
GRP 2613 6-Line IP Business Set	67	\$4.75	\$318.25
GRP 2615 10-Line IP Business Set	9	\$8.75	\$78.75
GXB20 EXT Expansion Module	2	\$7.95	\$15.90
GRP 2650 14-Line IP Business Set	4	\$9.50	\$38.00
Total Rental Costs (Per Month)			\$525.85

Description	One-Time/Upfront Costs	Quantity
Ruckus 7450 24-POE Port, Switch		1
Ruckus 7450 48-POE Port, Switch		2
CAT 6 Patch 10' Cords		80
CAT 6 Patch 3' Cords		80
New Data Cables and Jacks Locations		28
Total Upfront Costs		\$29,420.00

(Select either Option-2 or Option-3 if you wish to utilize a discount from the purchase price)		
Option-2 Utilize HPS spare 48 port switch and use NEW (1) 24 and (1) 48 port switches	☐	-\$6,500.00
Option-3 Utilize HPS spare 48 port switch and buy USED (1) 24 and (1) 48 port switches	☐	-\$14,000.00

This is a contract on the goods named, subject to the conditions noted below:

To accept this contract, sign here and return:

Signed: _____ **Date:** _____

Thank You for the opportunity to present this contract, pertaining to your needs as specified above. Although looking at the figures is one way to interpret a contract, it is true quality, service and integrity that separate us from our competitors.

LIMITED LIABILITY; LIQUIDATED AMOUNT. It will be extremely difficult and inconvenient to determine with any certainty the actual damages that may result from the failure of the Equipment or System. You agree that Mobius and Mobius' agents, employees, subsidiaries, affiliates and parent companies are exempt from liability for any loss, damage, injury or other consequence arising directly or indirectly from the Equipment or the System Mobius has provided. If it is determined that Mobius or any of Mobius' agents, employees, subsidiaries, affiliates and parent companies are directly or indirectly responsible for any such loss, damage, injury or other consequence, you agree that the damages shall be limited to the greater of (i) the amount you paid for the Equipment or System or (ii) \$300.00. All parties agree that the price stated for the Equipment or System is a consideration in limiting Mobius' liability and your remedy and these agreed upon damages are reasonable and not a penalty. The damage amount is the sole remedy no matter how the loss, damage, injury or other consequence is caused, even if caused by our negligence, gross negligence, breach of warranty, failure to comply with any applicable law or other theory fault. The above amounts are your exclusive remedies and Mobius is not liable to you or any other person for any incidental or consequential damages. NO WARRANTY. Mobius makes no representation, warranty or guarantee of any kind, at law or in equity, including without limitation NO IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE Equipment or System provided by Mobius except for any warranty provided by the Equipment or System's manufacturer. Mobius is not liable to you or any other person under any circumstances for any SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES including but not limited to personal injury, property damage, lost profits or lost revenue.

Option 1: Phone Rental			Option 2: Phone Purchase	
Upfront Costs:	\$29,420.00		Upfront Costs:	\$42,770.00
Discount Option 1:	-\$14,000.00		Discount Option 1:	-\$14,000.00
Discount Option 2:			Discount Option 2:	
Total	\$15,420.00		Total	\$28,770.00
Monthly Rental over 60 months	\$31,551		Monthly Rental	\$0
Total 5-Year Cost	\$46,971.00		Total 5-Year Cost	\$28,770.00
Intercom Integration	\$59,663.12		Intercom Integration	\$59,663.12
Labor Discount	-\$4,000		Labor Discount	-\$4,000
Total 5-Year Cost	\$102,634.12		Total 5-Year Cost	\$84,433.12
Phone Warranty 1-Year				
Bogen Intercom Warranty 5-Year				
If renting, repairs and service are included.				

ESU 13 SERVICES AGREEMENT 2023-2024

This Agreement is made **March 28, 2023** between **HEMINGFORD PUBLIC SCHOOLS**, in the County of **BOX BUTTE**, State of Nebraska, hereinafter referred to as the **District**, and Educational Service Unit No. 13, hereinafter referred to as **ESU 13**.

The **District** and **ESU 13** agree that payment and services delivered under the terms of this Agreement for Special Education Programs will be made in accordance with **NDE Title 92, NAC, Chapter 51 and 52**.

It is agreed that the **District** will pay to **ESU 13** a sum for services for such resident student(s), provided the service has been approved by NDE and meets statutory requirements. The following conditions shall apply:

1. The **District** will be charged for services rendered to students who are evaluated and/or placed in programs operated by **ESU 13**.
2. The **District** will be charged for services at rates not to exceed NDE approved rates for **ESU 13**.
3. The **District** agrees to pay **ESU 13** within thirty (30) days of receipt of each invoice. The **District** also agrees that **ESU 13** may assess an interest charge on amounts due in excess of thirty (30) days.
4. The **District** will be billed monthly for charges taken from the **COST SCHEDULE**. Charges will be divided into **ten (10)** equal installments with a final bill to be submitted no later than June. Charges will be computed as explained on the **COST SCHEDULE**.
5. All rates on the **COST SCHEDULE** include the following program costs: salaries, benefits, purchased services, staff mileage, supplies, materials, instructional equipment, and the following instructional responsibilities: IEP/IFSP/MDT/SAT meetings, screenings, testing, scoring, evaluations, planning, paperwork, consulting, and collaboration with teachers.
6. The number of students in programs may vary, however, this Agreement must remain in force in order to fulfill contractual obligations between **ESU 13** and certificated and/or non-certificated staff. If **significant changes** in services occur, **ESU 13** will amend the **District's** contract. Additionally, if an intermittent closing occurs, and **ESU 13** is not able to provide the services pursuant to this Agreement, **District** will remain obligated under this Agreement to pay **ESU 13**.
7. Programs must be self supporting and receipts cannot exceed the expenditures for any one program. If an overage occurs and it is not needed to support a deficit from prior years, a refund will be issued to the **District**.
8. In the event that **ESU 13** is unable to secure adequately qualified personnel or there are insufficient numbers of Districts requesting services as required by Rule 51 and 52, **ESU 13** is released from the obligations of this Agreement.

Please return this Agreement to ESU 13 no later than April 15, 2023.

ESU 13 Signature: _____ Date _____, 2023

District Signature: _____ Date _____, 2023

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: **Deaf Ed and Transition Services**

Part V:

NAME OF School District or ESU ADMINISTRATIVE AGENCY: Educational Service Unit Number: 13

Address: 4215 Avenue I, Scottsbluff, NE 69361

Phone: 308-635-3696

Name/Title of Administrative Agency Representative: Dr. Laura Barrett, Administrator

Name/Title of Contact Person (if different than Administrative Agency Representative): Jessica Broderick, SPED Director

Address: 4215 Avenue I, Scottsbluff, NE 69361

Phone: 308-635-3696

Signature: _____
Administrative Agency

Date: _____

Part IV:

Cooperative Program Participant: Hemingford Public Schools School District or ESU No: 10

Address: 913 Niobrara Avenue, Hemingford, NE 69348

Phone: 308-487-3328

Name/Title of Cooperative Program Participant Representative: Dr. Travis Miller, Superintendent

Name/Title of Contact Person (if different than Cooperative Program Participant Representative):

Address:

Phone:

Signature: _____
Cooperatives Program Participant Representative

Date: _____

EDUCATIONAL SERVICE UNIT 13 - COST SCHEDULE 2023-2024

Agency Code 950013

School District: Hemingford #10

ESU 13 SPED PROGRAMS	Description of cost	Cost	NDE Service Code	Factor	Billing Month-Sept.	Billing Month-Oct.	Billing Month-Nov.	Billing Month-Dec.	Billing Month-Jan.	Billing Month-Feb.	Billing Month-March	Billing Month-April	Billing Month-May	Billing Month-June	TOTAL
Speech/Language	District's FTE	\$112,387.00	4001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Psychological Assessment	per hour	\$99.00	1002	183	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$1,811.70	\$18,117.00
SPEL Counseling	per hour	\$99.00	1002	25	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$2,475.00
Pupil Transportation - no lift	# of miles RT X school days	\$1.05	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Pupil Transportation with lift	# of miles RT X school days	\$2.10	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Education Inservice	per teacher	\$21.00	7001	38	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.80	\$798.00
Supervision of ESU Programs	see note (2)	\$0.08	0001		\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$171.12	\$1,711.20
Meridian Program A	District's FTE	\$21,990.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Meridian Program B	District's FTE	\$52,470.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lifelink-Nebraska Program	District's FTE	\$21,990.00	4062		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consultation/Coordination of District-owned Special Education Programs	see note (3)	\$13,000.00	0001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ESU 13 NON-SPED PROGRAMS															
Non-Sped Counseling	per hour	\$99.00	ESSA 2120	25	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$247.50	\$2,475.00
Intern	per hour														
TOTAL ALL PROGRAMS					\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$2,557.62	\$25,576.20

Note: (1) Services for PT - \$99/hr, OT - \$92/hr, Vision Consultant - \$81/hr, Psychological Services for general education students - \$89/hr, Resource Teacher - \$62/hr, SRS, Early Childhood Special Education Teacher - \$74/hr, and Meridian and Lifelink Speech/Language services - \$81/hr will be billed additionally as they occur.

Note: (2) Supervision of ESU Programs: Rule 51.011.02C1 - "Supervision of special education programs is allowable as a level I expenditure for up to an amount not exceed 8% of the school district's or approved cooperative's allowable school age program costs, minus the cost of program supervision.

Note: (3) Consultation/Coordination of District-owned Special Education Programs (district request only): Rule 51.010.01D14: "Administrative support by staff members holding an Administrative or Supervisory Certificate and at least one special education endorsement or any Special Education Administrative or Supervisory Certificate."

At-Will Classified Employee Evaluation Instrument

EMPLOYEE NAME: _____

EVALUATOR NAME: _____

SCHOOL/BUILDING: _____

JOB TITLE: _____

DATE: _____

MEETS	DOES NOT MEET
I. DISTRICT RULES/REGULATIONS	
☐ Follows all job rules / regulations.	☐ Fails to follow some job rules / regulations.
COMMENTS:	
II. QUALITY OF WORK	
☐ Meets all standards.	☐ Fails to meet some standards.
COMMENTS:	
III. KNOWLEDGE OF WORK	
☐ Knows how to execute job duties and responsibilities.	☐ Lacks some understanding of duties and responsibilities.
COMMENTS:	
IV. VOLUME OF WORK	
☐ Output meets expectations.	☐ Output does not meet expectations.
COMMENTS:	
V. ATTENDANCE (Excluding excused absences.)	
☐ Employee can be counted on for reliability.	☐ Employee's attendance is unreliable.
COMMENTS:	
VI. PUNCTUALITY	
☐ Prompt in reporting for work.	☐ Has reported tardy for work.

COMMENTS:

VII. DEPENDABILITY

☐ Sufficient pre-planning and budgeting of time and resources to meet deadlines.

☐ Fails to properly budget time and/or resources to meet deadlines.

COMMENTS:

VIII. ATTITUDE TOWARD OTHERS CONTACTED IN THE COURSE OF WORK

☐ Exhibits professionalism and helps to create a good working environment.

☐ Has been unprofessional and/or exhibits negative behaviors toward others.

COMMENTS:

IX. WORK ATTITUDE (RESPONSE TO CHANGE/INITIATIVE)

☐ Self-motivated and accepts new ideas and criticisms.

☐ Shows a lack of interest and/or is reluctant to change and/or accept criticism.

COMMENTS:

COMMENTS:

☐ I **will** attach a written response.

☐ I **will not** attach a written response.

Employee's Comments:

Supervisor's Response (permissible):

Signature of Supervisor

Title

Date

Signature of Employee**

Title

Date

**Employee's signature indicates that the evaluation has been discussed with the employee but does not necessarily constitute agreement.

This evaluation will be placed in the employee's PERSONNEL file. The employee has the right to respond either in the comment section or on a separate sheet to be attached to this evaluation.

Hemingford Public Schools

Master Administrator Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual's job description for each Administrator of Hemingford Public Schools, each Administrator must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
3. Administration's Essential Functions

General Administration

- a. Administer the school in conformity with the adopted policies of the Board, state and federal laws and regulations, and all other laws and regulations.
- b. Establish procedures to ensure all administrative decisions necessary to the proper functioning of the school are made.
- c. Keep current with educational trends and school management developments by attending conferences and other professional development activities.
- d. Develop and distribute staff and parent-student handbooks. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or law, these contents of the handbook shall be binding.
- e. Take necessary steps to assure the safety and welfare of students and employees in the school and at school sponsored activities.
- f. Complete, or oversee the completion of, all reports and forms required by the Nebraska Department of Education and other governmental agencies and ensure that such reports and forms are submitted on or before the due date.
- g. Prepare and maintain directly or through delegation such personnel, student, business, and other records that are required by law or by Board policy. Serve as the custodian for school records.
- h. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- i. Adhere to the code of ethics of the District, the Nebraska Department of Education (NDE Rule 27) and the American Association of School Administrators.
- j. Perform other tasks or duties as assigned by the Board or the Superintendent.
- k. Perform in a professional manner all other tasks as assigned.

Administration of Personnel

- a. Establish parameters for recruiting and interviewing prospective employees. Recruit and recommend for hiring the best qualified and most competent persons for positions within the limits of the budget.

- b. Recruit, hire, train, and evaluate primary and supplemental staff.
- c. Assign or transfer employees to their positions as deemed in the best interests of the school district and report such action to the Superintendent's office for information and record.
- d. Direct, supervise and evaluate any subordinate administrative staff.
- e. Direct and coordinate activities of teachers, administrators, and support staff.
- f. Recommend and implement the school district's professional development plan and staff training.
- g. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans when needed.
- h. Recommend to the Superintendent for final action the promotion, salary changes, demotion, or dismissal of any employee. Where such are within the authority delegated to the Administrator, take such actions with employees and report, when appropriate, to the Superintendent.
- i. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the school district.
- j. Communicate directly or through delegation all actions of the Board or the Superintendent relating to personnel matters to all affected employees and communicate to the Superintendent communications employees wish the Superintendent to receive.
- k. Develop and maintain a positive and professional working relationship with the staff.
- l. Mentor and support administrative staff members.
- m. Supervise administration of collective bargaining agreements, including the handling and resolution of grievances consistent with such agreements.
- n. Plan and lead professional development activities for teachers, administrators, and support staff.
- o. Recommend personnel actions related to programs and services.

Administration of Finances

- a. Fiscal Planning: Conduct fiscal planning or direct such to be completed, to include forecasting anticipated revenue, expenditures, and needs to ensure sound financial operations and no unexpected budget deficits.
- b. Budgeting: Recommend budget priorities and the allocation of sufficient funds for each program of the school. Prepare at request of the Superintendent the annual budget needs of the school. Administer the adopted budget for the school in accordance with legal requirements and adopted Board policies.
- c. Funding Sources: Prepare and submit grant proposals and access other available funding beyond State and local tax revenues.
- d. Accounting: Ensure funds are spent prudently by providing adequate control and accounting of the school's financial and physical resources and the development and implementation of sound business practices consistent with Board policy and law.

- e. Auditing: Implement procedures for periodic internal audits of accounts and expenditures.
- f. Purchasing and Contracting: Implement procedures for the efficient and fiscally prudent purchase of goods and services within the limits of the adopted budget. Purchase equipment, materials and supplies within the annual budget or as directed by the Board or the Superintendent in accordance with Board policy, using bidding procedures where required. Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.

Administration of School Property

- a. Maintain a current inventory of textbooks, library books, equipment, and supplies.
- b. Direct and coordinate school maintenance services and the use of school facilities.
- c. Develop programs to ensure adherence to codes and facility safety, security, and maintenance, including implementing fire, tornado and other drills as required by law, Board policy and directives of the Superintendent.
- d. Provide suitable instructions and regulations for staff to govern the use and care of school properties.
- e. Recommend to the Superintendent the sale or disposal of property no longer required by the school and delegate the proper execution of such sale or disposal through staff and legal advisors.
- f. Recommend to the Superintendent short and long-range facility needs.
- g. Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.

B. Required Knowledge

The Administrator is to possess and effectively utilize knowledge in the following areas:

1. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
4. Personnel and Human Resources—Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
5. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

6. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
7. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
8. Law and Government—Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
9. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
10. Communications and Media—Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
11. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
12. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
13. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
14. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

C. Required Skills and Abilities

The Administrator is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.

- e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- 2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- 3. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- 4. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- 5. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- 6. Management:
 - a. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - b. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- 7. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- 8. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- 9. Reasoning:
 - a. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - b. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- 10. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- 11. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- 12. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- 13. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- 14. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- 15. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- 16. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- 17. Operations Analysis—Analyzing needs and product requirements to create a design.

18. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
19. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
20. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
21. Social Perceptiveness—Being aware of others' reactions and understanding why they react as they do.
22. Coordination—Adjusting actions in relation to others' actions.
23. Negotiation—Bringing others together and trying to reconcile differences.
24. Persuasion—Persuading others to change their minds or behavior.
25. Service Orientation—Actively looking for ways to help people.
26. Time Management—Managing one's own time and the time of others.
27. Mathematics—Using mathematics to solve problems. The ability to choose the right mathematical methods or formulas to solve a problem. The ability to add, subtract, multiply, or divide quickly and correctly.
28. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
29. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
30. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
31. Memorization—The ability to remember information such as words, numbers, pictures, and procedures.

D. Work Activities

The Administrator is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolving problems in educational settings.
3. Communicating—Providing information in a professional manner to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.

5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, preparing and maintaining reports and files, and working with the public.
6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and directing and supervising extracurricular activities, such as after-school events and athletic contests.
11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating educational content, coordinating instructional outcomes, and developing instructional materials.

18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution techniques, government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.
30. Assisting or Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
31. Influencing Others—Convincing others to change their minds or actions.

E. Required Employee Characteristics

The Administrator is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.

3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the physical requirements on their specific job description.

G. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Elementary Principal

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Superintendent of Schools Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Superintendent of Schools
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- D. Reports To:** Board of Education
- E. Performance Responsibilities and Job Tasks**

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The responsibilities of the Superintendent extend to all activities of the school district. The Superintendent may delegate performance of management duties. Such delegation does not relieve the Superintendent from ultimate responsibility or accountability.

- 1. **Educational Leadership**
 - a. Serve as the educational leader of the school district.
 - b. Administer, as chief school executive officer, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
 - e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.

- f. Prescribe rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings and the staffing and facility required to provide the educational program.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for Board approval as necessary.
- m. Recommend personnel actions related to programs and services.
- n. Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- o. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- p. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- q. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- r. Enforce discipline and attendance rules.
- s. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- t. Teach classes or courses to students when necessary in the absence of teachers.
- u. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- v. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- w. Ensure that the mission and goals of the school district are adequately reflected in its educational program and operations.
- x. Ensure implementation of all Board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
- y. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- z. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Board of Education

- a. Attend and participate in all Board meetings and its committees, except for those executive sessions in which the evaluation or reappointment of the Superintendent is under discussion.
- b. Serve as ex officio member of all Board committees and assign administrative personnel to support committee activities when necessary.
- c. Prepare and give public notice of Board meetings, including agenda for the meetings, in compliance with Board policies and the open meetings law.
- d. Deliver to each of the members of the Board, a reasonable time in advance of each Board meeting (on the Friday preceding a Monday meeting), an information packet to include the notice and agenda for the meeting, minutes of the prior meeting, and reports or materials related to agenda items.
- e. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- f. Submit to the Board explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- g. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practicable, and recommend policy in order to provide guidance in the future.
- h. Make a continuous study of the development and needs of the school district. Inform and advise the Board about the programs, practices and challenges of the school district.
- i. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Board of significant developments in these areas.
- j. Provide long term planning to guide the Board in policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to members of the Board, personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- k. Serve as a leader to assist the Board to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Board, annually, district-wide goals and monitor and report to the Board on the progress toward achieving established goals.
- l. Confer periodically with professional and lay groups concerning the school programs and transmit to the Board suggestions gained from such conferences.

3. School/Community Relations

- a. Prepare and make available to the school community an annual report, in accordance with law.
- b. Develop and maintain relationships with community members and stakeholders, including banking, insurance, and non-organizational accounting personnel to facilitate financial activities.
- c. Confer periodically with professional and lay groups and transmit to the Board suggestions gained from such conferences.

F. Required Knowledge

The Superintendent is to possess and effectively utilize knowledge in the following areas:

1. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

G. Required Skills and Abilities

The Superintendent is to possess and effectively utilize the following skills and abilities:

1. Management:
 - a. Of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.

H. Work Activities

The Superintendent is to perform the following work activities:

1. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
2. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: consulting with and providing advice to the Board on operations of the school, consulting with parents and staff to determine student needs and to develop programs, and recommending modifications to educational programs.
3. Estimating the Quantifiable Characteristics of Products, Events, or Information—Estimating sizes, distances, and quantities; or determining time, costs, resources or materials needed to perform a work activity.
4. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as other administrators and employees.
5. Influencing Others—Convincing others to change their minds or actions.

I. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

J. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

K. Essential Functions: The essential functions of the Superintendent of Schools' position include (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Superintendent		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person		X			
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)	X				
12.	Hand/grip strength	X				
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds	X				
24.	51 to 75 pounds	X				
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds	X				
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Superintendent

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Elementary Principal Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Elementary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Elementary Principal is the chief administrator of the elementary school and serves in both a leadership and management role. The responsibilities of the Elementary Principal extend to all activities of the elementary school. The Elementary Principal may delegate performance of management duties. Such delegation does not relieve the Elementary Principal from ultimate responsibility or accountability.

- 1. **Educational Leadership**
 - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.

- e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
- f. Prescribe rules for the classification and advancement of students in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization, and to ensure that school activities comply with federal, state and local laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- n. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- o. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- p. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- q. Enforce discipline and attendance rules.
- r. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- s. Teach classes or courses to students when necessary in the absence of teachers.
- t. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- u. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- v. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- w. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.

- x. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- y. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district as requested by the Superintendent.
- c. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
- g. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- k. Assist in planning, coordinating, and overseeing school logistics programs, such as bus and food services.
- l. Assist in reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.

F. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Elementary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Elementary Principal		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop			X		
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Elementary Principal

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Secondary Principal Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Secondary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Secondary Principal is the chief administrator of a secondary school and serves in both a leadership and management role. The responsibilities of the Secondary Principal extend to all activities of the secondary school. The Secondary Principal may delegate performance of management duties. Such delegation does not relieve the Secondary Principal from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.

- e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
- f. Prescribe rules for the classification and advancement of students in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state and local laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- n. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- o. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- p. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- q. Enforce discipline and attendance rules.
- r. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- s. Teach classes or courses to students when necessary in the absence of teachers.
- t. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- u. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- v. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- w. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.

- x. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- y. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district as requested by the Superintendent.
- c. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
- g. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- k. Assist in planning, coordinating, and overseeing school logistics programs, such as bus and food services.
- l. Assist in reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.

F. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Secondary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Secondary Principal		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)		X			
16.	Finger dexterity (typing)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				

30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Secondary Principal

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Business Manager Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Business Manager
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree or higher required. Non-certificated position; Nebraska Administrative and Supervisory Certificate is not required. Experience in business management and accounting required, in addition to all other required or assigned certification and training.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Business Manager is the financial management and accounting procedures of the school district. The Business Manager may delegate performance of management duties. Such delegation does not relieve the Business Manager from ultimate responsibility or accountability.

- 1. Financial Leadership
 - a. Serve as a leader of the financial operations of the school district and as a positive contributing member of the administrative team.
 - b. Administer the development and maintenance of financial operations designed to carry out the mission, goals and policies of the Board of Education.
 - c. Analyze the financial details of past, present, and expected operations to identify development opportunities and areas where improvement is needed.
 - d. Advise the Superintendent on short-term and long-term financial objectives, policies, and actions.
 - e. Provide direction and assistance to other organizational units regarding accounting and budgeting policies and procedures and efficient control and utilization of financial resources.
 - f. Coordinate and direct the financial planning, budgeting, procurement, or investment activities of the school district.

- g. Develop internal control policies, guidelines, and procedures for activities such as budget administration, cash and credit management, and accounting.
- h. Evaluate needs for procurement of funds and investment of surpluses and make appropriate recommendations.
- i. Ensure accuracy of all bank account statements and reconciliations and review and approve all invoices and payment requests to verify the availability of monies to pay such invoices.

2. Management of Finances

- a. Purchasing and Contracting: Develop and implement procedures for the efficient and fiscally prudent purchase of goods and services within the limits of the adopted budget. Serve as central purchasing agent for the purchase of equipment, materials and supplies within the annual budget or as directed by the Board or the Superintendent in accordance with Board policy, using bidding procedures where required. Receive, record, and authorize requests for disbursements in accordance with Board policies and established procedures and prepare a monthly listing of claims for approval by the Board.
- b. Debt Management: Implement a system of cash flow management, including use of bonding systems and borrowing as necessary, to ensure the timely payment of obligations.
- c. Investing: Invest the school district funds in a prudent manner consistent with Board policies and laws. Manage the receipt, disbursement, banking, protection, and custody of funds, securities, and financial instruments.
- d. Auditing: Direct completion of an annual external audit in accordance with law and Board policy. Implement procedures for periodic internal audits of accounts and expenditures.
- e. Risk Management: Recommend to the Superintendent the purchase of adequate property and liability insurance for the protection of the school district, members of the Board, employees, and school district property at reasonable premium levels.
- f. Professional Services: Manage the use of legal and other professional services and use legal services as directed by the Superintendent to prevent litigation and other complications.
- g. Payroll: Ensure that all District employees are paid pursuant to the applicable negotiated agreement, contract, policy or other governing document and consistent with law.
- h. Required reports: Timely file all required documents with the Nebraska Department of Education or other governmental entity relating to the district's budget, finances and/or spending and doing so in a manner that does not cause any harm, loss or other detriment to the District.

3. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters within the scope of the Business

Manager's position that require Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.

- c. Advises the Superintendent and Board on relevant legal issues related to the business and/or financial interests of the District.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school district's fiscal and plant operations. Inform and advise the Superintendent about the programs, practices and challenges of the school district in such regard.
- g. Maintain current knowledge of organizational policies and procedures, federal and state policies and directives, and current accounting standards, as well as proposed legislation impacting financial operations of the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district's business operations and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.

F. Required Knowledge

The Business Manager is to possess and effectively utilize knowledge in the following areas:

- 1. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

G. Essential Functions: The essential functions of the Business Manager position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Business Manager		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds	X				
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				

31.	Over 90 pounds	X				
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H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
 Business Manager

For Office Use Only:	
Signature _____ Superintendent	Date ____/____/_____

Hemingford Public Schools

Director of Instructional Services Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Director of Instructional Services
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree or higher required, in addition to all other required or assigned certification and training. Experience in student services is required.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Student Services Director is to manage, oversee and direct the operations of the school district with respect to students, including student enrollment, student discipline, student special education services and serving as a resource to students and their families. The Student Services Director may delegate performance of management duties. Such delegation does not relieve the Student Services Director from ultimate responsibility or accountability.

1. Organize and implement programs that serve student needs.
2. Coordinate with staff members and parents to identify students in need of academic assistance or other programming.
3. Oversee and administer academic programs for students in the gifted learning program.
4. Monitor and ensure the District's compliance with laws related to student services, including the IDEA, ADA, FERPA and NDE Rules and Regulations.
5. Oversee the District's Title I program(s) and compliance therewith, if any.
6. Attend meetings involving services to students, as assigned.
7. Continually inform parents, students, staff and community members of services available to students in the District.

8. Build positive relationships with parents, students and staff so as to effectively educate others about and implement student services throughout the District.
9. Understand, enforce and manage student behavior and disciplinary issues that may arise.
10. Research, evaluate, and prepare recommendations on ways that the District could better serve students.
11. Complete all assigned tasks in a professional manner.

F. FLSA Status: Exempt.

1. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
2. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the development of instructional material, coordinating educational content, and incorporating current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses for the school district.

G. Essential Functions: The essential functions of the Student Services Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Student Services Director		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person		X			
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds	X				
29.	51 to 75 pounds	X				

30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/____
Instructional Services Director

For Office Use Only:

Signature _____ Date ____/____/____
Superintendent

Hemingford Public Schools Activities Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Activities Director
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required, in addition to all other required or assigned certification and training. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching preferred. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with certificate to operate a school van. Coaching experience preferred.
- D. Reports To:** Secondary Principal and Superintendent
- E. Performance Responsibilities and Job Tasks**

The Activities Director is the chief administrator of the school district's interscholastic athletic and activities programs and serves in both a leadership and management role. The responsibilities of the Activities Director extend to all activities of the athletic and activities programs. The Activities Director may delegate performance of management duties. Such delegation does not relieve the Activities Director from ultimate responsibility or accountability.

- 1. **Educational Leadership**
 - a. Serve as the educational leader of the school district's athletic and activities program and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive athletic program designed to meet the needs of students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy and NSAA rules.
 - d. Set or recommend athletic and activities program standards and goals, and recommend and implement policies and procedures to carry them out.

- e. Study and review all athletic and activities program rules and guidelines with athletic and activities program staff and volunteers on a continuing basis.
- f. Collect and analyze survey data, regulatory information, and data to forecast activity participation patterns and projections.
- g. Confer with athletic and activities program staff, volunteers, parents and students to discuss program activities, policies, NSAA rules and student behavior problems.
- h. Be aware of, communicate, and enforce activity code discipline rules and expectations.
- i. Coach teams when necessary in the absence of assigned coaches.
- j. Ensure that the mission and goals of the school district are adequately reflected in the school's athletic program and operations.
- k. Develop and maintain a positive, professional rapport with students and parents, including demonstrating good sportsmanship at all times.
- l. Ensure that all coaches and sponsors demonstrate good sportsmanship and refrain from the use of inappropriate or profane language or conduct.
- m. Develop and maintain a positive and professional working relationship with the athletic program employees and volunteers.
- n. Athletic and Activities Program Calendar and Event Services: Establish the master sports calendar and enter into contracts or agreements related to: scheduling competitions with other schools, making the required implementing arrangements for same, including ensuring that officials, referees or judges are in place for the events, that event staff workers or volunteers are in place, and that transportation and travel arrangements are made.
- o. Maintain a current inventory of the athletic and activities program's equipment, and supplies.
- p. Monitor for and dispose of any unsafe equipment or supplies.
- q. Ensure that playing conditions are safe for students. This includes scheduling the attendance of athletic trainers at practices/events, ensuring proper supervision of student-athletes, and adjusting game times or schedules, when necessary.
- r. Direct and coordinate school maintenance services related to athletic and activities program facilities.
- s. Schedule and coordinate use of school athletic and activities facilities for practices, games and special events associated with the athletic and activities program. Maintain a current facility use calendar that is available to the administrative and athletic, and activities staff.
- t. Develop programs to ensure adherence, related to the athletic program, to codes and facility safety, security, and maintenance, including implementing fire, tornado and other drills as required by law, Board policy and directives of the Superintendent.
- u. Coordinate and maintain a welcoming environment for visiting teams, fans, guests, parents, game officials and other attendees.

- v. Coordinate all reasonable and necessary provisions for the opposing team and game officials prior to an event, including locker room access, towels, access to equipment, etc.
- w. Provide suitable instructions and regulations for staff to govern the use and care of the athletic program's equipment and facilities.
- x. Recommend to the Superintendent the sale or disposal of athletic program property no longer required by the school and delegate the proper execution of such sale or disposal through staff and legal advisors.
- y. Recommend to the Superintendent short and long-range facility needs related to the athletic program.
- z. Recommend to the Superintendent any personnel changes that are in the best interests of the District.
- aa. Coordinate and implement random drug tests, in accordance with Board policies or directives.
- bb. Verify each student-athlete's academic and physical eligibility, in accordance with NSAA rules and Board policies and directives.
- cc. Coordinate and serve as a professional liaison between the District and the media and the District and the community.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Prepare and submit to the Superintendent and administrative team recommendations relative to all athletic program matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- c. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- d. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- e. Make a continuous study of the development and needs of the school's athletic program. Inform and advise the Superintendent about the programs, practices and challenges.
- f. Keep informed of current athletic program trends and practices, as well as proposed NSAA rules or legislation impacting the athletic program, and inform the Superintendent of significant developments in these areas.
- g. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- h. Serve as a leader to assist the Superintendent to develop a vision for the athletic program and a comprehensive long-range plan. Recommend to the

Superintendent, annually, athletic program goals and monitor and report on the progress toward achieving established goals.

- i. Confer periodically with professional and lay groups concerning the athletic program and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- j. Keep the Superintendent current on the status of the athletic budget.

F. FLSA Status: Exempt.

1. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
2. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Activities Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Athletic Director		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop			X		
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead				X	
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				

31.	Over 90 pounds	X				
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___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
 Activities Director

For Office Use Only:

Signature _____ Date ____/____/_____
 Superintendent

Hemingford Public Schools Master Classified Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the specific job description for employees of Hemingford Public Schools, each certificated employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Serve as a role model to all students.
- b. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- c. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- d. Develop and maintain a positive rapport with students and parents.
- e. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.
- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- e. Develop and maintain a positive and professional working relationship with other staff and administration.
- f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
- g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
- h. Adhere to all District policies, rules, regulations, and supervisor directives.
- i. Adhere to the code of ethics of the District and all ethical standards as set forth in NDE Rule 27.

3. Service to the District

- a. Perform tasks as directed by the employee's supervisor or District administration.
- b. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- c. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

C. Required Skills and Abilities

The Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.

- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.
- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.

- u. Coordination—Adjusting actions in relation to others' actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one's own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

- a. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work.
- b. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.
- c. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
- d. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- e. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- f. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
- g. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
- h. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- i. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- j. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks.
- k. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.
- l. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.

- m. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
- n. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
- o. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
- p. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- q. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

E. Required Employee Characteristics

The Employee is to possess and exhibit the following characteristics:

- 1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- 2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
- 3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- 4. Integrity—Job requires being honest and ethical.
- 5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- 6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- 7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- 8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- 9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- 10. Initiative—Job requires a willingness to take on responsibilities and challenges.
- 11. Leadership—Job requires a willingness to lead, take charge, and offer opinions and direction.
- 12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
- 13. Persistence—Job requires persistence in the face of obstacles.
- 14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

G. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Employee

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Technology Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Technology Director
- B. Department:** Technology
- C. Education Level and Certification:** Bachelors degree or higher required. Non-certificated position; Nebraska Administrative and Supervisory Certificate is not required. Degree in computer science, instructional technology or business preferred. Experience in technology and experience in a school setting preferred.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Technology Director is to plan, develop, implement, direct, review and evaluate the programs and activities related to instructional and information technology under the general direction of the Superintendent. Programs and activities include use of technology to improve staff productivity and student learning; use of technology to maintain data and meet reporting requirements; coordination of purchase, installation, repair and use of electronic equipment, software, computers and peripherals; coordination of staff training to optimize technology use; development, optimization and oversight of district technology budget and development and implementation a district-wide technology plan.

The Technology Director may delegate duties. Such delegation does not relieve the Technology Director from ultimate responsibility or accountability.

- 1. Management of Technology Systems
 - a. Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations.
 - b. Perform data backups and disaster recovery operations.

- c. Diagnose, troubleshoot, and resolve hardware, software, or other network and system problems, and replace defective components when necessary.
 - d. Plan, coordinate, and implement network security measures to protect data, software, and hardware.
 - e. Configure, monitor, and maintain email applications or virus protection software.
 - f. Operate master consoles to monitor the performance of computer systems and networks, and to coordinate computer network access and use.
 - g. Design, configure, and test computer hardware, networking software and operating system software.
 - h. Monitor network performance to determine whether adjustments need to be made, and to determine where changes will need to be made in the future.
 - i. Confer with network users about how to solve existing system problems.
 - j. Research new technologies by attending seminars, reading trade articles, or taking classes, and implement or recommend the implementation of new technologies.
2. Integration of the Technology Systems into the Instructional Program
- a. Teach assigned courses. The Teacher job description is incorporated into this job description for purposes of the teaching duties.
 - b. Oversee professional development; coordinate staff development activities to promote effective use of available instructional/administrative technology resources.
 - c. Oversee the student information system and technology related to school district business and reporting functions.
 - d. Support instructional needs and enhance technology integration in the classroom; assist in the evaluation and selection of instructional software.
 - e. Assist professional staff in integrating the use of computers and related technologies into the curriculum.
 - f. Assist staff and students experiencing difficulty with use of technology or having special needs related to technology.
 - g. Oversee the school district's student database and seek training for staff members.
 - h. Participate in meetings with administrative and teacher teams concerning technology.

F. Required Knowledge

The Technology Director is to possess and effectively utilize knowledge in the following areas:

- 1. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

G. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Technology Director		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				

30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
Technology Director

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Administrative Assistant Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Administrative Assistant
- B. Department:** Secretarial/Clerical
- C. Education Level and Certification:** High school degree.
- D. Reports To:** Superintendent/Principal
- E. Performance Responsibilities and Job Tasks**
 - 1. Manage and maintain administrator's schedules.
 - 2. Prepare invoices, reports, memos, letters, financial statements and other documents, using word processing, spreadsheet, database, or presentation software.
 - 3. Read and analyze incoming memos, submissions, and reports to determine their significance and plan their distribution.
 - 4. Open, sort, and distribute incoming correspondence, including faxes and email.
 - 5. File and retrieve school documents, records, and reports.
 - 6. Greet visitors and determine whether they should be given access to specific individuals.
 - 7. Prepare responses to correspondence containing routine inquiries.
 - 8. Perform general office duties such as ordering supplies, maintaining records management systems, and performing basic bookkeeping work.
 - 9. Prepare agendas and make arrangements for committee, board, and other meetings.
 - 10. Make travel arrangements for administrators.
 - 11. Compile, transcribe, and distribute minutes of meetings.
 - 12. Attend meetings to record minutes.
 - 13. Supervise and train other clerical staff.

F. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Administrative Assistant		NE	NE	E	E	E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

Hemingford Public Schools Secretary Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Secretary
- B. Department:** Secretarial/Clerical
- C. Education Level and Certification:** High school degree.
- D. Reports To:** Principal/Superintendent
- E. Performance Responsibilities and Job Tasks**
 - 1. Operate office equipment such as fax machines, copiers, and phone systems, and use computers for email, spreadsheet, word processing, database management, and other applications.
 - 2. Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.
 - 3. Greet visitors and callers, handle their inquiries, and direct them to the appropriate persons according to their needs.
 - 4. Set up and maintain paper and electronic filing systems for records, correspondence, and other material.
 - 5. Open, read, route, and distribute incoming mail and other material and answer routine letters.
 - 6. Make copies of correspondence and other printed material.
 - 7. Review work done by others to check for correct spelling and grammar, ensure that school format policies are followed, and recommend revisions.
 - 8. Compose, type, and distribute meeting notes, routine correspondence, and reports.
 - 9. Learn to operate new office technologies as they are developed and implemented.
 - 10. Maintain scheduling and event calendars.
 - 11. Manage projects and contribute to committee and team work.
 - 12. Order and dispense supplies.
 - 13. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Secretary		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

G. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Secretary

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools School Nurse Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** School Nurse
- B. Department:** Student Services
- C. Education Level and Certification:** Graduate of an accredited school of nursing. Must possess an unrestricted license to practice nursing in the State of Nebraska at all times during employment. Must be certified in Basic Life Support or Cardiopulmonary Resuscitation. Previous experience in the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) Program is preferred.
- D. Reports To:** Principals/Superintendent
- E. Performance Responsibilities and Job Tasks**

The School Nurse is responsible for performing within the scope of that definition, which include the following responsibilities and job tasks:

- 1. Promote and protect the optimal health status of students.
- 2. Provide health assessments:
 - a. Obtain health histories.
 - b. Screen and evaluate findings of deficit in vision, hearing, scoliosis, growth, etc.
 - c. Observe for development and health patterns in making nursing assessment.
 - d. Identify abnormal health findings.
- 3. Develop and implement student health plans, including individual student health plans and asthma, anaphylaxis and diabetes self-management plans:
 - a. Interpret the health status of students to parents and school personnel.
 - b. Initiate referral to parents, school personnel or community health resources for intervention, remediation and follow-through.
 - c. Provide ongoing health counseling with students, parents, school personnel or health agencies.

- d. Utilize existing health resources to provide appropriate care of students.
- 4. Maintain, evaluate and interpret cumulative health data to accommodate individual needs of students.
- 5. Plan and implement school health management protocols.
- 6. Promote and assist in the control of communicable diseases. Responsible to ensure appropriate exclusion from and re-entry into school in accordance with State health guidelines and Board policy and for reporting communicable diseases as required by law. Implement precautions for bloodborne pathogens and other infectious diseases.
- 7. Provide health education and anticipatory guidance:
 - a. Provide direct health education and health counseling to assist students and families in making decisions on health and lifestyles that affect health.
 - b. Participate in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
 - c. Counsel with students concerning health problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision-making practices.
 - d. Serve as a resource person to staff members in health instruction.
 - e. Conduct medication administration training and assessment to permit other employees to administer medication to students.
- 8. Coordinate school and community health activities and serve as a liaison health professional between the home, school and community.
- 9. Participate in the development of IEPs and 504 assessments and plans for students with disabilities who need school health services as a related service.
- 10. Monitor security and safe administration of medications.
- 11. Complete, or oversee the completion of, all health-related reports and forms required by the Nebraska Department of Education and other governmental agencies and ensure that such reports and forms are submitted on or before the due date.

F. Required Knowledge

The School Nurse is to possess and effectively utilize knowledge in the following areas:

- 1. Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

G. Working Conditions

- 1. Inside offices and classrooms.
- 2. Exposure to diseases or infections.

H. FLSA Status: Exempt under the professional exemption if the School Nurse is an RN. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements School Nurse		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)	X				
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
School Nurse

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Paraeducator Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Paraeducator
- B. Department:** Instruction
- C. Education Level and Certification:** High school diploma. For paraeducator positions that work in Title I-funded programs, the paraeducator must have a high school diploma and either an associate's degree, two years of college, or a passing score on a state or local assessment that demonstrates their ability to assist with instruction in reading, writing, and math.
- D. Reports To:** Director of Instructional Services
- E. Performance Responsibilities and Job Tasks**
 - 1. Provide assistance to students with special needs, non-English-speaking students, students with physical and mental disabilities, or other students as assigned.
 - 2. Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.
 - 3. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
 - 4. Enforce administration policies and rules governing students.
 - 5. Observe students' performance, and record relevant data to assess progress.
 - 6. Discuss assigned duties with classroom teachers to coordinate instructional efforts.
 - 7. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
 - 8. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills.
 - 9. Distribute tests and homework assignments and collect them when they are completed.

10. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
11. Attend staff meetings and serve on committees, as required.
12. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
13. Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education teachers, psychologists, speech-language pathologists or other professionals.
14. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
15. Assist in bus loading and unloading.
16. Maintain computers in classrooms and laboratories and assist students with hardware and software use.
17. Perform other duties as assigned by the Principal or Principal's designee.

F. Working Conditions

1. Inside heated and air conditioned classroom.
2. Outside for activities with students and student supervision.
3. Exposure to incidents of aggression when working with students with behavioral impairments.

G. At-Will Position. This position is an "at-will" position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent's designee.

Physical Requirements Paraeducator		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				

31.	Over 90 pounds	X				
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H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
 Paraeducator

For Office Use Only:

Signature _____ Date ____/____/_____
 Superintendent

Hemingford Public Schools

Head Custodian Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head Custodian
- B. Department:** Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Custodial and maintenance experience preferred. Must maintain at all times during employment an unrestricted motor vehicle operator's license and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Superintendent and Principals
- E. Performance Responsibilities and Job Tasks**
 - 1. Engage in activities required of custodians.
 - 2. Direct and supervise activities of custodial staff to maintain cleanliness and prevent the spread of infections.
 - 3. Inspect work performed to ensure that it meets specifications and established standards.
 - 4. Plan and prepare employee work schedules.
 - 5. Perform or assist with cleaning duties as necessary.
 - 6. Investigate complaints about service and equipment, and take corrective action.
 - 7. Coordinate activities with other departments to ensure that services are provided in an efficient and timely manner.
 - 8. Check equipment to ensure that it is in working order.
 - 9. Instruct and train staff in work policies and procedures, and the use and maintenance of equipment.
 - 10. Issue supplies and equipment to workers.
 - 11. Forecast necessary levels of staffing and stock at different times to facilitate effective scheduling and ordering.
 - 12. Inventory stock to ensure that supplies and equipment are available in adequate amounts.
 - 13. Evaluate employee performance and recommend personnel actions such as hiring, promotions, transfers, and dismissals.

14. Confer with staff to resolve performance and personnel problems, and to discuss District policies.
15. Establish and implement operational standards and procedures for the departments supervised.
16. Recommend or arrange for additional services, such as painting, repair work, renovations, and the replacement of furnishings and equipment.
17. Select and order or purchase new equipment, supplies, or furnishings.
18. Recommend changes that could improve service and increase operational efficiency.
19. Maintain required records of work hours, budgets, payrolls, and other information.
20. Screen job applicants, and make hiring recommendations.
21. Perform financial tasks, such as estimating costs and preparing and managing budgets.

F. Required Knowledge

The Head Custodian is to possess and effectively utilize knowledge in the following areas:

1. Mechanical—Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. Working Conditions

1. Inside offices and throughout the school building.
2. Exposure to weather conditions.
3. Exposure to chemicals and solvents.

H. FLSA Status: Exempt under the executive exemption, provided the Head Custodian supervises two or more FTE employees.

Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

I. At-Will Position. This position is an "at-will" position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent's designee.

Physical Requirements Head Custodian		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds		X			
26.	Over 90 pounds		X			
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds			X		
29.	51 to 75 pounds		X			

30.	76 to 90 pounds		X			
31.	Over 90 pounds		X			

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Head Custodian

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Custodian Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Custodian
- B. Department:** Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Custodial and maintenance experience preferred. Must maintain at all times during employment an unrestricted motor vehicle operator's license and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Head Custodian.
- E. Performance Responsibilities and Job Tasks**
 - 1. Monitor building security and safety by performing such tasks as locking doors after operating hours and checking electrical appliance use to ensure that hazards are not created.
 - 2. Service, clean, and supply restrooms.
 - 3. Gather and empty trash.
 - 4. Clean building floors by sweeping, mopping, scrubbing, or vacuuming them.
 - 5. Follow procedures for the use of chemical cleaners and power equipment, in order to prevent damage to floors and fixtures.
 - 6. Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
 - 7. Strip, seal, finish, and polish floors.
 - 8. Notify supervisors concerning the need for major repairs or additions to building operating systems.
 - 9. Requisition supplies and equipment needed for cleaning and maintenance duties.
 - 10. Clean windows, glass partitions, and mirrors, using soapy water or other cleaners, sponges, and squeegees.
 - 11. Steam-clean or shampoo carpets.

12. Set up, arrange, and remove decorations, tables, chairs, ladders, and scaffolding to prepare facilities for events such as banquets, meetings, assemblies, athletic events, and plays.
13. Clean and polish furniture and fixtures.
14. Dust furniture, walls, machines, and equipment.
15. Move heavy furniture, equipment, and supplies, either manually or by using hand trucks.
16. Remove snow from sidewalks, driveways, and parking areas, using snowplows, snow blowers, and snow shovels, and spread snow melting chemicals.
17. Clean equipment, such as glassware and metal instruments, using solvents, brushes, rags, and power cleaning equipment.
18. Spray insecticides and fumigants to prevent insect and rodent infestation.
19. Make adjustments and minor repairs to heating, cooling, ventilating, plumbing, and electrical systems.
20. Drive vehicles to perform or travel to cleaning work, including vans, industrial trucks, or industrial vacuum cleaners.
21. Mow and trim lawns and shrubbery, using mowers and hand and power trimmers, and clear debris from grounds.
22. Clean and restore building interiors damaged by fire, smoke, or water, using commercial cleaning equipment.

F. Work Activities

The Custodian is to perform the following work activities:

1. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects. This includes inspecting facilities to determine repair or replacement needs.
2. Performing General Physical Activities—Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials. This includes applying cleaning solvents, arranging decorations or furniture for banquets or social functions, cleaning or waxing floors, cleaning rooms or work areas, maintaining physical building or grounds of property, moving or fitting heavy objects, painting walls or other structural surfaces.
3. Handling and Moving Objects—Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things. This includes: mixing paint, ingredients, or chemicals, according to specifications; removing stains from fabric or carpet; sterilizing or cleaning laboratory or healthcare equipment; using building materials for routine building maintenance; using herbicides, fertilizers, pesticides or related products; using portable hand spray equipment.

G. Working Conditions

1. Inside offices and throughout the school building.

2. Exposure to weather conditions.
3. Exposure to chemicals and solvents.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Custodian		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop	X				
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds		X			
26.	Over 90 pounds		X			
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds			X		

29.	51 to 75 pounds		X			
30.	76 to 90 pounds		X			
31.	Over 90 pounds		X			

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
Custodian

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Bus Driver Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Bus Driver
- B. Department:** Transportation
- C. Education Level and Certification:** High school degree or GED. Must maintain at all times during employment an unrestricted motor vehicle operator's license, a school bus permit as required by state and federal laws, and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Transportation Director/Superintendent
- E. Performance Responsibilities and Job Tasks**
 - 1. Follow safety rules as students board and exit buses or cross streets near bus stops.
 - 2. Comply with traffic regulations to operate vehicles in a safe and courteous manner.
 - 3. Check the condition of vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order (pre- and post-inspections).
 - 4. Maintain order among students during trips to ensure safety.
 - 5. Pick up and drop off students at regularly scheduled neighborhood locations, following strict time schedules.
 - 6. Report any bus malfunctions or needed repairs.
 - 7. Drive gasoline, diesel, or electrically powered multi-passenger vehicles to transport students between neighborhoods, schools, and school activities.
 - 8. Prepare and submit reports that may include the number of passengers or trips, hours worked, mileage, fuel consumption, and student behavior.
 - 9. Maintain knowledge of first-aid procedures.
 - 10. Keep bus interiors clean for passengers.
 - 11. Read maps and follow written and verbal geographic directions.

12. Report delays, accidents, or other traffic and transportation situations, using telephones or mobile two-way radios.
13. Regulate heating, lighting, and ventilation systems for passenger comfort.
14. Escort small children across roads and highways if a responsible adult remains in the vehicle.
15. Make minor repairs to vehicles.
16. Perform first aid as necessary for the purpose of meeting the immediate health care needs of passengers.
17. Adhere to the transportation regulations of the Nebraska Department of Education.
18. Compliance with all Department of Transportation standards.
19. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Bus Driver is to possess and effectively utilize knowledge in the following areas:

1. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
2. Transportation—Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

G. Work Activities

The Bus Driver is to perform the following work activities:

1. Operating Vehicles, Mechanized Devices, or Equipment—Running, maneuvering, navigating, or driving vehicles or mechanized equipment. This includes operating school buses and other passenger vehicles and transporting passengers or cargo.
2. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

H. Working Conditions

1. In an enclosed vehicle or equipment.
2. Exposure to weather conditions.

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Bus Driver		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job					X
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds		X			
26.	Over 90 pounds		X			
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds			X		

29.	51 to 75 pounds		X			
30.	76 to 90 pounds		X			
31.	Over 90 pounds	X				

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Bus Driver

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Head Cook Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head Cook
- B. Department:** Nutrition Services
- C. Education Level and Certification:** High school degree or GED preferred. Possess any required Food Handlers permit, in addition to any required or assigned certification or training. Previous food service experience, customer service experience, and cash handling experience preferred.
- D. Reports To:** Superintendent and Principals
- E. Performance Responsibilities and Job Tasks**
 - 1. Check the quality of raw and cooked food products to ensure that standards are met.
 - 2. Monitor sanitation practices to ensure that employees follow standards and regulations.
 - 3. Check the quantity and quality of received products.
 - 4. Order or requisition food and other supplies needed to ensure efficient operation.
 - 5. Supervise and coordinate activities of cooks and workers engaged in food preparation.
 - 6. Inspect supplies, equipment, and work areas to ensure conformance to established standards.
 - 7. Determine how food should be presented.
 - 8. Instruct cooks and other workers in the preparation, cooking, garnishing, and presentation of food.
 - 9. Estimate amounts and costs of required supplies, such as food and ingredients.
 - 10. Collaborate with other personnel to plan and develop recipes and menus, taking into account such factors as seasonal availability of ingredients, the likely number of food service customers and requirements of federal and state programs and local wellness plans.

11. Analyze recipes to assign prices to menu items, based on food, labor, and overhead costs or to keep costs within established prices.
12. Prepare and cook foods of all types, either on a regular basis or for special guests or functions.
13. Determine production schedules and staff requirements necessary to ensure timely delivery of services.
14. Recruit and make recommendations for hiring of staff, including cooks and other kitchen workers.
15. Meet with food service customers to discuss menus for special occasions.
16. Demonstrate use of cooking techniques and equipment to staff.
17. Meet with sales representatives in order to negotiate prices and order supplies.
18. Arrange for equipment purchases and repairs.
19. Record production and operational data on specified forms.
20. Adhere to all federal and State USDA regulations and State and local Food Codes.
21. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Head Cook is to possess and effectively utilize knowledge in the following areas:

1. Production and Processing—Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. Working Conditions

1. Inside kitchen and lunchroom.
2. Exposure to extremes of heat and humidity, high temperatures from cooking operations, and hazards of moving machinery, hot cooking surfaces and equipment, hot grease, slippery floors, and sharp objects.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Head Cook		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting		X			
2.	Walking				X	
3.	Standing					X
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)					X
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength				X	
13.	Driving on the job	X				
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)				X	
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead			X		
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder			X		
	Shoulder to overhead			X		
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)	X				
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds		X			
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds				X	
28.	26 to 50 pounds			X		
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				

31.	Over 90 pounds	X				
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I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
Head Cook

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Cafeteria Worker Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Cook/Cafeteria Worker
- B. Department:** Nutrition Services
- C. Education Level and Certification:** High school degree or GED preferred. Possess any required Food Handlers permit, and any other required certification and training. Previous food service experience, customer service experience, and cash handling experience preferred.
- D. Reports To:** Head Cook.
- E. Performance Responsibilities and Job Tasks**
 - 1. Preparing, portioning, and serving food and beverages.
 - 2. Cashiering and maintaining accurate records of payments.
 - 3. Cleanup duties: clean and organize eating, service, and food preparation areas, wash pots, pans, dishes, utensils and other cooking equipment to ensure cleanliness and functional operation, and proper storage of leftovers.
 - 4. Arrange tables and decorations according to instructions.
 - 5. Compile and maintain records of food and beverage use and expenditures.
 - 6. Direct activities of one or more workers who assist in preparing and serving meals.
 - 7. Monitor use of government food commodities to ensure that proper procedures are followed.
 - 8. Plan or assist with the planning of menus that are varied, nutritionally balanced, and appetizing.
 - 9. Plan or assist with meeting special dietary or nutritional restrictions of students.
 - 10. Take inventory of supplies and equipment and notify cafeteria personnel of shortages and defective equipment.
 - 11. Train or assist with the training of new employees.

12. Develop and maintain a positive, professional rapport with students and parents and co-workers.
13. Adhere to all federal and State USDA regulations and State and local Food Codes.
14. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Cafeteria Worker is to possess and effectively utilize knowledge in the following areas:

1. Food Handling—Knowledge of techniques and equipment for food handling, including storage/handling techniques.

G. Working Conditions

1. Inside kitchen and lunchroom.
2. Exposure to extremes of heat and humidity, high temperatures from cooking operations, and hazards of moving machinery, hot cooking surfaces and equipment, hot grease, slippery floors, and sharp objects.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Cafeteria Worker		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting		X			
2.	Walking				X	
3.	Standing					X
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)					X
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength				X	
13.	Driving on the job	X				
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)				X	
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead			X		
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder			X		
	Shoulder to overhead			X		
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)	X				
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds		X			
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds				X	
28.	26 to 50 pounds			X		

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Cafeteria Worker

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools Coach Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Coach/Activities Sponsor
- B. Department:** Activities
- C. Education Level and Certification:** High school degree or GED required. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching, preferred. Any other mandatory training and/or certification is required. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with a certificate to operate a school van. On-staff certificated employee preferred. Coaching experience preferred.
- D. Reports To:** Activities Director
- E. Performance Responsibilities and Job Tasks**

The Coach is to educate students through participation in extracurricular activities. Competitive success is desirable. The primary objectives, however, are to: (1) enhance the student participants' academic achievement, (2) promote the physical, mental, moral, social and emotional well-being of the student participants, (3) promote appreciation of discipline and good sportsmanship, and (4) promote an extracurricular activity program that represents the school in a positive manner.

- 1. Coaching and Developing the Team
 - a. Head coaches and other coaches with supervisory responsibility assign specific duties to team staff (assistant coaches, equipment managers, volunteers, etc.). Provide guidance and direction to the team staff. Motivate the team staff to achieve the objectives of the activity, monitor their performance, and report on their performance to the Athletic Director for purposes of evaluations.
 - b. Plan, organize, and conduct practice sessions that will efficiently develop individual skills and team performance without interfering with academic and

other commitments of the participants and that will actively involve all participants.

- c. Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.
- d. Instruct individuals or groups in sport or activity rules, strategies, and performance principles such as specific ways of moving the body, hands, and/or feet in order to achieve desired results, and explain and demonstrate the use of sports and training equipment.
- e. Encourage and build mutual trust, respect and cooperation among team members.
- f. Coach games and competitive activities with the objective of competitive success tailored to making the experience enjoyable and rewarding to the students. Maintain composure, keeping emotions, anger, and aggressive behavior in check, even in very difficult situations, so as to demonstrate good sportsmanship.

2. Student Safety

- a. Provide for the reasonable care and safety of students under the coach's supervision.
- b. Monitor students' use of equipment in order to ensure safe and proper use.
- c. Oversee the safety conditions of the facility or area in which assigned sport or activity is conducted at all times that students are present.
- d. Ensure a positive environment free of hazing, harassment, bullying and intimidating language and behaviors.

3. Record Keeping

- a. Maintain accurate individual and team statistics, records, and results of the season.
- b. Maintain an accurate and current team roster and submits copies to the Athletic Director.
- c. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.

F. Working Conditions: Will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

G. At-Will Position. This position is an "at-will" position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent's designee.

Physical Requirements Coach		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting			X		
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running			X		
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Coach

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

**SEQ CHAPTER 16.1 Hemingford Public Schools
Athletic Trainer Job Description**

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Athletic Trainer
- B. Department:** Activities
- C. Education Level and Certification:** Bachelor's degree plus training; National Athletic Trainers Association (NATA) certification. First Aid and CPR training required (may be obtained on the job and must be kept current).
- D. Reports To:** Activities Director
- E. Required Job Tasks**

The Athletic Trainer is to evaluate and advise individuals to assist recovery from or avoid athletic-related injuries or illnesses, or maintain peak physical fitness. May provide first aid or emergency care.

1. Evaluate athletes' readiness to play and provide participation clearances when necessary and warranted.
2. Care for athletic injuries, using physical therapy equipment, techniques, or medication.
3. Conduct an initial assessment of an athlete's injury or illness to provide emergency or continued care and to determine whether they should be referred to physicians for definitive diagnosis and treatment.
4. Assess and report the progress of recovering athletes to coaches or physicians.
5. Perform general administrative tasks, such as keeping records or writing reports.
6. Apply protective or injury preventive devices, such as tape, bandages, or braces, to body parts, such as ankles, fingers, or wrists.
7. Plan or implement comprehensive athletic injury or illness prevention programs.
8. Collaborate with physicians to develop and implement comprehensive rehabilitation programs for athletic injuries.
9. Advise athletes on the proper use of equipment.
10. Travel with athletic teams to be available at sporting events.
11. Instruct coaches, athletes, parents, medical personnel, or community members in the care and prevention of athletic injuries.
12. Inspect playing fields to locate any items that could injure players.

13. Develop training programs or routines designed to improve athletic performance.
14. Recommend special diets to improve athletes' health, increase their stamina, or alter their weight.
15. Conduct research or provide instruction on subject matter related to athletic training or sports medicine.
16. Confer with coaches to select protective equipment.
17. Massage body parts to relieve soreness, strains, or bruises.
18. Lead stretching exercises for team members prior to games or practices.

F. Required Knowledge

The Athletic Trainer is to possess and effectively utilize knowledge in the following areas:

1. Medicine and Dentistry—Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

G. Working Conditions: Will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

H. Essential Functions: The essential functions of the Athletic Trainer position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and performance responsibilities which requires effective teaching and communication skills; and (3) the ability to perform the following identified physical requirements

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Athletic Trainer		NE	NE	E	E	E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting			X		
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running			X		
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

Hemingford Public Schools

Head of Maintenance Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head of Maintenance
- B. Department:** Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Custodial and maintenance experience preferred. Must maintain at all times during employment an unrestricted motor vehicle operator's license and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Superintendent and Principals
- E. Performance Responsibilities and Job Tasks**
 - 1. Monitor building security and safety by performing such tasks as locking doors after operating hours and checking electrical appliance use to ensure that hazards are not created.
 - 2. Maintain grounds and ensure an attractive and safe educational environment.
 - 3. Follow procedures for the use of chemical fertilizers, pesticides and power equipment, in order to maintain and prevent damage to school facilities and grounds.
 - 4. Notify supervisors concerning the need for major repairs or additions to building operating systems.
 - 5. Inspect contract and staff work performed to ensure that it meets specifications and established standards.
 - 6. Set up, arrange, and remove decorations, tables, chairs, ladders, and scaffolding to prepare facilities for events such as banquets, meetings, assemblies, athletic events, and plays.
 - 7. Move heavy furniture, equipment, and supplies, either manually or by using hand trucks.
 - 8. Remove snow from sidewalks, driveways, and parking areas, using snowplows, snow blowers, and snow shovels, and spread snow melting chemicals.
 - 9. Clean equipment, such as glassware and metal instruments, using solvents, brushes, rags, and power cleaning equipment.

10. Spray insecticides and fumigants to prevent insect and rodent infestation.
11. Make adjustments and minor repairs to heating, cooling, ventilating, plumbing, and electrical systems.
12. Drive vehicles to perform or travel to cleaning work, including vans, industrial trucks, or industrial vacuum cleaners.
13. Mow and trim lawns and shrubbery, using mowers and hand and power trimmers, and clear debris from grounds.
14. Maintain an attractive appearance to the facilities and grounds.
15. Clean and restore building interiors damaged by fire, smoke, or water, using commercial cleaning equipment.
16. Requisition supplies and equipment needed for maintenance duties.
17. Direct and supervise activities of summer maintenance staff.
18. Plan and prepare employee work schedules.
19. Perform or assist with cleaning duties as necessary.
20. Investigate complaints about service and equipment, and take corrective action.
21. Coordinate activities with other departments to ensure that services are provided in an efficient and timely manner.
22. Check equipment to ensure that it is in working order.
23. Instruct and train summer maintenance staff in work policies and procedures, and the use and maintenance of equipment.
24. Issue supplies and equipment to workers.
25. Forecast necessary levels of staffing and stock at different times to facilitate effective scheduling and ordering.
26. Inventory stock to ensure that supplies and equipment are available in adequate amounts.
27. Evaluate summer employee performance and recommend personnel actions such as hiring, promotions, transfers, and dismissals.
28. Confer with staff to resolve performance and personnel problems, and to discuss District policies.
29. Establish and implement operational standards and procedures for the departments supervised.
30. Recommend or arrange for additional services, such as painting, repair work, renovations, and the replacement of furnishings and equipment.
31. Select and requisition new equipment, supplies, or furnishings.
32. Recommend changes that could improve service and increase operational efficiency.
33. Maintain required records of work hours, budgets, payrolls, and other information.
34. Screen summer help job applicants, and make hiring recommendations.
35. Perform financial tasks, such as estimating costs and preparing and managing budgets.

F. Required Knowledge

The Head of Maintenance is to possess and effectively utilize knowledge in the following areas:

1. Mechanical—Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

F. Work Activities

The Head of Maintenance is to perform the following work activities:

1. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects. This includes inspecting facilities and equipment to determine repair or replacement needs.
2. Performing General Physical Activities—Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials. This includes applying cleaning solvents, arranging decorations or furniture for banquets or social functions, scooping or brushing snow, cleaning rooms or work areas, maintaining physical building or grounds of property, moving or fitting heavy objects, painting walls or other structural surfaces.
3. Handling and Moving Objects—Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things. This includes: mixing paint, ingredients, or chemicals, according to specifications; removing stains from fabric or carpet; sterilizing or cleaning laboratory or healthcare equipment; using building materials for routine building maintenance; using herbicides, fertilizers, pesticides or related products; using portable hand spray equipment.

G. Working Conditions

1. Outside buildings and grounds.
2. Inside offices and throughout the school building.
3. Operation and maintenance of machines and equipment.
4. Exposure to weather conditions.
5. Exposure to chemicals and solvents.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Head Custodian		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16.	Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds		X			
26.	Over 90 pounds		X			
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds			X		

29.	51 to 75 pounds		X			
30.	76 to 90 pounds		X			
31.	Over 90 pounds		X			

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Head of Maintenance

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Transportation Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head of Transportation
- B. Department:** Transportation/Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Must maintain at all times during employment an unrestricted motor vehicle operator's license, CDL, a school bus permit as required by state and federal laws, and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Superintendent and Principals
- E. Performance Responsibilities and Job Tasks**
 - 1. Drive a bus route and perform all duties of bus drivers.
 - 2. Follow safety rules as students board and exit buses or cross streets near bus stops.
 - 3. Comply with traffic regulations to operate vehicles in a safe and courteous manner.
 - 4. Check the condition of vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order (pre-and post-inspections).
 - 5. Maintain order among students during trips to ensure safety.
 - 6. Pick up and drop off students at regularly scheduled neighborhood locations, following strict time schedules.
 - 7. Report any bus malfunctions or needed repairs.
 - 8. Drive gasoline, diesel, or electrically powered multi-passenger vehicles to transport students between neighborhoods, schools, and school activities.
 - 9. Prepare and submit reports that may include the number of passengers or trips, hours worked, mileage, fuel consumption, and student behavior.
 - 10. Maintain knowledge of first-aid procedures.
 - 11. Keep bus interiors clean for passengers.

12. Maintain the cleanliness of the small vehicle fleet.
13. Read maps and follow written and verbal geographic directions.
14. Report delays, accidents, or other traffic and transportation situations, using telephones or mobile two-way radios.
15. Regulate heating, lighting, and ventilation systems for passenger comfort.
16. Escort small children across roads and highways if a responsible adult remains in the vehicle.
17. Make minor repairs to vehicles.
18. Perform first aid as necessary for the purpose of meeting the immediate health care needs of passengers.
19. Adhere to the transportation regulations of the Nebraska Department of Education and DOT.
20. Monitor and insure all transportation personnel adhere to the guidelines of the Nebraska Department of Education and DOT guidelines.
21. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.
22. Direct and supervise activities of bus staff to maintain cleanliness and prevent accidents.
23. Inspect work performed to ensure that it meets specifications and established standards.
24. Plan and prepare employee work schedules.
25. Perform or assist with cleaning duties as necessary.
26. Investigate complaints about service and equipment, and take corrective action.
27. Coordinate activities with other departments to ensure that services are provided in an efficient and timely manner.
28. Check equipment to ensure that it is in working order.
29. Instruct and train staff in work policies and procedures, and the use and maintenance of equipment.
30. Issue supplies and equipment to workers.
31. Forecast necessary levels of staffing and stock at different times to facilitate effective scheduling and ordering.
32. Inventory stock to ensure that supplies and equipment are available in adequate amounts.
33. Evaluate employee performance and recommend personnel actions such as hiring, promotions, transfers, and dismissals.
34. Confer with staff to resolve performance and personnel problems, and to discuss District policies.
35. Establish and implement operational standards and procedures for the departments supervised.
36. Recommend or arrange for additional services, such as repair work, renovations, and the replacement of furnishings and equipment.
37. Select and order or purchase new equipment, supplies, or furnishings.
38. Recommend changes that could improve service and increase operational efficiency.
39. Maintain required records of work hours, budgets, payrolls, and other information.
40. Coordinate with District Personnel to insure proper tracking and filing of medical physicals/drug test results/licensure and other required data.

41. Screen job applicants, and make hiring recommendations.
42. Perform financial tasks, such as estimating costs and preparing and managing budgets.

F. Required Knowledge

The Head of Transportation is to possess and effectively utilize knowledge in the following areas:

1. Mechanical—Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
4. Transportation—Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

G. Work Activities

The Bus Driver is to perform the following work activities:

1. Operating Vehicles, Mechanized Devices, or Equipment—Running, maneuvering, navigating, or driving vehicles or mechanized equipment. This includes operating school buses and other passenger vehicles and transporting passengers or cargo.
2. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

H. Working Conditions

1. In an enclosed vehicle or equipment.
2. Exposure to weather conditions.
3. Inside offices and throughout the school building.
4. Exposure to weather conditions.
5. Exposure to chemicals and solvents.

I. FLSA Status: Exempt under the executive exemption, provided the Head of Transportation supervises two or more FTE employees.

Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

J. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Head of Transportation E = Essential NE = Non-Essential		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job					X
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)				X	
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist				X	
	Waist to shoulder				X	
	Shoulder to overhead			X		
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds		X			
26.	Over 90 pounds		X			
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds			X		
29.	51 to 75 pounds		X			

30.	76 to 90 pounds		X			
31.	Over 90 pounds		X			

K. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Head of Transportation

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

School Nutrition Billing & Claims Manager Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** School Nutrition Billing and Claims Manager
- B. Department:** Nutrition Services
- C. Education Level and Certification:** High school degree.
- D. Reports To:** Superintendent and Principals
- E. Performance Responsibilities and Job Tasks**
 - 1. Manage and maintain records related to billing and claims for the operation of the school nutrition program.
 - 2. Prepare invoices, reports, memos, letters, financial statements and other documents, using word processing, spreadsheet, database, or presentation software.
 - 3. Read and analyze incoming emails, notices, memos, submissions, and reports to determine their significance and plan their distribution.
 - 4. Open, sort, and distribute incoming correspondence, including faxes and email.
 - 5. File and retrieve school documents, records, and reports.
 - 6. Work with families to determine eligibility for free and reduced lunch program participation.
 - 7. Complete compliance review of eligibility for free and reduced lunch program submission.
 - 8. Ensure compliance with regulations for the operation of the school nutrition program and successful reimbursement from local, state, and federal programs.
 - 9. Perform general office duties such as ordering supplies, maintaining records management systems, and performing basic bookkeeping work.
 - 10. Coordinate receipt and accounting of funds with building secretaries and district business management staff.
 - 11. Supervise and train other clerical staff.

F. FLSA Status: Because this person’s primary duty is Transportation Director, the other work this individual does is also exempt.

G. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

Physical Requirements Administrative Assistant		NE	NE	E	E	E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				

31. Over 90 pounds	X				
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G. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
School Nutrition Billing and Claims Manager

For Office Use Only:	
Signature _____ Superintendent	Date ____/____/_____

Hemingford Public Schools

Master Special Education Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for special education employee of Hemingford Public Schools, each special education employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
 - i. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Coordination of Special Education Services
- a. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives for the special education program.
 - b. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
 - c. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - d. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
 - e. Develop and maintain a positive, professional rapport with students and parents.
 - f. Provide for and ensure the care and safety of students under the employee's supervision.
 - g. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - h. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - i. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - j. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - k. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Special Education Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- f. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- g. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- h. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

C. Required Skills and Abilities

The Special Education Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information

and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.

- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.

- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolve problems in educational settings.
3. Communicating—Providing information to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, and preparing and maintaining reports and files.
6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.

7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and supervising extracurricular activities.
11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating educational content, coordinating instructional outcomes, and developing instructional materials.
18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution

- techniques, use government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
 21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
 22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
 23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
 24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
 25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
 26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
 28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
 29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.

E. Required Employee Characteristics

The Special Education Employee is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

G. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

H. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/____
Employee

For Office Use Only:

Signature _____ Date ____/____/____
Superintendent

Hemingford Public Schools

Director of Instructional Services (Supplement Special Education Director) Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Special Education Job Description***

- A. Job Title:** Director of Instructional Services (Supplement Special Education Director)
- B. Department:** Special Education
- C. Education Level and Certification:** Bachelors degree required, in addition to all other required or assigned certification and training; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 51.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Special Education Director is the chief administrator of the District's special education program and serves in both a leadership and management role. The special education program includes services to students with disabilities under NDE Rule 51, Section 504 or other applicable law. The Special Education Director may delegate performance of management duties. Such delegation does not relieve the Special Education Director from ultimate responsibility or accountability.

- 1. **Educational Leadership**
 - a. Serve as the educational leader of the District's special education program and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a special education program designed to meet the needs of students eligible for special education services and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to special education program employees and students are in compliance with Board policy.

- d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
- e. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that the special education program complies with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
- f. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.
- g. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- h. Plan and develop instructional methods and content for special education programs.
- i. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- j. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast enrollment patterns and curriculum change needs.
- k. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- l. Teach classes or courses to students when necessary in the absence of teachers.
- m. Develop IEPs and 504 Plans, assist special education employees in the development of IEPs and 504 Plans for which they are responsible, participate in MDT, IEP and 504 team meetings, and ensure that services and accommodations are provided to students in accordance with the IEPs and 504 Plans. Provide special education instruction and related services to students as needed.
- n. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- o. Ensure that the mission and goals of the school district are adequately reflected in the special education program and operations.
- p. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards in the special education program.
- q. Prepare and submit to the Superintendent and administrative team recommendations relative to all special education program matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.

2. Personnel Administration

- a. Establish parameters for recruiting and interviewing prospective employees within the special education program. Recruit and recommend for hiring the best qualified and most competent persons for positions within the limits of the budget.
- b. Assign or transfer employees to their positions as deemed in the best interests of the school district and report such action to the Superintendent's office for information and record.
- c. Direct, supervise and evaluate any subordinate administrative staff.
- d. Direct and coordinate activities of teachers, administrators, and support staff within the special education program.
- e. Recommend and implement the school district's special education program staff training.
- f. Conduct observations and evaluations of special education program staff, in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans when needed.
- g. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the special education program.
- h. Develop and maintain a positive and professional working relationship with the staff.

F. Required Knowledge

The Special Education Director is to possess and effectively utilize knowledge in the following areas:

- 1. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. FLSA Status: Exempt.

- 1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
- 2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion, or other change of status of other employees are given particular weight.

3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

H. Essential Functions: The essential functions of the Special Education Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Special Education Director E = Essential NE = Non-Essential		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				

30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Special Education Director

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Speech Language Pathologist Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Special Education Job Description***

- A. Job Title:** Speech Language Pathologist
- B. Department:** Special Education
- C. Education Level and Certification:** Masters degree in Speech Language Pathology required. Must possess at all times during employment a Nebraska Teaching Certificate with a speech endorsement and such other endorsements as may be required by NDE Rules 10 and 24 or state licensure by the Nebraska Licensure Board, in addition to all other required or assigned certification and training.
- D. Reports To:** Special Education Director and Building Principals
- E. Required Job Tasks**
 - 1. Monitor students' progress and adjust treatments accordingly.
 - 2. Evaluate hearing and speech/language test results and medical or background information to diagnose and plan services for speech, language, fluency, voice, and other speech language disorders.
 - 3. Administer hearing or speech and language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written and oral tests and special instruments.
 - 4. Record information on the initial evaluation, treatment, progress, and discharge of students.
 - 5. Develop and implement treatment plans for problems such as stuttering, delayed language, inappropriate pitch or harsh voice problems, and other speech language disorders, based on own assessments and recommendations of physicians, psychologists, counselors and other professionals as outlined in Rule 51.
 - 6. Develop individual and group programs in schools to deal with speech or language problems.
 - 7. Instruct students in techniques for more effective communication, including sign language, lip reading, and voice improvement.

8. Teach students to control or strengthen tongue, jaw, face muscles, and breathing mechanisms.
9. Develop speech exercise programs to reduce disabilities.
10. Consult with and advise educators and other professionals on speech or hearing topics, such as communication strategies or speech and language stimulation.
11. Advise educators, students and parents in strategies to cope with or avoid communication-related misunderstandings.
12. Design, develop, and employ alternative diagnostic or communication devices and strategies.
13. Conduct lessons and direct educational or therapeutic games to assist teachers dealing with students with speech problems.
14. Refer the parents and the student as appropriate to additional educational or professional services if needed.
15. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).

F. Required Knowledge

The Speech Language Pathologist is to possess and effectively utilize knowledge in the following areas:

1. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

G. FLSA Status: Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

H. Essential Functions: The essential functions of the Speech Language Pathologist position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Speech Language Pathologist		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person		X			
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				

30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Speech Language Pathologist

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Special Education Teacher Job Description

Addendum

This is an Addendum to the general Teacher Job Description specific to this teacher position. The general Teacher Job Description also applies to this teaching position except to the extent the information set forth in this Addendum is directly contrary to the general Teacher Job Description. This Addendum is in addition to and supplements both the Master Teacher Job Description and Special Education Employee Job Description.

A. Additional Education, Certification or Licensure Requirements:

Endorsement: Special Education Endorsement appropriate for the instructional responsibility assigned to the teacher (grade level and disability) as required by NDE Rules 24 and 51, in addition to all other required or assigned certification and training.

B. Additional Performance Responsibilities and Job Tasks:

1. Maintain all pertinent NDE electronic documents including:
 - Maintaining current team member access
 - Maintaining current student and parent information
 - Finalizing all documents
 - Opening progress reports in timely fashion for related service providers.
2. Manage caseloads including:
 - Preparing, scheduling and conducting IEP's and MDT's on or before anniversary date
 - Managing monthly roster including insuring that:
 - i. Special education percentages accurately reflect services and are in compliance with what is stated on the IEP
 - ii. New IEP/MDT dates are recorded accurately
 - iii. Indicating all related services and other information
3. Provide services as directed in IEP.
4. Develop a working knowledge of students on case load as it pertains to providing special education services.
5. Document all parent interactions (phone calls, notes, etc.).
6. Supervise paraprofessionals.
7. Conduct formal and informal diagnostic observations and evaluations.
8. Communicate with district and outside agencies.
9. Attend regularly scheduled and other announced special education meetings.
10. Comply with NDE Rule 51 guidelines.

C. Additional or Different Physical Requirements:

1. Must be able to fulfill restraint training procedures.

D. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
Special Education Teacher

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Master Certificated Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for each certificated employee of Hemingford Public Schools, each certificated employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, study hall and cafeteria monitoring, and bus loading and unloading.
 - h. Teach classes or courses to students when necessary in the absence of teachers.
 - i. Adhere to all District policies, rules, regulations, and supervisor directives.
 - j. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Instruction
- a. Teach assigned classes, instruct students at the level expected of that of other certificated employees in the district performing the same or similar duties, and perform related duties as assigned by the employee's supervisor(s).
 - b. Provide for and ensure the care and safety of students under the employee's supervision.
 - c. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - d. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - e. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - f. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - g. Maximize the allotted instructional time in a manner that benefits student learning and refrain from using instructional time on activities that do not relate to student instruction.
 - h. Sponsor extracurricular activities such as clubs, student organizations, and academic contests, as assigned.
 - i. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Geography—Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- f. History and Archeology—Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- g. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- h. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- i. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- j. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- k. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

C. Required Skills and Abilities

The Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and

sentences. The ability to identify and understand the speech of another person.

- iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
- v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.
- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

- a. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, teaching correct eating habits, teaching students with disabilities, and using classroom management techniques.
- b. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
- c. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.

- d. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
- e. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- f. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- g. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
- h. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes writing grant proposals or assisting with grant proposals.
- i. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
- j. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using early childhood education techniques, interpersonal communication techniques, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
- k. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes recording student progress.
- l. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: empathizing with others during counseling or related services and working with students with disabilities or illnesses.
- m. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.
- n. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
- o. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
- p. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing physical or emotional abuse, student learning levels, and student problems.
- q. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- r. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

- s. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating activities of other staff and volunteers.
- t. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: interpreting ability or achievement test results.
- u. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.
- v. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
- w. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
- x. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
- y. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- z. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
- aa. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports.
- bb. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes: evaluating student performance, maintaining group discipline in an educational setting, and monitoring student progress.

E. Required Employee Characteristics

The Employee is to possess and exhibit the following characteristics:

- 1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- 2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
- 3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- 4. Integrity—Job requires being honest and ethical.
- 5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

G. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
Teacher

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Teacher Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Teacher
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree required. Must at all times during employment possess a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10 and all other certification and training as required or assigned.
- D. Reports To:** Principal or Principal's Designee
- E. Required Job Tasks**
 - 1. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
 - 2. Observe and evaluate students' performance, behavior, social development, and physical health.
 - 3. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
 - 4. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
 - 5. Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies.
 - 6. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
 - 7. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
 - 8. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
 - 9. Prepare materials and classrooms for class activities.
 - 10. Assign lessons and correct homework.
 - 11. Enforce all administration policies and rules governing students.

12. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
13. Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
14. Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of the State and the school district.
15. Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
16. Guide and counsel students with adjustment or academic problems, or special academic interests.
17. Meet with other professionals to discuss individual students' needs and progress.
18. Prepare and implement remedial programs for students requiring extra help.
19. Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisors.
20. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
21. Prepare reports on students and activities as required by administration.
22. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
23. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
24. Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
25. Organize and supervise games and other recreational activities to promote physical, mental, and social development.
26. Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
27. Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
28. Teach classes or courses to students when necessary in the absence of teachers.

F. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

G. FLSA Status: Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

H. Essential Functions: The essential functions of the Teacher position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks

and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Teacher		Item is not a requirement of the job	Occasional -- up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent -- between 34% - 66%	Continuous -- over 66% of time
		NE	NE	E	E	E
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running		X			
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/____
Teacher

For Office Use Only:

Signature _____ Date ____/____/____
Superintendent

Hemingford Public Schools Librarian/Media Specialist Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Librarian/Media Specialist
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree or higher required. Must at all times during employment possess a Nebraska Teaching Certificate with a Library Media Specialist endorsement and such other endorsements as may be required by NDE Rules 10 and 24 and all other certification and training as required or assigned.
- D. Reports To:** Principals
- E. Required Job Tasks**
 - 1. Teach and perform all job duties of teachers.
 - 1. Administer school library and media program.
 - 2. Teach students to search for information using databases.
 - 3. Keep records of circulation and materials.
 - 4. Supervise media program's budgeting, planning, and personnel activities.
 - 5. Check media materials in and out of the library.
 - 6. Explain use of library facilities, resources, equipment, and services, and provide information about library policies.
 - 7. Evaluate and select materials needed to meet both the curricular and individual needs of students, teachers, and administrators who will be using the materials, and periodically remove outdated or non-functional materials, consistent with established policies and materials.
 - 8. Code, classify, and catalog books, publications, films, audiovisual aids, and other library materials based on subject matter or standard library classification systems and maintain records of materials.
 - 9. Develop and administer library policies and procedures.
 - 10. Plan and administer school-wide events and programs to promote literacy.

11. Teach classes or courses to students when necessary in the absence of teachers.

Media Teaching Tasks

1. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
2. Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
3. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
4. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
5. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula and to integrate media materials with the instructional program.
6. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
7. Enforce administration policies and rules governing students.
8. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
9. Guide and counsel students with adjustment and/or academic problems, or special academic interests.
10. Perform the tasks described in the job description for a teacher applicable to the level (elementary, middle school or high school) in which the Librarian/Media Specialist is assigned.

F. Working Conditions

1. Inside; some classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

G. FLSA Status: Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

H. Essential Functions: The essential functions of the Librarian/Media Specialist position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Librarian/Media Specialist		NE	NE	E	E	E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person				X	
6.	Bending or twisting at the trunk more than the average person				X	
7.	Squatting/Stooping/Kneeling				X	
8.	Reaching above the head				X	
9.	Reaching forward				X	
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)				X	
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

I. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print)_____

Signature _____ Date ____/____/_____
Librarian/Media Specialist

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Elementary Counselor/Social Worker Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Elementary Counselor/Social Worker
- B. Department:** Instruction
- C. Education Level and Certification:** Masters degree or higher required. Must at all times during employment possess a Nebraska Teaching Certificate with a School Guidance Counselor endorsement and such other endorsements as may be required by NDE Rules 10 and 24; or a Nebraska HHS certificate as a Certified Social Worker and/or Licensed Mental Health Practitioner, and all other required certification and training.
- D. Reports To:** Principal
- E. Required Job Tasks**
 - 1. Teach and perform all job duties of teachers.
 - 1. Counsel students regarding educational issues such as school adjustment, truancy, and study habits.
 - 2. Counsel students to help them understand and overcome personal, social, or behavioral problems affecting their education or personal situations that may impact on their education.
 - 3. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
 - 4. Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
 - 5. Provide crisis intervention to students when difficult situations occur at schools.
 - 6. Identify cases involving domestic abuse or other family problems affecting students' development.
 - 7. Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.

8. Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
9. Encourage students and/or parents to seek additional assistance from mental health professionals or other community resources when necessary.
10. Observe and evaluate students' performance, behavior, social development, and physical health.
11. Enforce all administration policies and rules governing students.
12. Meet with other professionals to discuss individual students' needs and progress.
13. Conduct follow-up interviews with student counselees to determine if their needs have been met.
14. Prepare reports on students and activities as required by administration.
15. Plan and conduct orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting a new school or a new grade level.
16. Assess needs for assistance such as rehabilitation and refer students to the appropriate school program for services.
17. Address community groups, faculty, and staff members to explain available counseling services.
18. Compile and study educational information to assist counselees in determining and carrying out educational objectives.
19. Review transcripts, evaluate students' educational abilities and developmental levels and communicate with students and parents or guardians to ensure readiness to begin school and to ensure that students are placed in the appropriate grade levels and appropriate educational programs.
20. Provide special services such as alcohol and drug prevention programs, anti-bullying programs, and classes that teach students to handle conflicts without resorting to violence.
21. Establish and supervise peer counseling and peer tutoring programs as directed by supervisor.
22. Teach classes or courses to students when necessary in the absence of teachers.

F. Required Knowledge

The Elementary Counselor/Social Worker is to possess and effectively utilize knowledge in the following areas:

1. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

G. Working Conditions

1. Inside; some offices, classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

- H. FLSA Status:** Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
- I. Essential Functions:** The essential functions of the Elementary Counselor/Social Worker position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Elementary Counselor/Social Worker		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength			X		
13.	Driving on the job		X			
14.	Typing non-stop			X		
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/_____
School Counselor

For Office Use Only:

Signature _____ Date ____/____/_____
Superintendent

Hemingford Public Schools

Secondary Counselor Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Secondary Counselor
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree or higher required. Must possess a Nebraska Teaching Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 24 and all other certification and training as required or assigned.
- D. Reports To:** Principal
- E. Required Job Tasks**
 - 1. Teach and perform all job duties of teachers.
 - 2. Counsel students regarding educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning.
 - 3. Counsel students to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations.
 - 4. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations and directives.
 - 5. Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
 - 6. Provide crisis intervention to students when difficult situations occur at schools.
 - 7. Identify cases involving domestic abuse or other family problems affecting students' development.
 - 8. Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.

9. Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
10. Provide students with information on such topics as college degree programs and admission requirements, financial aid opportunities, trade and technical schools, and apprenticeship programs.
11. Teach classes and present self-help or information sessions on subjects related to education and career planning.
12. Conduct follow-up interviews with student counselees to determine if their needs have been met.
13. Plan and conduct orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting college.
14. Assess needs for assistance such as rehabilitation, financial aid, or additional vocational training, and refer clients to the appropriate services.
15. Instruct students in career development techniques such as job search and application strategies, resume writing, and interview skills.
16. Review transcripts and communicate with students and parents or guardians to ensure that students meet graduation or college entrance requirements, and write letters of recommendation.
17. Provide special services such as alcohol and drug prevention programs, anti-bullying programs, and classes that teach students to handle conflicts without resorting to violence.
18. Establish and supervise peer counseling and peer tutoring programs.
19. Plan and promote career and employment-related programs such as work-experience programs.
20. Teach classes or courses to students when necessary in the absence of teachers.

F. Required Knowledge

1. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
2. Post-Secondary Institutions—Knowledge of the application process, courses of study and other related information to provide to students with guidance on pursuing post-secondary educational opportunities.
3. Career Advice—Knowledge of various career paths and the ability to discuss, guide and provide students interested in career opportunities with helpful information.

G. Working Conditions

1. Inside; some offices, classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

H. FLSA Status: Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing

in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

- I. Essential Functions:** The essential functions of the Secondary Counselor position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Secondary Counselor		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop				X	
Use of Arms and Hands						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

J. Acknowledgment and Affirmation:

I have carefully reviewed this job description and affirm the following (please initial):

___ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

___ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

Employee Name (Print) _____

Signature _____ Date ____/____/____
School Counselor

For Office Use Only:

Signature _____ Date ____/____/____
Superintendent

**Protex Central, Inc.**

Phone: (402) 463-0666

Fax: (402) 463-6057

1239 North Minnesota Ave, PO Box 1467

Hastings, NE 68901

QuoteNo.: **35710**

Date: 5/24/2023

Prepared for:

Hemingford Public Schools
911 Niobrara Ave
Hemingford, NE 69348 USA

Prepared by: Ed Jarmer

Account No.: 14180

Phone: (308) 487-3328

Fax: (308) 487-5215

Quantity	Item ID	Description	UOM
Brivo Access Control System, Ag Building - SaaS Fees (1st Year) Price			

Your Price: **\$216.00****Total:** **\$216.00**

For technical questions regarding this proposal please call Greg Behrends at 800/274-0888.

Prices are firm until 5/31/2023 Terms: NET30

Prepared by: Ed Jarmer, Ed.Jarmer@protexcentral.net**Date:** 5/24/2023**SCOPE OF WORK:**

Protex Central, Inc. (PCI) proposes the annual Software-as-a-Service (SaaS) fees for the proposed installation of a Brivo access control system for the Ag Building at Hemingford Public Schools in Hemingford, NE.

This quote shall be accepted for PCI Quote #35709 (Brivo Access Control System, Ag Building - Equipment & Installation Price) to be valid.

Protex Central Inc. - Agreement Proposal Terms & Conditions

This proposal when accepted, and any subsequent orders placed as a result of this proposal are not subject to cancellation, change, reduction in amount or suspension of performance by the customer except with Protex's written consent and upon terms which indemnify against loss. Any change order such as design, shipping or installation schedule or other instructions of any kind must be submitted in writing. Protex shall not be bound by any such change unless they first agree in writing, and then only upon such terms, as they shall make, to cover any additional cost caused by such changes.

When materials covered by this proposal are for the replacement of or additions to existing equipment, Protex shall in no way be responsible for the functioning of any part of the existing system on which changes are not made by Protex. The price of this proposal does not include duties, sales, use, excise, or other similar taxes, unless required by federal, state or local law. Purchaser shall pay, in addition to the stated price, all taxes not legally required to be paid by Protex, or alternatively, shall provide Protex with acceptable tax exception certificates. Protex shall provide Purchaser with any tax payment certificate upon request and after completion and acceptance of work. Protex shall not be responsible for any loss or damage occurring by reason of delay, or inability to perform caused by conditions beyond their control including but not limited to acts of God, act of government, fire, flood, war, riot, civil commotion, transportation embargoes or car shortages, malicious injury, inability to secure material or skilled labor, priority, allocations or other materials regulations, or any other cause, similar or dissimilar.

Should this proposal cover an item or items which are made to the customer's specifications, any warranty on the part of

Protex shall be limited to cover latent defects in materials only and in no case shall be construed to warrant that said item or items shall provide satisfactory in type of length or service rendered. Acceptance by the customer shall be evidence that the customer's specifications have been compiled with and shall be conclusive that the terms of this proposal have been met. Claims for shortages or rejections must be made within ten days after receipt of goods. Claims for breakage, damaged, or loss should be presented directly to the transportation company upon receipt of merchandise. It is understood that the performance dates specified on this proposal are based upon conditions prevailing as of the date of this proposal and that Protex shall not be responsible for any delay in said performance dates, or any cancellation of this proposal which may be caused by conditions, either out of their control or by them at the time this proposal is made. Protex shall have the right to furnish substitutes for material which cannot be obtained due to existing shortages.

Protex reserves the right to restrict the terms of payment or to require payment prior to time of performance if in Protex's opinion the customer's financial condition or other circumstances do not warrant shipment or installation on the terms originally specified in this proposal. Interest will be added on overdue accounts at 1 ½% per month. This proposal supersedes all previous proposals, negotiations, statements, representations and promises. The Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorney's fees, which may arise in connection with the execution of the work herein specified and which caused, in whole or in part, by the negligent act or omission of the indemnifying party. Purchaser agrees that he will pay and reimburse Protex for any and all reasonable attorney's fees which are incurred by Protex Central in the collection of amounts due and payable hereunder.

Protex shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement. Protex warrants that the equipment manufactured by it shall be free from defects in material and workmanship arising from normal usage for a period of one (1) year from delivery of said equipment. Work performed by Protex shall warranted for a period of ninety (90) days. Protex warrants that for equipment furnished and/or installed but not manufactured by Protex. Protex will extend the same warranty terms and conditions, which Protex receives, from the manufacturer of said equipment. All transportation charges incurred in connection with the warranty for equipment not installed by Protex shall be borne by Purchaser. These warranties do not extend to any equipment which has been repaired by others, abused, altered or misused, or which has not been properly and reasonably maintained. THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THOSE OR MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.

BILLINGS, TERMS & DEPOSIT REQUIREMENTS

CUSTOMER shall pay or cause to be paid to PCI the full price for the Services as specified in this Agreement. PCI shall submit periodic invoices unless otherwise specified to CUSTOMER in advance for Services to be performed during the subsequent billing period, and payment shall be due within thirty (30) days of the Invoice Date. Payments for Services past due more than ten (10) days shall accrue interest from the due date to the date of payment at the rate of one and one-half percent (1.5%) per month, compounded monthly, or the highest legal rate then allowed. CUSTOMER shall pay all attorney and/or collection fees incurred by PCI in collecting any past due amounts.

Credit card payments may be subject to additional fees.

Customer Acknowledgement Initial: _____ Date: _____
50% Deposit with order unless otherwise negotiated with Protex Central Inc. Finance Department.

Customer Acknowledgement Initial: _____ Date: _____

SPECIAL NOTICE conditions have been reviewed and are understood per "Scope of Work" for this document.

Customer Acknowledgement Initial: _____ Date: _____

© COPYRIGHT, PROTEX CENTRAL INC, 2022 ALL RIGHTS RESERVED

Accepted by: _____ **Date:** _____



Protex Central, Inc.

Phone: (402) 463-0666

Fax: (402) 463-6057

1239 North Minnesota Ave, PO Box 1467

Hastings, NE 68901

Quote

No.: **35709**

Date: 5/24/2023

Prepared for:

Hemingford Public Schools
911 Niobrara Ave
Hemingford, NE 69348 USA

Prepared by: Ed Jarmer

Account No.: 14180

Phone: (308) 487-3328

Fax: (308) 487-5215

Quantity	Item ID	Description	UOM
1	Brivo-B-ACS300-E	Brivo Onair ACS300 IP door controller with WiFi & BLE for up to 2 readers. Requires PoE, PoE+ or 12vdc Linear PS. Reader, Batt & PS, Not Included. <i>Brivo Onair ACS300 IP door controller with WiFi & BLE for up to two (2) readers. Requires PoE, PoE+ or 12vdc Linear Power Supply. Reader, Battery & Power Supply, Not Included.</i>	
1	Altronix-Netway1XP	Midspan Injector, Single-Port, PoE (IEEE 802.3af Compliant) Or PoE+ (30W) (802.3at Compliant), PoE Shutdown Feature, UL/cUL-Listed (UL60950-1), CE-App	
1	Altronix-AL125ULX	Power Supply-Charger, AL125UL In BC300 Enclosure <i>Power Supply-Charger, AL125UL In BC300 Enclosure</i>	
2	12V-7AH	Battery 12 Volt DC - 7 Amp Hour	
1	Farpointe-P-640-H	Patagonia Proximity Reader with Keypad http://www.farpointedata.com/downloads/datasheets/P620_TDS.pdf	
1	DMP-SD-70	Steel Door 1.25" Recessed Contact <i>n/a</i>	
1	Bosch-DS160	PIR, Request To Exit, Light Grey Finish <i>PIR, Request To Exit, Light Grey Finish</i>	
1	HES-9600-630	Electric Strike, Genesis, Dual Locking, 630 Satin SS, Surface Mounted For Rim Panic Exit Devices *New Part Number For 9600-12/24-630* <i>Electric Strike, Genesis, Dual Locking, 630 Satin Stainless Steel</i>	
1	HES-2005M3	Electrical Accessory, Smart-Pac II, In-Line Power Controller-Provides Regulated 12 To 24 Volts AC Or DC Continuous Duty, ETC <i>Electrical Accessory, Smart-Pac II, In-Line Power Controller-Provides Regulated 12 To 24 Volts AC Or DC Continuous Duty, ETC</i>	
25	CAT6-W	Category-6, CMP, White	
2	RJ45-6	Catagory 6 Cable Connector	
1	CAT6-Patch-W	Cat-6 Patch Cable, White, 7 ft	
25	COMPOSITE-18/4-22/3-22/2-22/4-YJ	Composite Cable - 18AWG 4C + 22AWG 3PR O/S + 22AWG 2C + 22AWG 4C + YELLOW JACKET	

Brivo Access Control System, Ag Building - Equipment & Installation Price

Quote
No.: **35709**
Date: 5/24/2023

Your Price: **\$3,836.78**

Total: **\$3,836.78**

For technical questions regarding this proposal please call Greg Behrends at 800/274-0888.

Prices are firm until 5/31/2023 Terms: NET30

Prepared by: Ed Jarmer, Ed.Jarmer@protexcentral.net

Date: 5/24/2023

SCOPE OF WORK:

****SPECIAL NOTICE****

- 1) PCI cannot be held liable for manufacturing delays for equipment listed on this proposal.
- 2) PCI reserves the right to substitute alternative equipment as needed to meet project and customer deadlines as required.
- 3) Any additional costs associated with manufacturer increases after date of order will be negotiated with end user.

Protex Central, Inc. (PCI) proposes the installation of a Brivo access control system for the Ag Building at Hemingford Public Schools in Hemingford, NE.

BRIVO ACCESS CONTROL SYSTEM:

For the Brivo access control system, PCI provides "Software-as-a-Service (SaaS)" for an annual fee. The web-hosted access control panel(s) are connected to Brivo's Data Center via a secured Internet connection. There is no software to be installed or dedicated PC servers to maintain. Database maintenance tasks, such as backup/restore and panel firmware upgrades, are performed automatically. System management, such as cardholder entry, is performed by the end user via a web browser interface with a valid username and password. PCI recommends Google Chrome for the web browser interface. End user connection to the access control system is available anywhere there is an Internet connection.

A separate quote will be provided for the annual SaaS fees.

INCLUSIONS:

- 1) PCI will install access control system head-end equipment at the following location in the Ag Building:

Above the East Door:

- (1) Brivo B-ACS300-E 2-reader/door controller.
- (1) Altronix AL125ULX lock power supply.

The B-ACS300-E 2-reader/door controller will require (1) Local Area Network (LAN) connection, with outbound Internet access.

The AL125ULX lock power supply will require (1) hardwired power connection. This unit will be battery backed with (2) 12V, 7AH batteries.

At the network switch location:

- (1) Altronix NETWAY1XP POE+ midspan.

The NETWAY1XP POE+ midspan provides data pass-through from the Owner provided network switch and power to the

B-ACS300-E device. (1) power outlet will be required. This unit will be connected to the Owner's LAN connection via (1) Category-6 patch cable.

2) PCI will install access control system door equipment at the following location:

South Ag Building Entrance Door:

- (1) Farpointe P-640-H keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- (1) HES 9600-630 surface mount, electric strike lock.
- (1) HES 2005M3 lock power conditioner.

3) PCI will install Category-6 cabling from the B-ACS300-E 2-reader/door controller to the NETWAY1XP POE+ midspan.

4) PCI will install access control system cabling from the door listed above to the access control system head-end equipment.

5) PCI will provide programming.

EXCLUSIONS:

- * All necessary hardwired power connections and power outlets shall be provided and installed by the Owner.
- * All necessary network connections, cabling, or Internet access shall be provided and installed by the Owner.
- * PCI cannot guarantee the condition or functionality of existing equipment or cabling. Items can be replaced at an additional cost.
- * If existing or new doors and door frames do not allow for proper locking hardware installation and functionality – Owner to correct.
- * Patching, painting, or repair/replacement of ceiling tiles are excluded.
- * Cardholder programming shall be performed by the Owner's System Administrator.

CLARIFICATIONS:

- * All work to be performed during normal business hours 8:00AM – 5:00PM, Monday through Friday.
- * Price does not include freight.
- * Fifty (50)% deposit with order. Balance due within 30 days upon invoice. See additional information included on "Terms and Conditions" page.
- * Includes all equipment listed above. Cost for any additional equipment that is used shall be negotiated with the Owner.
- * All devices will be installed per locations noted on drawings via site survey and as defined in the scope of work.

Protex Central Inc. - Agreement Proposal Terms & Conditions

This proposal when accepted, and any subsequent orders placed as a result of this proposal are not subject to cancellation, change, reduction in amount or suspension of performance by the customer except with Protex's written consent and upon terms which indemnify against loss. Any change order such as design, shipping or installation schedule or other instructions of any kind must be submitted in writing. Protex shall not be bound by any such change unless they first agree in writing, and then only upon such terms, as they shall make, to cover any additional cost caused by such changes.

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shortages, malicious injury, inability to secure material or skilled labor, priority, allocations or other materials regulations, or any other cause, similar or dissimilar.

Should this proposal cover an item or items which are made to the customer's specifications, any warranty on the part of Protex shall be limited to cover latent defects in materials only and in no case shall be construed to warrant that said item or items shall provide satisfactory in type of length or service rendered. Acceptance by the customer shall be evidence that the customer's specifications have been compiled with and shall be conclusive that the terms of this proposal have been met. Claims for shortages or rejections must be made within ten days after receipt of goods. Claims for breakage, damaged, or loss should be presented directly to the transportation company upon receipt of merchandise. It is understood that the performance dates specified on this proposal are based upon conditions prevailing as of the date of this proposal and that Protex shall not be responsible for any delay in said performance dates, or any cancellation of this proposal which may be caused by conditions, either out of their control or by them at the time this proposal is made. Protex shall have the right to furnish substitutes for material which cannot be obtained due to existing shortages.

Protex reserves the right to restrict the terms of payment or to require payment prior to time of performance if in Protex's opinion the customer's financial condition or other circumstances do not warrant shipment or installation on the terms originally specified in this proposal. Interest will be added on overdue accounts at 1 1/2% per month. This proposal supersedes all previous proposals, negotiations, statements, representations and promises. The Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorney's fees, which may arise in connection with the execution of the work herein specified and which caused, in whole or in part, by the negligent act or omission of the indemnifying party. Purchaser agrees that he will pay and reimburse Protex for any and all reasonable attorney's fees which are incurred by Protex Central in the collection of amounts due and payable hereunder.

Protex shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement. Protex warrants that the equipment manufactured by it shall be free from defects in material and workmanship arising from normal usage for a period of one (1) year from delivery of said equipment. Work performed by Protex shall warranted for a period of ninety (90) days. Protex warrants that for equipment furnished and/or installed but not manufactured by Protex. Protex will extend the same warranty terms and conditions, which Protex receives, from the manufacturer of said equipment. All transportation charges incurred in connection with the warranty for equipment not installed by Protex shall be borne by Purchaser. These warranties do not extend to any equipment which has been repaired by others, abused, altered or misused, or which has not been properly and reasonably maintained. THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THOSE OR MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.

BILLINGS, TERMS & DEPOSIT REQUIREMENTS

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Credit card payments may be subject to additional fees.

Customer Acknowledgement Initial: _____ Date: _____

50% Deposit with order unless otherwise negotiated with Protex Central Inc. Finance Department.

Customer Acknowledgement Initial: _____ Date: _____

SPECIAL NOTICE conditions have been reviewed and are understood per "Scope of Work" for this document.

Customer Acknowledgement Initial: _____ Date: _____

Quote

No.: **35709**

Date: 5/24/2023

© COPYRIGHT, PROTEX CENTRAL INC, 2022 ALL RIGHTS RESERVED

Accepted by: _____

Date:_____

**Protex Central, Inc.**

Phone: (402) 463-0666

Fax: (402) 463-6057

1239 North Minnesota Ave, PO Box 1467

Hastings, NE 68901

QuoteNo.: **35708**

Date: 5/24/2023

Prepared for:

Hemingford Public Schools
911 Niobrara Ave
Hemingford, NE 69348 USA

Prepared by: Ed Jarmer

Account No.: 14180

Phone: (308) 487-3328

Fax: (308) 487-5215

Quantity	Item ID	Description	UOM
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Brivo Access Control System, Main Building - SaaS Fees (1st Year) Price**Your Price:** **\$864.00****Total:** **\$864.00**

For technical questions regarding this proposal please call Greg Behrends at 800/274-0888.

Prices are firm until 5/31/2023 Terms: NET30

Prepared by: Ed Jarmer, Ed.Jarmer@protexcentral.net**Date:** 5/24/2023**SCOPE OF WORK:**

Protex Central, Inc. (PCI) proposes the annual Software-as-a-Service (SaaS) fees for the proposed installation of a Brivo access control system for the Main Building at Hemingford Public Schools in Hemingford, NE.

This quote shall be accepted for PCI Quote #35707 (Brivo Access Control System, Main Building - Equipment & Installation Price) to be valid.

Protex Central Inc. - Agreement Proposal Terms & Conditions

This proposal when accepted, and any subsequent orders placed as a result of this proposal are not subject to cancellation, change, reduction in amount or suspension of performance by the customer except with Protex's written consent and upon terms which indemnify against loss. Any change order such as design, shipping or installation schedule or other instructions of any kind must be submitted in writing. Protex shall not be bound by any such change unless they first agree in writing, and then only upon such terms, as they shall make, to cover any additional cost caused by such changes.

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Protex shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement. Protex warrants that the equipment manufactured by it shall be free from defects in material and workmanship arising from normal usage for a period of one (1) year from delivery of said equipment. Work performed by Protex shall warranted for a period of ninety (90) days. Protex warrants that for equipment furnished and/or installed but not manufactured by Protex. Protex will extend the same warranty terms and conditions, which Protex receives, from the manufacturer of said equipment. All transportation charges incurred in connection with the warranty for equipment not installed by Protex shall be borne by Purchaser. These warranties do not extend to any equipment which has been repaired by others, abused, altered or misused, or which has not been properly and reasonably maintained. THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THOSE OR MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.

BILLINGS, TERMS & DEPOSIT REQUIREMENTS

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Credit card payments may be subject to additional fees.

Customer Acknowledgement Initial: _____ Date: _____
50% Deposit with order unless otherwise negotiated with Protex Central Inc. Finance Department.

Customer Acknowledgement Initial: _____ Date: _____

SPECIAL NOTICE conditions have been reviewed and are understood per "Scope of Work" for this document.

Customer Acknowledgement Initial: _____ Date: _____

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Accepted by: _____ **Date:** _____



Protex Central, Inc.

Phone: (402) 463-0666

Fax: (402) 463-6057

1239 North Minnesota Ave, PO Box 1467

Hastings, NE 68901

Quote

No.: **35707**

Date: 5/24/2023

Prepared for:

Hemingford Public Schools
911 Niobrara Ave
Hemingford, NE 69348 USA

Prepared by: Ed Jarmer

Account No.: 14180

Phone: (308) 487-3328

Fax: (308) 487-5215

Quantity	Item ID	Description	UOM
1	Brivo-B-ACS6100R-E	Brivo ACS6100 Regular Panel (Accommodates two (2) ACS6100 expansion boards) 1- B-ACS6000-MBE Two (2) Reader Ethernet Control Board	
2	Brivo-B-ACS6100-DB	Two Reader Expansion Board with OSDP <i>Two Reader Expansion Board [Does not support OSDP readers or wet outputs]</i>	
1	Altronix-AL600ULACM	Power Supply-Charger, 12 VDC Or 24 VDC @ 6 Amp, AL600ULX w/ ACM8 Power Controller, Fire / Access Interface, UL Listed <i>Power Supply-Charger, 12 VDC Or 24 VDC @ 6 Amp, AL600ULX w/ ACM8 Power Controller, Fire / Access Interface, UL Listed</i>	
2	12V-7AH	Battery 12 Volt DC - 7 Amp Hour	
3	Farpointe-P-620-H	Reader, Farpointe P-300 Cascade, Proximity http://www.farpointedata.com/downloads/datasheets/P620_TDS.pdf	
2	Farpointe-P-640-H	Patagonia Proximity Reader with Keypad http://www.farpointedata.com/downloads/datasheets/P620_TDS.pdf	
5	DMP-SD-70	Steel Door 1.25" Recessed Contact <i>n/a</i>	
5	Bosch-DS160	PIR, Request To Exit, Light Grey Finish <i>PIR, Request To Exit, Light Grey Finish</i>	
2	HES-9400-630	Electric Strike, 9400 Series, 1/2 Inch Slim-Line Form, Internal	
2	HES-2005M3	Electrical Accessory, Smart-Pac II, In-Line Power Controller-Provides Regulated 12 To 24 Volts AC Or DC Continuous Duty, ETC <i>Electrical Accessory, Smart-Pac II, In-Line Power Controller-Provides Regulated 12 To 24 Volts AC Or DC Continuous Duty, ETC</i>	
25	CAT6-W	Category-6, CMP, White	
2	RJ45-6	Catagory 6 Cable Connector	
1,000	22/6 PLENUM SHIELDED CMP	Cable, Plenum, 6C, 22G, STR, Shielded, CMP, White	
500	18/2 PLENUM NON-SHIELDED MPP	Cable, Plenum, 2C, 18G, STR, Nonshielded, MPP, White	
1,000	22/4 PLENUM NON-SHIELDED CMP	Cable, Plenum, 4C, 22G, STR, Nonshielded, CMP, White	
1,000	22/2 PLENUM NON-SHIELDED CMP	Cable, Plenum, 2C, 22G, STR, Nonshielded, CMP, White	

Quote
No.: **35707**
Date: 5/24/2023

Quantity	Item ID	Description	UOM
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Brivo Access Control System, Main Building - Equipment & Installation Price

Your Price: **\$12,453.23**

For technical questions regarding this proposal please call Greg Behrends at 800/274-0888.

Total: **\$12,453.23**

Prices are firm until 5/31/2023 Terms: NET30

Prepared by: Ed Jarmer, Ed.Jarmer@protexcentral.net

Date: 5/24/2023

SCOPE OF WORK:

****SPECIAL NOTICE****

- 1) PCI cannot be held liable for manufacturing delays for equipment listed on this proposal.
- 2) PCI reserves the right to substitute alternative equipment as needed to meet project and customer deadlines as required.
- 3) Any additional costs associated with manufacturer increases after date of order will be negotiated with end user.

Protex Central, Inc. (PCI) proposes the installation of a Brivo access control system for the Main Building at Hemingford Public Schools in Hemingford, NE.

BRIVO ACCESS CONTROL SYSTEM:

For the Brivo access control system, PCI provides "Software-as-a-Service (SaaS)" for an annual fee. The web-hosted access control panel(s) are connected to Brivo's Data Center via a secured Internet connection. There is no software to be installed or dedicated PC servers to maintain. Database maintenance tasks, such as backup/restore and panel firmware upgrades, are performed automatically. System management, such as cardholder entry, is performed by the end user via a web browser interface with a valid username and password. PCI recommends Google Chrome for the web browser interface. End user connection to the access control system is available anywhere there is an Internet connection.

A separate quote will be provided for the annual SaaS fees.

INCLUSIONS:

- 1) PCI will install access control system head-end equipment at the following location in the Main Building:

Supply Closet:

- (1) Brivo B-ACS6100R-E access control panel/enclosure.
- (1) Brivo B-ACS6100-DB 2-reader expansion boards.
- (1) Altronix AL600ULACM lock power supply.

The B-ACS6100R-E access control panel/enclosure will require (1) Local Area Network (LAN) connection, with outbound Internet access, and (1) power outlet. This unit will be battery backed with (1) 12V, 14AH battery included with the enclosure kit.

The B-ACS6100-DB 2-reader expansion boards will be installed inside of the B-ACS6100R-E access control panel/enclosure.

The AL600ULACM lock power supply will require (1) hardwired power connection. This unit will be battery backed with (2)

12V, 7AH batteries.

2) PCI will install access control system door equipment at the following locations:

Entrance "G":

- (1) Farpointe P-620-H mullion mount, keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- The existing electric strike lock used for the existing AV door intercom system will be connected to the access control system for dual use.

Entrance "E":

- (1) Farpointe P-620-H mullion mount, keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- The existing electric strike lock used for the existing AV door intercom system will be connected to the access control system for dual use.

Entrance "B" (Main Entrance):

- (1) Farpointe P-620-H mullion mount, keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- The existing electric strike lock used for the existing AV door intercom system will be connected to the access control system for dual use.

Entrance "K":

- (1) Farpointe P-640-H keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- (1) HES 9400-630 slim-line, surface mount, electric strike lock.
- (1) HES 2005M3 lock power conditioner.

Entrance "J":

- (1) Farpointe P-640-H keypad/card reader.
- (1) DMP SD-70 recessed door position switch.
- (1) Bosch DS160 exit motion detector (PIR).
- (1) HES 9400-630 slim-line, surface mount, electric strike lock.
- (1) HES 2005M3 lock power conditioner.

3) PCI will install Category-6 cabling from the B-ACS6100R-E access control panel/enclosure to the Owner's LAN connection.

4) PCI will install access control system cabling from the access control system head-end equipment to the existing lock power supplies to interconnect the existing electric strike locks.

5) PCI will install access control system cabling from all of the doors listed above to the access control system head-end equipment.

6) PCI will provide programming.

EXCLUSIONS:

- * All necessary hardwired power connections and power outlets shall be provided and installed by the Owner.
- * All necessary network connections, cabling, or Internet access shall be provided and installed by the Owner.
- * PCI cannot guarantee the condition or functionality of existing equipment or cabling. Items can be replaced at an additional cost.
- * If existing or new doors and door frames do not allow for proper locking hardware installation and functionality – Owner to correct.

- * Patching, painting, or repair/replacement of ceiling tiles are excluded.
- * Cardholder programming shall be performed by the Owner's System Administrator.

CLARIFICATIONS:

- * All work to be performed during normal business hours 8:00AM – 5:00PM, Monday through Friday.
- * Price does not include freight.
- * Fifty (50)% deposit with order. Balance due within 30 days upon invoice. See additional information included on "Terms and Conditions" page.
- * Includes all equipment listed above. Cost for any additional equipment that is used shall be negotiated with the Owner.
- * All devices will be installed per locations noted on drawings via site survey and as defined in the scope of work.

Protex Central Inc. - Agreement Proposal Terms & Conditions

This proposal when accepted, and any subsequent orders placed as a result of this proposal are not subject to cancellation, change, reduction in amount or suspension of performance by the customer except with Protex's written consent and upon terms which indemnify against loss. Any change order such as design, shipping or installation schedule or other instructions of any kind must be submitted in writing. Protex shall not be bound by any such change unless they first agree in writing, and then only upon such terms, as they shall make, to cover any additional cost caused by such changes.

When materials covered by this proposal are for the replacement of or additions to existing equipment, Protex shall in no way be responsible for the functioning of any part of the existing system on which changes are not made by Protex. The price of this proposal does not include duties, sales, use, excise, or other similar taxes, unless required by federal, state or local law. Purchaser shall pay, in addition to the stated price, all taxes not legally required to be paid by Protex, or alternatively, shall provide Protex with acceptable tax exception certificates. Protex shall provide Purchaser with any tax payment certificate upon request and after completion and acceptance of work. Protex shall not be responsible for any loss or damage occurring by reason of delay, or inability to perform caused by conditions beyond their control including but not limited to acts of God, act of government, fire, flood, war, riot, civil commotion, transportation embargoes or car shortages, malicious injury, inability to secure material or skilled labor, priority, allocations or other materials regulations, or any other cause, similar or dissimilar.

Should this proposal cover an item or items which are made to the customer's specifications, any warranty on the part of Protex shall be limited to cover latent defects in materials only and in no case shall be construed to warrant that said item or items shall provide satisfactory in type of length or service rendered. Acceptance by the customer shall be evidence that the customer's specifications have been compiled with and shall be conclusive that the terms of this proposal have been met. Claims for shortages or rejections must be made within ten days after receipt of goods. Claims for breakage, damaged, or loss should be presented directly to the transportation company upon receipt of merchandise. It is understood that the performance dates specified on this proposal are based upon conditions prevailing as of the date of this proposal and that Protex shall not be responsible for any delay in said performance dates, or any cancellation of this proposal which may be caused by conditions, either out of their control or by them at the time this proposal is made. Protex shall have the right to furnish substitutes for material which cannot be obtained due to existing shortages.

Protex reserves the right to restrict the terms of payment or to require payment prior to time of performance if in Protex's opinion the customer's financial condition or other circumstances do not warrant shipment or installation on the terms originally specified in this proposal. Interest will be added on overdue accounts at 1 ½% per month. This proposal supersedes all previous proposals, negotiations, statements, representations and promises. The Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorney's fees, which may arise in connection with the execution of the work herein specified and which caused, in whole or in part, by the negligent act or omission of the indemnifying party. Purchaser agrees that he will pay and reimburse Protex for any and all reasonable attorney's fees which are incurred by Protex Central in the collection of amounts due and payable hereunder.

Protex shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement. Protex warrants that the equipment manufactured

by it shall be free from defects in material and workmanship arising from normal usage for a period of one (1) year from delivery of said equipment. Work performed by Protex shall warranted for a period of ninety (90) days. Protex warrants that for equipment furnished and/or installed but not manufactured by Protex. Protex will extend the same warranty terms and conditions, which Protex receives, from the manufacturer of said equipment. All transportation charges incurred in connection with the warranty for equipment not installed by Protex shall be borne by Purchaser. These warranties do not extend to any equipment which has been repaired by others, abused, altered or misused, or which has not been properly and reasonably maintained. THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THOSE OR MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.

BILLINGS, TERMS & DEPOSIT REQUIREMENTS

CUSTOMER shall pay or cause to be paid to PCI the full price for the Services as specified in this Agreement. PCI shall submit periodic invoices unless otherwise specified to CUSTOMER in advance for Services to be performed during the subsequent billing period, and payment shall be due within thirty (30) days of the Invoice Date. Payments for Services past due more than ten (10) days shall accrue interest from the due date to the date of payment at the rate of one and one-half percent (1.5%) per month, compounded monthly, or the highest legal rate then allowed. CUSTOMER shall pay all attorney and/or collection fees incurred by PCI in collecting any past due amounts.

Credit card payments may be subject to additional fees.

Customer Acknowledgement Initial: _____ Date: _____

50% Deposit with order unless otherwise negotiated with Protex Central Inc. Finance Department.

Customer Acknowledgement Initial: _____ Date: _____

SPECIAL NOTICE conditions have been reviewed and are understood per "Scope of Work" for this document.

Customer Acknowledgement Initial: _____ Date: _____

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Accepted by: _____ **Date:** _____

REQUEST FOR FAMILY OR MEDICAL LEAVE

Request for Family or Medical Leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin.

Name: _____ Date: _____

I request family or medical leave for one of the following reasons:

_____ Because of the birth of my child and in order to care for him or her. Expected Date of Birth _____

Leave to Start _____ Expected Return Date _____

_____ Because of the placement of a child with me--either adoption or foster child placement.

Leave to Start _____ Expected Return Date _____

In order to care for my spouse, child or parent.

Leave to Start _____ Expected Return Date _____

For a serious health condition that makes me unable to work. Describe:

Leave to Start _____ Expected Return Date _____

For other reasons. Describe: _____

Leave to Start _____ Expected Return Date _____

Have you taken a family or medical leave in the past 12 months ___Yes ___No If yes, how many workdays? _____

REQUEST FOR FAMILY OR MEDICAL LEAVE

Request for Family or Medical Leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin.

Name: _____ Date: _____

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_____ Because of the birth of my child and in order to care for him or her. Expected Date of Birth _____

Leave to Start _____ Expected Return Date _____

_____ Because of the placement of a child with me--either adoption or foster child placement.

Leave to Start _____ Expected Return Date _____

In order to care for my spouse, child or parent.

Leave to Start _____ Expected Return Date _____

For a serious health condition that makes me unable to work. Describe:

Leave to Start _____ Expected Return Date _____

For other reasons. Describe: _____

Leave to Start _____ Expected Return Date _____

Have you taken a family or medical leave in the past 12 months ___Yes ___No If yes, how many workdays? _____

SUPPORT STAFF DEFINED

Support staff are employees who are not administrators or employees in positions which require a Nebraska Department of Education teaching certificate and who are employed to fulfill the duties listed on their job description on a monthly or hourly basis. Support staff shall include, but not be limited to, teacher and classroom aides, custodial and maintenance employees, clerical employees, food service employees, bus drivers, and temporary help for summer or other maintenance. The position may be full-time or part-time. Full-time school nurses are often included at the board's discretion as certificated staff.

Employees may be required to secure a license to hold a particular position. Any license so required will be identified on the job description. If the school district requires an employee to secure a license the cost of obtaining the license will be the responsibility of the school district.

It shall be the responsibility of the superintendent to establish job specifications and job descriptions for support staff positions. Job descriptions may be approved by the board.

All support staff employees are considered “at will” employees who may end their employment with the district at their will or whose employment with the district can be ended at the will of the district. All support staff employees will be required to sign an “at will” employment agreement indicating their awareness and acceptance of the “at will” status of their employment.

~~The work year will coincide with the legal school year beginning on September 1, and ending August 31.~~

Cross Reference: 406.01 Certificated Employee Defined
 413.03 Support Staff Group Insurance Benefits

Approved _____ Reviewed _____ Revised _____

SUPPORT STAFF EVALUATION

All support staff ~~may be evaluated by one or more supervisors. will be evaluated at least once a year before March 1, by their immediate supervisor.~~ The written results of these evaluations will be compiled and given to the superintendent. ~~Evaluation criteria will be based on the duties as described in the job description and will include the following:~~

- ~~1. Specific work assignment~~
- ~~2. Attitude toward children~~
- ~~3. Attitude toward public education~~
- ~~4. Attitude toward supervisor, teachers, fellow workers~~
- ~~5. Work habits~~
- ~~6. Personal traits~~

~~Upon completion of the evaluation, a conference will be held as soon as possible between the supervisor and employee to discuss the evaluation. Employees are encouraged to respond with comments of their own before signing any document. These comments will be required within five (5) days of the post-evaluation conference.~~

Supervision: All support staff employees will have at least one ~~an immediate~~ supervisor. The ~~immediate~~ supervisor will be listed on the job description. These supervisors may include: head ~~building~~ custodian, director of transportation ~~bus supervisor~~, head cook ~~food service manager~~, head coach/sponsor, activities director, principal, instructional services director, or superintendent. However, the overall supervision of the support staff is the responsibility of the superintendent.

Approved _____ Reviewed _____ Revised _____

SUPPORT STAFF COMPENSATION

The board shall have the authority to determine the compensation to be paid for the support staff positions, keeping in mind the education and experience of the support staff member, the educational philosophy of the school district, the financial condition of the school district and any other considerations as deemed relevant by the board.

Support staff shall be classified as:

Regular employees: Employees who are employed at least 30 32 hours per week on a year round basis.

School time employees: Employees who are employed at least 30 32 hours per week during the time school is in session.

Part time employees: Employees who work less than 30 32 hours per week.

The superintendent or designee shall hire support staff to meet personnel needs consistent with the district's budget, instructional needs, and non-instructional operations.

~~All support positions, other than temporary and substitute positions, will be established initially by the board, with recommendation by the Superintendent of Schools.~~

The superintendent will develop and maintain job descriptions for support staff positions, ~~which will include the purposes and function of the position, the qualifications of candidates, and a list of responsibilities and duties.~~

~~The superintendent will make recommendations to the board when necessary to increase, decrease or to make major alterations in the support staff positions.~~

# Of Pos.	Position	Hrs/Wk	Time
1	Head Custodian	40	YR
1	Maintenance/Groundskeeper	40	YR
1	Elementary Custodian	40	YR
1	Housekeeper	20-30	YR
1	Food Service Manager	40	ST
1	Head Cook	35-38	ST
1	Baker	35-38	ST
2	Food Service Aide	15-20	ST
1	Business Manager	30-40	YR
1	Exec. Sec./ Technology Dir	30-40	YR
1	Elementary Secretary	37	ST+
1	High School Secretary	37	ST+
1	Elementary Library Aide	35	ST
NA	Special Ed Aides	35-40	ST
NA	Bus Route Drivers/Subs	15-20	ST
NA	Activity Drivers	NA	ST
NA	Summer Temp Custodian	30-35	SM

~~YR-Year Round ST-School Time ST+-School Time Plus Days SM-Summer~~

~~It shall be the responsibility of the superintendent to make a recommendation to the board annually regarding the compensation of support staff.~~

Cross Reference: 412.03 Support Staff Contracts
 413.02 Support Staff Wage and Overtime Compensation

Approved _____ Reviewed _____ Revised _____

SUPPORT STAFF COMPENSATION GUIDELINES

The Board of Education desires to maintain a quality work staff and will provide compensation at an adequate level to attract and keep quality support staff employees. In determining compensation for support staff, the board will take into account the responsibilities of the position, the qualifications required, past experience of the individual, and years of service to the district.

A wage schedule is established to provide a guide for paying new employees and a method of rewarding present employees for their service to the school. The superintendent will adjust the wage schedule as necessary to comply with changes in statute, and labor market conditions. When positions are transitioned to FLSA exempt status, compensation will be adjusted to a salaried basis. ~~The wage schedule will be examined on an annual basis to determine if wages paid to District # 10 employees are comparable to wages paid to similar positions in other western Nebraska school districts.~~

~~The Board of Education reserves the right to amend or alter the wage schedule upon an annual review at the regular June Board meeting. The Board may also at its discretion freeze non-certificated staff members from movement on the wage schedule. All raises for regular full time employees will be given for hours worked after July 1. School time employees and part time employee's raises begin when the employee returns to work in the fall. Salary amounts will be updated annually on the wage agreement.~~

Break Time: Lunch Breaks will be provided for employees. All employees are required to take a lunch break. Lunch breaks are not part of the paid workday. Employees will be given at a minimum a 30 minute lunch break. Employees may take up to an hour if schedule permits. The approximate working hours of each employee are provided on the wage agreement.

Refreshment Breaks: Will be provided for all employees. Breaks will be prorated at a rate of one 15 minute break for each four hours of work.

Emergency Closure of School: School may be closed from time to time because of severe weather. Regular full time employees, when possible, should report to work to maintain the business office or prepare for school the following day. When possible any school day canceled because of weather may be made up at a later date. This may be done by using a day of vacation or if necessary at the end of the school year. Therefore, if school is closed because of severe weather no salary will be paid for the missed day except for regular full time employees. If school has started and then canceled for the remainder of the day, employees may be paid for the hours they worked before school was canceled.

At no time will an employee be expected to put themselves at risk by attempting to report to work. The employee should, when possible, discuss with the superintendent the expectations for the day before attempting to report for duty.

All employees will be paid on the fifteenth of each month for the hours worked the previous month. If the fifteenth falls on a Saturday or Sunday payroll checks may be issued on the preceding Friday.

Employees will be expected to accurately report hours worked through district software used for time reporting.

~~Time sheets should be turned into the business manager by the first of each month. The time sheet should indicate total hours worked along with any overtime hours.~~

All deductions as required by law will be deducted from the payroll check. Other deductions such as annuities may be established by the employee. A certificate signed by the employee and on file with the business manager will be required to establish other deductions. All changes involving payroll deductions or stoppage of deductions must be submitted in writing to the business manager by the first of the month for it to be in effect for the next payroll on the fifteenth of the month.

SUPPORT STAFF WAGE AND OVERTIME COMPENSATION

Hours in excess of forty (40) hours per week will be considered overtime and will be paid at one and one-half times the regular established pay rate. Compensation time may be granted at the discretion of the superintendent at the rate of one and one-half hours for each hour of overtime. ~~Compensation time will be given in the same pay period.~~ All overtime must have prior approval of the superintendent.

~~Employees required to report to work or open a building outside of the regular scheduled work week will receive at least one (1) hours work credit for each occurrence. The above provisions do not apply to employees who voluntarily accept assignments to service community groups using school facilities.~~

Each non-exempt employee will be expected to accurately report hours worked through district software used for time reporting. ~~paid on an hour-by-hour basis must complete, sign, and turn in a daily time record showing the actual number of hours worked.~~ Failure of the employee to maintain, or falsification of, a daily time record will be grounds for disciplinary action.

It is the responsibility of the superintendent or designee to maintain wage records.

Legal Reference: 29 U.S.C. §§ 206 et seq. (1994).
29 C.F.R. Pt. 778 (1968).

Approved _____ Reviewed _____ Revised _____

SUPPORT STAFF SUSPENSION, DISMISSAL AND DISCIPLINARY ACTION

The superintendent or designee shall hire support staff to meet personnel needs consistent with the district's budget, instructional needs, and non-instructional operations.

~~All support staff employees are employed by the board upon recommendation of the superintendent. They~~ Support staff may be terminated by the superintendent at his or her discretion.

~~Any dismissal action by the superintendent will be promptly reported to the board. However, employees may request the board to review the circumstances of their dismissal. The superintendent shall utilize and confer with the immediate supervisor before taking such action.~~

Other forms of progressive discipline may be used before termination of the employee. These may include but not be limited to counseling, written reprimand, or suspension without pay.

~~Support staff personnel will generally be given notice of dismissal two weeks prior to the effective date. School bus drivers, because of the nature of their position, may be immediately suspended by the superintendent.~~

Approved _____ Reviewed _____ Revised _____

~~CERTIFICATED TEMPORARY ATHLETIC TEAM COACHES~~ EMPLOYMENT OF
COACHES/SPONSORS FROM OUTSIDE THE REGULAR STAFF

When coaching and sponsorship positions cannot be filled from regular staff members, the superintendent and athletic activities director shall secure temporary coaches/sponsors from outside the regular district staff. ~~These positions will end when suitable regular staff member replacements are available.~~ All coaching and activity sponsorships are “at-will” employment. In making determinations for filling positions, the activities director and superintendent may consider the overall educational and competitive experience for student athletes and activity participants, along with other factors impacting the successful operation of the program along with the other operations of the school district.

Approved _____ Reviewed _____ Revised _____

2023-2024 Student/Parent Handbook



**Empowering individuals to be
resourceful, respectful, and
responsible lifelong learners.**

WELCOME

Dear Students and Parents:

On behalf of the faculty, administration, and board of education, we welcome you to another school year. We are looking forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook that you must read, sign, and return no later than August 25, 2023.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office.

Sincerely,

Dr. Travis Miller
Superintendent

Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Hemingford Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Notice of Non-Discrimination

This school district does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, or age or in admission or access to, or treatment of employment, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning this school district’s compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Superintendent Travis Miller in writing at 913 Niobrara Avenue Hemingford, NE 69348 or by telephone at (402) 487-3328. For further assistance, you may also contact Office for Civil Rights (Kansas City Office), U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, Telephone: 816-268-0550, FAX: 816-823-1404; TDD: 877-521-2172, Email: OCR.KansasCity@ed.gov. Also see the “Anti-Discrimination/Harassment” section below.

Chain of Command: Steps To Resolve Concerns

If a parent or a student has concerns about a class or activity, they are asked to contact the following individuals sequentially, in order to resolve that concern.

1. Classroom Teacher/Special Education Teacher (if the student has an IEP) OR Coach/Sponsor
2. Principal OR Activities Director
3. Superintendent
4. Board of Education

ARTICLE 1: MISSION AND VISION

Mission Statement:

Empowering individuals to be resourceful, respectful, and responsible lifelong learners.

Vision Statement:

Our vision at Hemingford Public Schools is to cooperatively work with parents and the community to provide a safe and healthy learning environment for all students. We provide and promote opportunities for high academic achievement, capitalizing on student career interests and aptitudes while encouraging student involvement and accomplishments to prepare accountable, responsible, self-disciplined, successful citizens for a changing global society.

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HEMINGFORD PUBLIC SCHOOLS

STAFF DIRECTORY 2022-2023

BOARD OF EDUCATION

Justin Ansley	President
Trish Schumacher	Vice President
Blanche Randolph	Secretary
Micki Votruba	Member
Rick Horstman	Member
Brett Cullan	Member
Kristy Hanks	Board Treasurer

HEMINGFORD ADMINISTRATION

Dr. Travis Miller	Superintendent
Misty Curtis	Secondary Principal
Eric Arneson	Elementary Principal
Mandy Plog	Director of Special Education

HEMINGFORD ELEMENTARY TEACHING STAFF

Ammie Frost	Kindergarten
Kerri Heusman	Kindergarten
Sue Benzel	1st Grade
Jennifer Gasseling	1st Grade
Joel Cullan	2nd Grade
Danielle Roland	2nd Grade
Pamela Huddle	3rd Grade
Whitney Dean	3rd Grade
Michelle Osmotherly	4th Grade
Gina Jespersen	4th Grade
Heather Staudenmaier	5th Grade
Jayne Clark	5th Grade
Kaitie Failor	6th Grade
Bridget Johnston	6th Grade
Shari McClure	Pre - K
Lauren Morava	Title I
Bailey Swanson	K - 4 Resource
Catie Deines	5 - 8 Resource
Josh Dean	Tech Coordinator/K-6 Computer
Morgan Kuhn	K - 6 Physical Education
Samantha Gilkerson	K - 12 Counselor
Sarah Arneson	K - 12 Music
Brenda Davies	K - 6 Library Aide
Julianne Payne	K - 12 Media Specialist

Samantha Miller
Michelle Hoxworth
Millie Butler

Nurse/Health Education
K-12 Speech Pathology
K-12 Art

HEMINGFORD HIGH SCHOOL TEACHING STAFF

Bailey Branson
Cameron McClintock
Jackie Davies
Morgan Kuhn
Pete Gomez
Janelle Huss
Catie Deines
Matthew Wood
Josh Redden
Samantha Gilkerson
Lisa Janssen
Gordon Karney
Tamara Bila
Suzanne Neefe
Brad Olson
Ashley Talkington
Sarah Arneson
Julianne Payne
Bridget Raben
Natalie Wood
Michelle Hoxworth
Samantha Miller
Michelle Kluver
Millie Butler
Todd Westover

Social Studies
Social Studies
Math
10 – 12 Physical Education
Science
9 – 12 Resource
5 - 8 Resource
7 – 12 Physical Education
Computer & Business
K – 12 Counselor/Transitions
Math
Vocational Agriculture Ed
English
Family Consumer Science
Science
Science
Band/Choir
K – 12 Media Specialist
English
Business/Tech Coordinator
K – 12 Speech Pathology
Nurse/Health Education
Spanish via DL
Art
School-Within-A-School

NON-CERTIFIED STAFF

Kristy Hanks
April Hanson
Deb Campbell
Brenda Davies
Chad Bell
Ann Payne
Kassy Broadway
Shawn Phillips
Shelley Wyland
Dena Paris
Jennifer Hinman
Kristina Kramer
Jake Frost
Amy Honstein
Connor Bila
Kim O’Gorman

Business Manager
Secondary Secretary
Elementary Secretary
Elementary Library
Brailist
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
PT Paraprofessional

Betsy Sorensen

PT Paraprofessional

DEPARTMENT HEADS

Jim Miles
Karla Mapes
Rozie Wax

Maintenance
Lunch Accounts/Trans. Director
Head Custodian

CUSTODIANS

Angela Eisenhart
Rozie Wax
Dave Minich
Kevin Conley

High School Custodian
Elementary Custodian
Gymnasium Custodian
Administration Building

FOOD SERVICE PERSONNEL

Megan Miles
Stacey Dillard
Debbie Hill
Deb Henderson

Food Service Manager
Food Service Aide
Food Service Aide
Food Service Aide

BUS DRIVERS

Karla Mapes
Brenda Davies
Jake Frost
Bob Haas
Brad Haas
Karla Mapes
Tim Lanik
Tre Surbeck
Brad Olson
Pete Gomez
Gordon Karney
Becky Hanley
Jennifer Lashley

Transportation Director
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route
Route & Activities

CLASS SPONSORS

Graduation Coordinator

Natalie Wood

Class of 2024 – Seniors

Bridget Raben
Julianne Payne

Class of 2025 – Juniors

Ashley Talkington
Lisa Janssen

Class of 2026 – Sophomores

Janelle Huss
Josh Redden

Class of 2027 – Freshman

Gordon Karney
Suzanne Neefe

Class of 2028 – Eighth Grade

Bailey Branson
Millie Butler

Class of 2029 - Seventh Grade

Jackie Davies
Tamara Bila

ACTIVITIES

Activities/Athletic Director
Athletic Club
Instrumental/Vocal Music
Health Council/Professions
FFA
FCCLA
National Honor Society
One Act Play Co-Director & Three Act Play Director
One Act Play Co-Director & Three Act Play Assistant Director
HS Quiz Bowl
JH Quiz Bowl
School Improvement

Speech
Student Council
World Stride DC Trip
Yearbook
Cheerleading
e-Sports
Mathcounts
Science Olympiad
HAL
Hope Squad

Todd Westover
Todd Westover, Activities Director
Sarah Arneson
Samantha Miller
Gordon Karney
Suzanne Neefe
Bridget Raben
Tabi Bryner
Gina Jespersen
Bailey Branson
Jackie Davies
Gina Jespersen, Pete Gomez,
Danielle Roland, Sam Gilkerson,
Lauren Morava
Cameron McClintock
Millie Butler, Samantha Gilkerson
Bailey Branson
Natalie Wood
Reyna Ansley
Josh Redden
Bridget Johnston
Ashley Talkington
Ashley Talkington
Samantha Gilkerson

COACHES

Activities/Athletic Director
Head HS Football
Assistant Football

JH Football
Assistant JH Football
Head Volleyball
Assistant Volleyball
JH Head Volleyball
JH Assistant Volleyball
JH/HS Head Cross Country
JH/HS Assistant Cross Country
HS Boys Head Wrestling
HS Assistant Wrestling
HS Girls Head / J.H. Head Wrestling

Todd Westover
Josh Dean
Taryn Wood, Denton Payne,
Matthew Wood, & Brennan Vogel
Bailey Branson
Josh Dean
Natalie Wood
Bailey Swanson

Jayme Clark
Ammie Frost
Todd Westover
Scott Delsing
Pete Gomez

JH Assistant Wrestling
HS Head Girls Basketball
HS Assistant Girls Basketball
JH Head Girls Basketball
JH Assistant Girls Basketball
HS Head Boys Basketball
HS Assistant Boys Basketball
JH Head Boys Basketball
JH Assistant Boys Basketball
JH/HS Head Track
JH/HS Assistant Track

HS Assistant Track
Golf

Bailey Branson
Steve Morava
Lisa Janssen
Lisa Janssen
Morgan Kuhn
Brennan Vogel
Daniel Curtis
Daniel Curtis
Catherine Deines
Josh Dean
Lisa Janssen, Samantha Gilkerson,
Matthew Wood
Josh Redden
Daniel Curtis

2023-2024 School Calendar



Hemingford Public Schools

2023-2024 Calendar

Get Up Bobcat Nation!

https://www.hemingfordschools.org/



2023													2024												
AUGUST													JANUARY												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
		1	2	3	4	5	6 - 13 - Box Butte County Fair							1	2	3	4	5	6						
6	7	8	9	10	11	12	14-16 - Teacher Inservice	7	8	9	10	11	12	13	7	8	9	10	11	12	13				
13	14	15	16	17	18	19	15 - Open House	14	15	16	17	18	19	20	14	15	16	17	18	19	20				
20	21	22	23	24	25	26	First Days of School/Early Dismissal 2:00	21	22	23	24	25	26	27	21	22	23	24	25	26	27				
27	28	29	30	31				28	29	30	31			28	29	30	31								
SEPTEMBER													FEBRUARY												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
					1	2	September 2023																		
3	4	5	6	7	8	9	4 - Labor Day - No School	4	5	6	7	8	9	10	11	12	13	14	15	16	17				
10	11	12	13	14	15	16	15 - Teacher Work Day - No School for Students	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
17	18	19	20	21	22	23		18	19	20	21	22	23	24											
24	25	26	27	28	29	30		25	26	27	28	29													
OCTOBER													MARCH												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							October 2023																		
1	2	3	4	5	6	7	13 - End of First Quarter	1	2	3	4	5	6	1	2	3	4	5	6	7	8				
8	9	10	11	12	13	14	18 - Inservice A.M. P/T Conferences 1:00	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
15	16	17	18	19	20	21	19-20 - Fall Break - No School	11	12	13	14	15	16	18	19	20	21	22	23	24	25				
22	23	24	25	26	27	28		18	19	20	21	22	23	25	26	27	28	29							
29	30	31					November 2023	25	26	27	28	29													
NOVEMBER													APRIL												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							December 2023																		
1	2	3	4	5	6	7	21 - End of Quarter 2/Semester 1 (2:00 dismissal)	1	2	3	4	5	6	1	2	3	4	5	6	7	8				
8	9	10	11	12	13	14	22-31 - Christmas Break - No School	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
15	16	17	18	19	20	21		10	11	12	13	14	15	18	19	20	21	22	23	24	25				
22	23	24	25	26	27	28	January 2024	17	18	19	20	21	22	23	26	27	28	29	30						
29	30	31					1-2 - Christmas Break - No School	24	25	26	27	28	29	30											
DECEMBER													MAY												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							3 - Inservice - No School																		
1	2	3	4	5	6	7	4 - Start of Quarter 3	31						1	2	3	4	5	6	7	8				
8	9	10	11	12	13	14								9	10	11	12	13	14	15	16				
15	16	17	18	19	20	21	February 2024							17	18	19	20	21	22	23	24				
22	23	24	25	26	27	28	2 - Teacher Work Day - No School for Students							24	25	26	27	28	29	30	31				
29	30	31					16-19 - Winter Break - No School																		
JANUARY													JUNE												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							8 - End of Quarter 3																		
1	2	3	4	5	6	7	13 - Inservice A.M. P/T Conferences 1:00																		
8	9	10	11	12	13	14	14-15 - Spring Break - No School																		
15	16	17	18	19	20	21	29-31 - Easter Break - No School																		
22	23	24	25	26	27	28																			
29	30	31					April 2024																		
FEBRUARY													JULY												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							1 - Easter Break - No School																		
1	2	3	4	5	6	7	19 - Teacher Work Day - No School for Students																		
8	9	10	11	12	13	14																			
15	16	17	18	19	20	21	May 2024																		
22	23	24	25	26	27	28	11- Graduation																		
29	30	31					21 - Students Last Day (2:00 dismissal)																		
MARCH													AUGUST												
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S					
							22-23 - Inservice																		
1	2	3	4	5	6	7																			
8	9	10	11	12	13	14																			
15	16	17	18	19	20	21																			
22	23	24	25	26	27	28																			
29	30	31																							

Box Butte County Fair

First Day/Last Day of School (2:00 pm Dismissal)

Teacher Inservice and Parent/Teacher Conferences

No School

Inservice for Staff

End of Quarter/Semester

Teacher Work Day - No School for Students

Staff	Student
Q1 44	40
Q2 44	43
Q3 47	44
Q4 50	46
Total 185	173

Proposed in-service dates are subject to revision, pending availability of consultants &/or district needs.

Preschool will not be in session on half days and on Parent-Teacher Conference Days.

Breakfast will not be served on late starts due to inclement weather.

NOTE: Depending on time of year and calendar status, days missed due to inclement weather, contagious disease, pandemic flu, or other Acts of God, may or may not be re-scheduled as extended days or make-up days, subject to administrative discretion. If make-up days are added to the end of the year, the last day for students (May) and last day for teachers (May) will be later than noted herein.

ARTICLE 2: SCHOOL DAY

Section 1: Daily Schedule

Monday-Thursday: Elementary Arrival and Departure

7:45 Breakfast Begins —there is **no supervision before this time.**
8:00 Entrance Bell Rings
8:10 School Begins
11:05 to 11:35 Lunch period for grades 4-6
12:00 to 12:40 Lunch period for grades K-3
3:40 Dismissal bell for all students

Friday: Elementary Arrival and Departure

7:45 Breakfast Begins —there is **no supervision before this time.**
8:00 Entrance Bell Rings
8:10 School Begins
11:05 to 11:35 Lunch period for grades 4-6
12:15 to 12:55 Lunch period for grades K-3
1:55 Dismissal bell for all students

Monday-Thursday: Junior High / High School Arrival and Departure

7:45-8:00 (15 minutes) **SST**
8:00-8:50 (50 minutes) Period 1
8:52-9:42 (50 minutes) Period 2
9:44-10:34 (50 minutes) Period 3
10:36-11:26 (50 minutes) Period 4
11:28-11:48 (20 minutes) BOBCAT TIME
11:48-12:18 (30 minutes) Junior High Lunch
11:50-12:40 (50 minutes) High School Period 5
12:20-1:10 (50 minutes) Junior High Period 5
12:40-1:10 (30 minutes) High School Lunch
1:12-2:02 (50 minutes) Period 6
2:04-2:54 (50 minutes) Period 7
2:56-3:46 (50 minutes) Period 8

***3:42 Bus Rider Dismissal**

Friday: Junior High / High School Arrival and Departure

7:45-8:00 (15 minutes) **SST**
8:00-8:43 (43 minutes) Period 1
8:45-9:24 (39 minutes) Period 2
9:26-10:05 (39 minutes) Period 3
10:07-10:46 (39 minutes) Period 4
10:48-11:27 (39 minutes) Period 5
11:27-11:57 (30 minutes) Junior High Lunch
11:29-12:08 (39 minutes) High School Period 6
11:59-12:38 (39 minutes) Junior High Period 6
12:08-12:38 (30 minutes) High School Lunch
12:40-1:19 (39 minutes) Period 7
1:21-2:00 (39 minutes) Period 8

***1:55 Bus Riders Dismissal**

Section 2: Building Hours

The building is open every day from 7:30 to 4:00 every day that school is in session. Teachers will be on duty from 7:45 to 4:00 Monday thru Thursday and 7:45 to 2:15 on Fridays, unless otherwise determined by administration. The school secretary is available daily from 7:30 to 4:00.

Section 3: Severe Weather and School Cancellations

Ref: SB Policy: 905.08

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. The Superintendent will notify parents through the appropriate means and also notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio stations, (KCOW AM 1400, KQ 106 & 97.5 FM, KPNY 102 FM, KMOR 92.9 FM). If schools are closed due to severe weather conditions, all after-school activities will be canceled.

Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.

Emergency Conditions. Hemingford Public Schools has a procedure which, when activated, includes the evacuation of the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4: Open-Closed Campus

Ref: SB Policy: 602.03

All K-6 students are required to remain on campus during the school day, unless other arrangements have been made by parents/guardians. Campus is open for all 7 - 12 students during lunch. Students who violate school policies and rules may have lunch privileges revoked. If students are utilizing open campus lunch they should leave school grounds and not return to the building or school grounds until the end of the lunch period. Students will reenter the building through the main entrance. **The school does not provide supervision for any student that leaves the designated lunch area any time during the open campus lunch period.**

Section 5: Distribution of Food

Students are not permitted to distribute or sale food, beverages or other items on school property without prior approval from administration. The Nebraska Competitive Food Rule requires that no other program or school group sell food or beverages anywhere on the school campus without prior approval and are required to comply with specific guidelines. Any teacher or staff member has the right to confiscate food products from students during the school day that do not comply with Section 6: Food and Drinks.

Section 6: Food and Drinks

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons. Snacks that follow the school's wellness policy are permitted in the classroom. Large bags of food or candy, along with sugary drinks, coffee/smoothies, and energy drinks are a distraction from the educational environment for students and are not appropriate for the classroom setting. All drinks must have a sealable lid, no cans are permitted. Perishable food items shall not be kept in lockers.

ARTICLE 3: USE OF BUILDING AND GROUNDS

Section 1: Entering and Leaving School Grounds

Ref: SB Policy: 903.07

Beginning of School: Students should not be on school grounds prior to 7:30 a.m. During fair weather conditions the first bell will ring at 8:00 a.m. allowing students to enter the building and to proceed to their lockers and classrooms. During bad weather, the entrance will be open by 7:30 a.m. for students to enter the building. Students are to stay in their designated area and are not to go to any other part of the building.

During the School Day: Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom once the parent has signed the child out through the office.

End of School: Our regular school day ends at 3:46 p.m. Monday thru Thursday and 2:00 p.m. on Fridays. The Elementary will end their day at 3:40 p.m. Monday thru Thursday and 1:55 p.m. on Fridays. Club meetings and other school activity practices may begin immediately after school Monday through Thursday and 2:00 p.m. on Fridays. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible.

Traffic And Parking Procedures: Driving and parking on or near school property (Fair Board Land, streets near the school) are privileges granted by the board to persons who have reasons to be in the schools or on school property. The Superintendent shall authorize parking areas and post notices on district property designated for staff, student, visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be cited or towed away and stored. All charges for towing and storing will be the responsibility of the owner or operator of the vehicle.

Any person failing to abide by the district's parking regulations may be further prohibited from bringing any vehicle on school property.

Building principals will establish regulations as necessary for the use and control of staff and student parking areas around their buildings. Such regulations will be made available to staff, students and parents.

Cross Reference: 801.12 Student Transportation in Private Vehicles

Administrative Guidelines – Parking Regulations

- Areas painted yellow—No Parking for Staff and Students during school hours
- All other school parking areas—OPEN Parking for Staff and Students

Section 2: Visitors

Ref: SB Policy: 903.02

All visitors including parents/guardians must report to the office, upon entering, to sign in, in order to receive a visitor's pass. Please sign in/out at the office upon entering/exiting the school.

Section 3: Care of School Property

Ref: SB Policy: 504.07

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If students decide to not lock their lockers, the school does not assume any responsibility for these lost or destroyed items. Locks are available in the office for student use.

2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item. School policies regarding destruction of school property will apply.
3. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4: Police Questioning and Apprehension

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Section 5: Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: SHARPS Survey typically administered in the fall, Health Class surveys may be administered during health class rotation. More information shall be provided prior to survey administration. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

Section 6: Searches of Lockers and Other Types of Searches

Ref: SB Policy: 504.09

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without particularized suspicion or reasonable cause. The use of metal detectors and/or video/audio surveillance may be used when conducting searches.

The following rules shall apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is reasonable suspicion to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as practicable.

3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, “nuisance items”) may be removed from student possession.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified of the following:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Section 7: Cell Phones and Other Electronic Devices

Ref: SB Policy 504.12

Students may not use cell phones or other electronic devices while at school, except as permitted in this handbook.

- Personal cell phones and electronic devices (including ear buds) will remain off and out of sight and may only be used during class time for educational purposes. Students must comply with each teacher’s classroom rules regarding cell phone use in class.
- Students may use cell phones or other electronic devices on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption.
- Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms.
- Students may not use cell phones or other electronic devices while riding in a school vehicle unless they have express permission to do so from the vehicle’s driver.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy may have their cell phones or other electronic devices confiscated immediately. The administration will return confiscated devices to the offending student’s parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school’s administration, be subject to additional discipline, up to and including suspension or expulsion.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Infractions:

During school hours students' personal cell phones and electronic devices (including earbuds) will remain off and out of sight or will only be allowed for educational purposes at the discretion of the teacher. If contact needs to be made with a student during school hours please call the office.

Consequences for Infractions:

- 1st Offense: One verbal warning (per class). Once a student is given a verbal warning, any future noncompliance will become the 2nd offense, whether on the same day/class or on future days.
Protocol: A staff member will give the student a verbal reminder that their device needs to be off and out of sight.
- 2nd Offense: The device is taken away for the class period (per class). If a device is taken away during a class any future non-compliance during that class will become the 3rd offense.
Protocol: A staff member will take away the student's device and keep it on their desk until the end of the class period.
- 3rd Offense: The device is taken to the office and the student must pick it up there at the end of the day.
Protocol: A staff member will take away the student's device and it will be given to the office. The student may pick up the device at the end of the school day.
- 4th Offense: The device is taken to the office and a parent/guardian must pick it up, it will remain at the school office until a parent/guardian picks up the device.
Protocol: A staff member will take away the student's device and it will be given to the office. A parent/guardian will need to pick up the cell phone at the school office.
- 5th Offense +: A parent meeting may be held to develop a behavior plan which may include student device restrictions including cell phone and electronic devices (including earbuds) check-in/check-out daily in the office.
Protocol: The student will leave their cell phone, electronic device, or earbuds at the front office upon arrival at school and may pick up the cell phone prior to leaving for the day.

Section 8: Bicycles/Skateboards/Rollerskates/Rollerblades/Scooters

Bicycles and scooters must be parked in an orderly manner. All bicycles and scooters should be equipped with locks and licenses. All other items of this type of transportation must be removed upon entrance to school grounds. The school is not responsible for damage or theft of parts while these items are on school property.

Section 9: Student Valuables/ Personal Items

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, wallets, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator. The school is not responsible for damaged or lost personal items or equipment.**

Section 10: Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. It is recommended that articles of clothing and lunch boxes be clearly marked with the student's full name. If articles are lost at school, report that loss to office personnel. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Section 11: Accidents

Ref: SB Policy: 905.06

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school shall be reported immediately to the school nurse or administration.

Section 12: Laboratory Safety Glasses

Ref: SB Policy: 905.09

As required by law, every teacher, student and visitor shall be required to wear eye protective devices at all times while participating in or observing the following courses of instruction:

1. Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
 - A. Hot molten metals or other molten materials;
 - B. Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
 - C. Heat treatment, tempering, or kiln firing of any metal or other materials;
 - D. Gas or electric arc welding or other forms of welding processes;
 - E. Repair or servicing of any vehicle; or
 - F. Caustic or explosive materials; and
2. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Section 13: Insurance

Ref: SB Policy: 508.06

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 14: Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office.

Bulletin boards are maintained throughout the building to communicate general information, material, and school announcements. Students should check the bulletin boards carefully each school day.

Bulletin board or electronic publishing space may be provided for the use of students and student organizations for notices relating to matters of general interest to students. The following general limitations apply to all posting or publishing:

1. All postings must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice.
3. Material shall be removed after a reasonable time to assure full access to the bulletin boards or electronic publishing media.
4. The respective Building's Principal shall be the editor of all school publications.

Section 15: Jr./Sr. High School Dances

These dances are open to students grades seven through twelve and their dates. No students younger than grade seven and no person 21 years of age or older shall be permitted to attend these dances. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies to dances (handbook page 60).**

Section 16: Homecoming Dance

The homecoming dance is open to Hemingford High School freshmen, sophomores, juniors, seniors and their dates. No students below grade nine and no person 21 years of age or older shall be permitted to attend the homecoming dance. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies (page 60).** Parents of Homecoming candidates will be asked to help chaperone.

Section 17: Prom Dance and Banquet

The prom banquet will be open to Hemingford High School juniors, seniors, and staff members by invitation only. Sophomores will be selected by the junior class to act as servers for this banquet.

The prom dance will be open to Hemingford High School sophomores, juniors, seniors, and their dates unless the junior class votes to allow freshmen to attend. No students below grade nine and no person 21 years of age or older shall be permitted to attend the prom dance and prom activities. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies (page 60).**

Section 18: Clubs and Organizations

All school clubs and organizations must be considered for their contribution to the improvement to the moral, social and educational experience of the student body. All such clubs shall be under the directions and supervision of regular school personnel or an approved sponsor and in conformity with laws of the state and policies of the Board of Education.

Activities, including those held by a group for its members only, must be scheduled on the school calendar through an administrator and placed on the calendar in the high school office.

All funds are to be controlled through the activity account of the school. Sponsors should supervise the activity of the treasurer and countersign all requests for disbursements. "No bills shall be paid from cash and receipts shall be given and received for all cash transactions."

The school may be used Sunday if prior approval is secured from the superintendent or the principal and if an approved adult sponsors the use at all times. Such activity will not be to raise money, nor will it conflict with church or church-sponsored activities.

Wednesday nights are observed as church nights in our community and every effort is made to release students in time to participate in these activities. Any exceptions must be cleared in advance through the administration.

Club activities are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

Section 19: Copyright and Fair Use Policy

Ref: SB Policy: 606.08

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their teacher or building principal, review the school district's copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Section 20: Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff, and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such a report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

2. Threat Assessment Investigation and Response

All reports of violent, threatening, stalking, or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to the superintendent. Upon receipt of an initial report of any threat, the superintendent will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the superintendent determines to be reasonable and useful.

At the conclusion of the investigation, the superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of his/her investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of his/her investigation to the student's individualized education plan team.

3. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence if that individual is a minor.

Section 21: Safe 2 Help Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using Safe 2 Help, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration and local law enforcement:

1. HPS App: Click the Safe2Help icon.
2. Phone: 833-980-7233
3. Website: <https://safe2helpne.com>

Easily report tips on bullying, harassment, drugs, suicidal concerns, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

Section 22: Video Surveillance and Photographs

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare, and safety of all staff, students and visitors, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district's appropriate use and student discipline policies. For example, students are not prohibited from making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

ARTICLE 4: ATTENDANCE

Section 1: Attendance Policy

Ref: SB Policy: 503.03

Regular and punctual student attendance is required by Nebraska State Statute ([§79-201](#)). The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. The responsibility for the attendance of the child in school is fixed by law, upon the parents. It will be the duty of the school to inform parents of non-attendance.

Section 2: Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Expectations for Regular Attendance:

Students are expected to attend every class, every day.

- 1) The only "excused" absences shall be:
 - a.) absences when a licensed health care provider has confirmed in writing that, in his/her professional medical opinion and within his/her scope of practice, the student or a child whom the student is parenting is so physically or mentally ill that attendance of the student is impracticable or impossible;
 - b.) absences when severe weather conditions have made the roads impassable so that the student's attendance impracticable or impossible;
 - c.) student attendance at a school-sponsored activity;
 - d.) student has been suspended or expelled from school by the school district; and
 - e.) absences required by law enforcement, child protective services, or a court of competent jurisdiction confirmed in writing to the school district.
- 2) All other absences, including absences for minor illnesses, parent requests, family events, and routine medical appointments are simply "absences."

Absence Procedure

When it is necessary for a student to be absent for any reason, the parent or guardian of the student must call the school office by 8:00 a.m. to state the reasons for the absence. If the office receives no telephone call, we will then try to contact the home to ensure that the student is accounted for. **Appointment cards may be requested to verify an absence.** When a student returns from an absence, he/she shall report to the office to check-in. Parents should make every attempt to schedule medical and other appointments outside of school hours when possible. Students not accounted for will be considered truant. Law Enforcement may be called to provide a wellness check on the student.

Excessive Absenteeism

Ref: SB Policy: 503.04

When a student receives 10 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the district's policy to address barriers to the student's attendance.

When a student is absent more than 20 days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer may file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 20 days of excused absences due to documented illness and is tardy one time, the Attendance Officer may file a report with the appropriate county attorney.

Section 3: Homework Policy

Ref: SB Policy: 503.03

As a general guideline, on the due date of an assignment, a "0" will be entered in the grade book as a placeholder until missing work is completed/turned in so long as the work is in prior to the end of the quarter. Late work will be handled in accordance with the grading practices guidelines. Students who are absent shall

make up the work missed and receive full credit for the missed school work. It shall be the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed. Students are responsible for communicating with their teachers regarding this and all absences. Students missing work due to absences will have 2 days to make up work before a "0" is entered however, a grade will be entered when the work is completed/turned in so long as the work is in prior to the end of the quarter. *Example: If a student misses Monday, the work is due by the end of the day on Wednesday. If a student misses Monday and Tuesday, all work is due by the end of the day on Thursday. If the student misses Monday, Tuesday, and Wednesday, all work is due by the end of the day on Friday.*

When the student **knows** he/she is going to be absent or the absence is **prearranged (family trips, surgeries, etc.)**, all effort should be made to complete and turn in all assignments he/she will miss prior to the date of the absence or in a reasonable amount of time pre-arranged with the teacher. This may or may not be the same as the above absence window. Students are responsible for communicating with their teachers and making these arrangements during their absence.

Depending on the grade level and/or class make-up work will be accessible through Google Classroom, email, or a homework folder to be picked up by the parent/guardian, so the student can do the work at home. If this is not possible, the student and teacher will make arrangements for the student to make up the work within the required time.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides.

Section 4: Tardiness Anytime During the School Day

Ref: SB Policy: 503.03

Punctuality is required on a daily basis. Preliminary instruction, assessment, attendance, lunch count, etc. takes place at the beginning of class. Students not in attendance may lose the opportunity for this instruction.

Tardiness may result in a student making up time after school, at lunch and/or charged with an absence, or having in-school suspension. Students and parents will be notified of excessive tardiness. Students will serve detentions or suspensions based on the severity of the excess of tardies.

Section 5: Leaving School

Ref: SB Policy: 503.05

Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom once the parent has signed the child out through the office.

Section 6: Attendance is Required to Participate in Activities

Ref: SB Policy: 503.03

Students must attend school the immediate preceding ½ day (4 class periods) of any scheduled school activity in order to participate in the activity. Students will not participate if they are truant from school at any time during the day. This includes school activities and dances. Failure to attend on that day will result in a student being withheld from participation in the activity. The principal retains the right to grant participation should exceptional circumstances prevail. Students must be present for a ½ day Friday to participate in Saturday activities. (Pg. 42)

Section 7: Students Picked Up From School Early

Ref: SB Policy: 503.05

If reasons arise that require you to remove your child from school early, please call or stop in at the office. Students should be picked up from the office so that they can be checked out with the building secretary. Students will not wait outside to be picked up.

Parents that would like their child to walk home, or to a doctor's office, dentist, etc. must provide written permission prior to the time the student will leave, before that student will be allowed to leave the school grounds.

Section 8: Entrance Age

Ref: SB Policy: 502.03

Kindergarten children are eligible for enrollment if they are five years of age on or before July 31st of the current school year. Exceptions can be made according to the Board of Education's policy on early enrollment.

First grade children are eligible for enrollment if they are six years of age on or before July 31st of the current school year or have completed kindergarten in another school district. Exceptions can be made for age or physical reasons approved by the administration.

Mandatory Attendance Age. All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age. A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child.

Discontinuing Enrollment – 5 Year Old Students. The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students. Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request that demonstrates that the student meets the district's legal criteria allowing for disenrollment to the superintendent using the applicable district form. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Open Enrollment -

Section 9: Pregnant and Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss

their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.

ARTICLE 5: SCHOLASTIC ACHIEVEMENT

Section 1: Grading System and Class Rank

Grading System

Kindergarten-Third grade uses the following grading system:

	1--Beginning	2--Progressing	3--Proficient	4--Advanced
K and 1st	Does not meet district standards	Working towards district standards	Meets district standards	Above district standards
2nd and 3rd	Student rarely demonstrates an understanding of the concepts and the application of skills and strategies.	Student occasionally demonstrates an understanding of the concepts and the application of skills and strategies.	Student usually demonstrates an understanding of the concepts and the application of skills and strategies.	Student consistently demonstrates an understanding of the concepts and the application of skills and strategies.

Fourth grade - Seniors will use the letter grading system as follows:

A+ = 99-100	A = 95-98	A- = 94	Excellent
B+ = 93	B = 88-92	B- = 87	Good
C+ = 86	C = 78-85	C- = 77	Satisfactory
D+ = 76	D = 71-75	D- = 70	Needs Improvement
F = Below 70			Failing – No Credit

Each teacher should define for students the grading procedures to be used in their classes.

Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Students who transfer into the school district in the middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking. Mid-year transfer students will not be eligible to receive senior awards such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for the last two semesters.

Section 2: Promotion, Retention

Ref: SB Policy: 611.02

The professional staff at Hemingford Public Schools will place students at the grade level and in the courses best suited to them academically, socially and emotionally. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 3: Progress Reports

Ref: SB Policy: 611.01

Regular first, second, third and fourth quarter progress reports shall be sent home to each student's parents or guardians. These reports will be approved by the principal and will be designed to report to parents the progress of the students in each subject area. This report is intended for parents and teacher to work together to improve the progress of the student before the end of the nine-week grading period. Weekly progress may be checked via PowerSchool for grades 4-12.

Section 4: Report Cards

Ref: SB Policy: 611.01

Report cards are issued at the end of each quarter, or nine-week sessions. This report card shall contain an accurate and complete report of the student's grades and attendance record.

Section 5: Testing

Ref: SB Policy: 610.02

Hemingford Elementary students participate in the following assessments to fulfill State and Federal testing requirements:

Kindergarten: NWEA: MAP Growth

First Grade: NWEA: MAP Growth

Second Grade: NWEA: MAP Growth

Third Grade: NSCAS Growth (ELA and Math)

Fourth Grade: NSCAS Growth (ELA and Math), NAEP (when required)

Fifth Grade: NSCAS Growth (ELA, Math, and Science)

Sixth Grade: NSCAS Growth (ELA and Math)

Seventh Grade: NSCAS Growth (ELA and Math)

Eighth Grade: NSCAS Growth (ELA, Math, and Science), NAEP (when required), Pre-ACT (Optional)

Ninth Grade: NWEA: MAP Growth, Pre-ACT

Tenth Grade: NWEA: MAP Growth, Pre-ACT

Eleventh Grade: NSCAS ACT, NWEA: MAP Growth, ASVAB

These tests will be given on scheduled days during the school year.

Section 6: Parent-Teacher Conferences

Ref: SB Policy: 611.04

Parent-teacher conferences will be held at the end of the 1st quarter and 3rd quarter in the teacher's classroom. Conferences with teachers, at any time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 7: Distance Learning Courses/Online Courses

Hemingford Public School offers students classes over the distance learning system. We are part of a consortium with approximately 20 other institutions. Therefore, the students are required to follow not only the rules of Hemingford Schools, but also the rules of the consortium. When a student registers to take a distance learning class, he/she and his/her parents will be required to sign the appropriate documents that outline expectations as well as the consequences for not following the expectations. Online courses are available to students with counselor and principal recommendations. Parents or students are responsible for payment of the online course before credit is given.

Section 8: Honor Roll (Grades 4 – 12 only)

The Honor Roll will consist of two separate lists. The Distinguished List will include the names of those students who have earned all "A's". The Honor List will include the names of those students who have earned all "A's" and "B's" and have earned an average of 90% and above. These lists will be produced at the conclusion of each grade period and semester. These lists will be published in the newsletter and the local paper.

Section 9: Graduation Requirements

Ref: SB Policy: 611.07

Grade 9-12

- A minimum of 260 academic hours are required for high school graduation.
- 200 hours are specifically required with
 - 40 in English
 - 40 in Science
 - 40 in Social Studies
 - 30 in Mathematics
 - 30 in Career Technical Education
 - 10 in Physical Education/Health
 - 10 in Fine Arts

Pre-college students should check additional requirements often prescribed by the college of their choice, especially prior to the junior and senior years.

Courses from an approved agency may be taken when the student has an actual need to take a course in order to meet graduation requirements and deadlines. Courses must be taken under the direction of an administrator, counselor, or teacher as the supervisor if the student wishes to count this credit toward a high school diploma. It must be stressed that these courses are not the easiest method of receiving credit and payment is the responsibility of the student.

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Students who receive special education services are mainstreamed into the regular education curriculum when appropriate. The curriculum content of regular education classes may be modified to accommodate the individual needs and abilities of verified special education students. Each curriculum modification will be included on the student's Individual Education Plan by the Multidisciplinary Team and/or school staffing teams composed of special and regular education staff. Hours in special education will be counted toward a high school diploma.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

Section 10: Participation in Graduation Ceremony

Ref: SB Policy: 611.09

Students who have not successfully completed all graduation requirements as established by the Board of Education as of the date set for graduation shall not be allowed to participate in the graduation ceremony. If special circumstances are involved, the student may appeal to the Board of Education for an exemption to this policy. Any appeal must come before the Board of Education at least by the Board of Education's regular monthly meeting in April. The high school principal shall certify to the superintendent of schools and the Board of Education, in advance of the ceremony, those students who are eligible to participate. Students who fulfill

graduation requirements through a course or other means at a later date are welcome to attend the next graduation ceremony with full recognition.

Section 11: Graduation Ceremony Expenses

The graduation class will assume the responsibility of providing caps and gowns and the cost of individual flowers for parents and/or grandparents as long as there is an equitable distribution of the flowers. The cost of providing flowers for the gymnasium will be the responsibility of the school district.

Section 12: GED Diploma and Endorsement

GED diplomas will not be endorsed by Hemingford High School until one year after the student's regular class has graduated. Such a diploma must be requested from the Board of Education through the high school principal at least one month before its presentation. The individual must see that verification of scores is provided by the adult education center where the student took the test and verification of eligibility must be made by the appropriate state agency.

Section 13: Students Records and Parental Rights

Ref: SB Policy: 507.01

Students 18 years of age or older, or parents of students under the age of 18 may schedule a conference with an administrator to evaluate the file upon request.

Requests for transcripts must be made in writing to the principal. Parents must sign the request for students under 18, but for those who are 18 or over, only that individual can make the request (The office may send transcripts to an educational institution with a verbal request but all other requests must be made in writing). This is in compliance with guidelines established by the Federal Privacy Act. Questions concerning the complete FERPA rules and regulations may be directed to the building principal.

If a student is not supposed to have contact with his/her parents, the school must be notified in writing by the appropriate authorities.

Section 14: Academic Integrity

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades that accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

Definitions:

The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material or AI systems, devices or information while taking a test except as expressly permitted.

For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted.

For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others or Unauthorized use of the work of an AI system: Having another person or program assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s. Likewise, using material generated through an AI system and submitting it as original work is considered cheating.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher’s grade book or the school records is a serious form of cheating.

(2) “Plagiarism” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit.

Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) **Falsely Presenting Work as One's Own:** Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) **"Contributing"** to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

Sanctions:

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) **Academic Sanction.** The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) **Report to Parents and Administration.** The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) **Student Discipline Sanctions.** Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

4) **Dual Credit or College Credit class academic integrity offenses** may be reported to the college providing credit. The college guidelines and rules will have governance on sanctions.

ARTICLE 6: SUPPORT SERVICES

Section 1: Special Education Identification and Placement Procedures

Ref: SB Policy: 612.04

The Hemingford Public Schools offers a special education program for students with disabilities. The board of education believes all children regardless of handicap condition have a right to equal education opportunities. The board of education has adopted procedure and policy for the operation of a special education program. Parents/students may contact the director of special education for further information.

Section 2: Guidance Services

Ref: SB Policy: 508.09

Hemingford Public Schools employs guidance counselor(s) for the purpose of assisting with the District's testing program and to assist with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Section 3: Health Services

Health Screenings:

Ref: SB Policy: 508.01

Health screenings are performed per Nebraska Department of Health and Human Services schedule. The purpose of the screening is to identify those students needing further evaluation or assistance in the area screened. A health screening is not diagnostic. Parents/guardians will be notified of the screening result if the student is found to need further evaluation. The cost of such evaluation is the parent/guardian's responsibility. A child is not required to submit to a school health screening if his or her parent/guardian provides the school

with a statement signed by a healthcare provider indicating that child has undergone such required screenings within the last six months preceding the school's health screening.

Contagious and Infectious Diseases/Conditions:

Ref: SB Policy: 508.03

HPS follows the Nebraska Department of Health and Human Services regulations for control of communicable disease. These regulations include: incubation period, symptoms of illness, infection period and minimum isolation periods/control measures. Diseases/Conditions included in these regulations are: chicken pox, pink eye, common cold, diphtheria, pinworm/threadworm/seatworm, fifth disease, hand/foot/mouth, hepatitis A, herpes simplex, impetigo, influenza, measles, meningitis (bacterial and viral), MRSA, mumps, head lice, pertussis/whooping cough, polio, ringworm, rubella, scabies, shingles, strep infection, and tuberculosis. If your child is diagnosed with or is presenting symptoms of one of the above diseases or conditions, contact the school nurse for an exclusion timeframe and/or if a healthcare provider note is needed to return to school.

A student with a temperature of over 100-degrees will be sent home. It is strongly recommended that a student does not return until fever free for 24 hours without the use of fever-reducing medications (Tylenol, ibuprofen). Alternatively, a student may return with a healthcare provider note. A student who vomits will be sent home. It is strongly recommended that students remain out of school for 24 hours.

Physical Education Limitations:

Ref: SB Policy: 604.06

If a student is not to participate for more than one day in physical education due to a health condition, please provide the school with a note from your healthcare provider. Students with physical limitations such as asthma, diabetes, seizures, or other illness/health concerns need their record updated annually. CONTACT THE SCHOOL NURSE IMMEDIATELY AT 308-487-7425.

Medications:

Ref: SB Policy: 508.02

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. It is recognized that for effective treatment of chronic and/or acute illness, medication might need to be administered during school hours. A student who is required to take medication during the regular school day must comply with medication administration policy. The policy has been developed for the safety of the students receiving the medication and for the safety of all students.

Medications will be administered by the school nurse or other school staff member meeting the minimum competency standards for the Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. To avoid disruption of education, with doctor's approval, the most beneficial time to administer medication at school is during lunch. The prescription label should indicate this. The student has a responsibility to remember to report to the office at medication time. Some medications may not need to be given during school hours. In order for school personnel to administer prescription medication to a student, it is necessary to have a health care provider's authorization and written order and a parent/guardian's authorization. Medication must be brought to school in the original labeled prescription bottle by parent/guardian with a proper label including child's name, healthcare provider's name, drug name, and instructions for use (time, dosage, duration). The authorization must be renewed on an annual basis and/or if the prescription changes. Loose capsules, tablets, unidentified or non-labeled medication will not be accepted for administration. Medication will not be administered without the above authorization and information.

HPS will not be held liable in cases of choking, allergic reaction, side effects, and/or any health risks related to medication. If medication is not brought to school by an adult, HPS will not be responsible for lost or stolen medication. Medications must be picked up by an adult on the last day of school or they will be disposed of.

A record of the medication administration is kept on each student receiving medication. Medication will be kept in a secured area. Students may carry and self-administer inhalers, epi-pens, insulin, and other medication if appropriate paperwork has been completed. If your child has a prescription medication in the office, it will be sent with staff on field trips.

Health office is stocked with first aid medication (such as Neosporin, hydrocortisone, saline eye drops, insect sting swabs, topical cooling gel, etc.) At HPS, cough drops are given as needed and students may self-carry/self-administer. If your student cannot have such products, then contact the school nurse. At HPS, over the counter medication (Tylenol, Ibuprofen, tums, etc.) can be given and will be provided if the parent signs and returns the permission form. Other forms of over the counter medications can be administered by the school nurse if the parent provides written permission/direction and provides the medication. Medications will not be provided out of range of directions stated on the bottle regardless of parent direction. The school nurse reserves the right to refuse to administer any over the counter medication per discretion.

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Procedures for Students Who Become Ill or Injured at School:

Ref: SB Policy: 508.03

An ill or injured student may not leave school until permission of parent or emergency contact has been received. HPS has an Emergency Response Team and staff who are CPR/First Aid/AED certified and Attack on Asthma trained. Basic first aid will be administered to a student, if more extensive care is needed, then the parent/guardian or emergency contact will be notified. If it is perceived that a student is in an emergency medical situation, an ambulance will be called to the scene and parent/guardian or emergency contact will be notified. If a student is transported to the hospital, then a healthcare provider note releasing them to return to school is required. The student may not return to school on the same day.

Physical Examination:

Ref: SB Policy: 508.01

Physical examination by a physician, physician assistant or advanced practice registered nurse within the six months prior to the entrance of a child into Early Childhood Education, beginner grade, or Kindergarten, and 7th grade, or in the case of transfer from out of state to any grade, is required. The parent/guardian has the right to submit a written statement refusing such examination.

Sports Physicals:

Ref: SB Policy: 506.10

Each student participating in interscholastic athletics is required to have a complete physical examination, to be given on or after May 1st of each year.

Vision Evaluation:

Ref: SB Policy: 508.01

An evaluation of vision for all children is required by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist within 6 months prior to entrance of a child into the beginner grade or Kindergarten, or in the case of transfer from out of state to any grade. This evaluation must consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. The parent/guardian has the right to submit a written statement refusing such an evaluation.

Immunizations:

Ref: SB Policy: 508.01

The State of Nebraska has immunization requirements for children entering school. Students will not be able to enter school until the school has written proof of their immunization status. To attend school, students in the

State of Nebraska are required to be immunized per current requirements from the Nebraska Department of Health and Human Services. All students K-12 must be immunized for diphtheria, poliomyelitis, measles, rubella, varicella, mumps and hepatitis B. The Tdap (tetanus, diphtheria, acellular pertussis) vaccination is required for incoming 7th graders. Dates of immunizations are required. Students with a history of varicella disease (chicken pox) must provide evidence of immunity in form of a signature of the parent with date of illness, signature of healthcare provider with date of illness, laboratory evidence of varicella immunity or a clinical diagnosis of shingles.

Students who do not receive immunizations for health reasons must have a statement signed by a healthcare provider stating that, in their opinion, the specified immunization (s) required would be injurious to the health and well-being of the student or any member of the student's family or household. Students who are exempted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

A student may be provisionally enrolled in a school if he/she has begun the immunizations against the specified disease prior to enrollment and continues the necessary immunizations as rapidly as is medically feasible. In addition, a student may also be provisionally enrolled if he/she is the child of an officer or enlisted person, or the child of the spouse of such officer or enlisted person on active duty in any branch of military services of the United States.

For further information on immunizations, contact the school nurse or refer to the Nebraska Department of Health and Human Services Control of Communicable Disease regulations.

Asthma/Anaphylaxis:

Ref: SB Policy: 508.12

All schools in Nebraska are required to be prepared to respond to life-threatening asthma and anaphylaxis (severe allergic reactions) emergencies while school is in session. The protocol, *Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (anaphylaxis)*, directs school staff members to identify signs and symptoms of a breathing emergency and respond by calling 911, administering Epi-Pen (auto-injectable epinephrine) followed by nebulized albuterol.

Epinephrine is a medication that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring breathing relief. The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening breathing emergency and there is a group of staff members who have been taught to properly administer the medications.

If you know that your child has asthma or a known allergy, it is **critically important** that you communicate this information to the school nurse. For each student with a known allergic condition or asthma, you must provide the school with (1) written medical documentation (Asthma/Allergy Action Plan), (2) medications, as directed by a healthcare provider. In the event that your student experiences a life threatening asthma attack or systemic allergic reaction, we will defer to the specific documentations and medications that you have provided. If you do not have medical documentation and instructions on file with the school for your student, we will defer to the regulatory protocol as described above.

This protocol is in effect for the school day hours (8:00 am-3:44 pm). Emergency medication remains on school grounds. If your child has an Epi-Pen or inhaler in the health office, it will be sent with school staff on

field trips. If your child participates in after school activities (sports, clubs, etc.), complete appropriate paperwork for him/her to carry and self-administer medication. In the event of an emergency, 911 will be called.

If you do not want your student to receive the above described emergency medication, contact the school nurse.

Head Lice Administrative Procedures:

Contact the school nurse. Students found to have live head lice or louse eggs will be permitted to finish the school day. However, students will not be allowed back until treatment has begun.

Birth Certificate Requirements:

Ref: SB Policy: 502.03

State Law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registered with HPS for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal from the state that the child was born on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents would include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Emergency Health Cards:

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes during the school year.

The information on these cards is vitally important in those instances when a student becomes ill or is injured. The parents or designated persons will be contacted before a child is sent or taken home. Health information is requested on these cards and is shared with school staff in order to help meet your student's health and safety needs. If you do not want this information shared, contact the school nurse. If your student has severe allergies that require an Epi-Pen and or diet modifications, asthma, diabetes, and/or seizures, contact school health staff for appropriate paperwork to complete. If your student has a significant health condition that you want school staff to be aware of, contact the school nurse.

Section 4: Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental conditions are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Section 5: Student Assistance

Parents who believe their students have any learning, behavior, or emotional needs that they believe are not

being addressed by the school district should contact the student's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of the student.

ARTICLE 7: DRUGS, ALCOHOL and TOBACCO

Section 1: Drug-Free Schools

Ref: SB Policy: 504.15

The District implements regulations and practices which will ensure compliance with the Federal 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 the principles of effectiveness as required by law to respond to such harmful effects.

Section 2: Smoke-Free Environment

The District implements regulations and practices which will ensure a smoke-free environment in compliance with The Nebraska Clean Indoor Air Act, section 71-5716, et seq., and the applicable Nebraska regulations (Nebraska Health and Human Services, Title 178, Chapter 7, "Rules and Regulations for the Implementation of the Nebraska Clean Indoor Air Act in Public Places and At Public Meetings"). Smoking is not permitted within any indoor facility owned or leased or contracted for, and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children or for Head Start services.

Education and Prevention:

This 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, this District will have proper in-service orientation and training for all employed staff.

Drug and Alcohol Use and Prevention

By this handbook, each student of the District is hereby 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.

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

All students are provided age appropriate, developmentally based drug and alcohol education and prevention programs for all students of the schools. It shall be the policy of the District to require instruction at such grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. One of the primary objectives shall be the prevention of illicit drug and alcohol use by students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the District.

It shall further be the policy of the District, through the instruction earlier herein referred to, as well as by information and consistent enforcement of the Board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, and its educational programs.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

All students shall 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 Guidance 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.

Standards of Student Conduct Pertaining to the Unlawful Possession, Use, or Distribution of Illicit Drugs or Alcohol on School Premises or as a Part of Any of the School's Activities

(In addition to standards of student conduct elsewhere adopted by board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities.) This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours, at school sponsored activities on school premises, at school sponsored activities off school premises or when being transported in vehicles dispatched by the school.

Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.
9. The possession, use, or distribution of any tobacco product, including cigarettes, cigars, chew or other tobacco or tobacco derivative products or any other such look-alike or imitation product.
10. The possession, use, or distribution of any vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product.

It shall further be the policy of the district that 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.

Drugs and Alcohol Prohibited - Standards of Conduct for Students:

The manufacture, possession, selling, dispensing, use or being under the influence of alcohol or any alcoholic beverage or alcoholic liquor on school grounds, or during an educational function or event off school grounds is prohibited.

The possession, selling, dispensing, use or being under the influence of any controlled substance or drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant on school grounds, or during an educational function or event off school grounds is prohibited.

The possession, selling, dispensing, use or being under the influence of any usable 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 on school grounds or during an educational function or event off school grounds, is prohibited.

The possession, selling, dispensing or use of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function or event off school grounds, is prohibited.

Any prescription or non-prescription drug, medicine, vitamin or other chemical may not be taken unless authorized as stated in the next section on AUTHORIZED USE.

Authorized Use:

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

ARTICLE 8: STUDENT RIGHTS, CONDUCT, RULES and REGULATIONS

Section 1: Student Conduct and Discipline Policies

Ref: SB Policy: 504.03 / 505.03

The common goal of students, parents, faculty and administration of Hemingford Public Schools is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Hemingford Public Schools will continue to review and distribute a set of reasonable and fair rules and policies. Violations of the Hemingford Public School's rules and policies will result in disciplinary action.

Part 1: Forms of School Discipline

In-School-Suspension (ISS):

Ref: SB Policy: 505.01

Students may be excluded by the Principal or the Principal's designee, from normal participation in class activities. Students will be placed in a designated location for the school day to perform classroom assignments. School will have a closed campus for individuals placed on ISS. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Suspension:

Ref: SB Policy: 505.03

Short-Term Out-of-School Suspension

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

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

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.

2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: within one school day of the suspension.

Long-Term Out-of-School Suspension

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

Expulsion:

Ref: SB Policy: 505.04

Students may be expelled for violations of board policy, failure to refrain from the conduct for which they may be subject to suspension, school rules or the law. In addition, a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirements on a case-by-case basis, provided that such modification is in writing. The term "to school" or "at school" means on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event.

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

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

3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program and to such other consequences which the school district deems appropriate. In lieu of other authorized educational programs to which the student may be assigned, such school, class, or program may be offered as a community-centered classroom and may include experiences for the student as an observer or aide in governmental functions, as an on-the-job trainee, and as a participant in specialized tutorial experiences or individually prescribed educational and counseling programs. Such programs shall include an individualized learning program to enable the student to continue academic work for credit toward graduation. At the conclusion of the designated period: (1) if the student has satisfactorily participated in the school, class, or program to which such student has been assigned the student shall be reinstated and permitted to return to the school of former attendance or to attend other programs offered by the district, and action to expunge the record of the expulsion action may be taken at the discretion of the Superintendent or his or her designee, or (2) if the student's conduct has been unsatisfactory, the expulsion action shall be enforced. The determination of whether the students' participation and conduct has been satisfactory or not shall be made by Principal or the Principal's designee.
4. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Ref: SB Policy: 504.11
5. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:
 - a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
 - b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
 - c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher

and building administrator. Such a plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.

- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

Other Forms of Student Discipline:

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

Alternative Education Setting:

Students placed on long-term suspension will be provided an alternative education plan. Prior to attending the alternative education setting, the student and parent/guardian will need to meet with an official from the school to go over rules, expectations, and other pertinent information. Upon returning to school at Hemingford Public Schools, the student and parent/guardian will need to meet with the building principal before the student will be allowed to attend classes. Students who choose not to attend the alternative school setting while suspended or expelled from Hemingford Public Schools to make up work missed while excluded from school will not receive credit for the missed assignments.

Part 2: Student Conduct

Ref: SB Policy: 504.03

Students have an opportunity to learn by sharing some of the responsibility for creating a good learning environment. The following additional student conduct rules are established. Failure to comply with such rules is grounds for disciplinary action, up to and including expulsion, as further specified in these rules. These rules govern student conduct on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event.

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

Ref: SB Policy: 505.03

The failure to refrain from the following conduct shall constitute grounds for suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable

belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization,

even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent;

- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as 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 in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the 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, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
- l. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Part 3: Reporting Student Law Violations

- (1) Cases of law violations or suspected law violations by students may be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Hemingford Public Schools

to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- (a) Knowingly possessing illegal drugs or alcohol.
- (b) Assault.
- (c) Vandalism resulting in significant property damage.
- (d) Theft of school or personal property of a significant nature.
- (e) Automobile accident.
- (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported
- (g) Child abuse
- (h) Possession of a firearm
- (i) A violation of state law that the administration believes cannot be adequately addressed by discipline from the school district

Part 4: Due Process Procedure

Ref: SB Policy: 505.04

Procedures for Long-Term Suspension, Expulsion or Mandatory Reassignment: The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. The Principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the Superintendent or his or her designee.
2. If the Principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or his or her designee, the student may be suspended by the Principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent.
3. The Principal or his or her designee shall serve by registered or certified mail or by personal service the student and the student's parents or guardian with a written notice within two school days of the date of the decision to recommend long-term suspension or expulsion. Said notice shall include the following
 - (a) The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion including a summary of the evidence to be presented against the student as submitted by the Principal or assistant Principal.
 - (b) The penalties to which the student may be subjected and the penalty which the Principal, or his or her designee has recommended in the charge.
 - (c) A statement explaining the student's right to a hearing upon request on the specified charges.
 - (d) A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.
 - (e) A statement that the administrative representative, legal counsel for school, the student, the student's parents, or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.

- (f) A form or a request for hearing to be signed by such parties and delivered to the Principal or his or her designee in person or by registered or certified mail.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
 5. In the event that the Principal has not received a request for hearing within five school days following receipt of the written notice, the punishment recommended in the charge by the Principal, or his or her designee shall automatically go into effect.
 6. If a hearing is requested more than five school days following the actual receipt of the written notice, but not more than thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.
 7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.
 8. In the event that a hearing is required to be provided, the Superintendent shall appoint a hearing officer.

Hearing Procedure:

1. Hearing Officer. The hearing officer shall be any person designated by the Superintendent. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents, or guardian, may have regarding the nature and conduct of the hearing.
2. Administrative Representative. The Principal may appoint an administrative representative to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.
3. Notice of Hearing. If a hearing is requested within five school days of receipt of the notice, the hearing officer shall, within two school days after being appointed, give written notice to the administrative representative, and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five school days after it is requested. No hearing shall be held upon less than two school days' actual notice to the administrative representative, and the student, the student's parents, or guardian, except with the consent of all of the parties.
4. Continuance. Upon a written request of the student or the student's parents or guardian, the hearing officer shall have the discretionary authority to continue from time to time the hearing. In addition, the hearing officer may continue the hearing upon any good cause.
5. Access to Records. The administrative representative, the student, the student's parent or guardian and the legal counsel of the student shall have the right to examine the records and affidavits and the statements of any witnesses in the possession of the Hemingford Public Schools Board of Education at any reasonable time prior to the hearing.
6. Hearing Procedure. The hearing shall be attended by the hearing officer, the student, the student's parents, or guardian, the student's representative if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing or with the consent of both parties. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being

discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative shall present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents, guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or representative, administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination nor will any conclusion be drawn there from. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if at the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved. If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.

7. Availability of Witnesses. The hearing officer will have the authority to subpoena any witnesses to the hearing and shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record. The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings. Within a reasonable time after the conclusion of the hearing, the hearing officer shall prepare and submit to the Superintendent of schools his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendations may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent. The Superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the Superintendent may not impose a more severe sanction than that imposed by the hearing officer.
11. Notice of Determination. Written notice of the findings and recommendations of the hearing officer and the determination of the Superintendent of schools shall be made by certified registered mail or by personal delivery to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the Superintendent shall take immediate effect.
12. Appeal to Board. The student, student's parents or guardian may, within seven school days following the receipt of the Superintendent's decision, submit to the Superintendent of schools a written request for a hearing before the Board of Education.
13. Review by Board of Education. Upon receipt of the request for review of the Superintendent's determination, the Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record

except that the board may admit new or additional evidence to avoid substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education or committee thereof may withdraw to deliberate privately upon the record and new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations which require additional evidence, the Board of Education or committee thereof may require the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education or the committee shall make a final disposition of the matter. The board may alter the Superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction. A designated method of giving notice by the Board of Education or committee thereof, if required, for any Board review shall be by posting on the schoolhouse door.

14. Final Decision of Board of Education. The final decision of the board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.

Part 5: Student Appearance Policy:

Ref: SB Policy: 504.06

Students at Hemingford Public Schools are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- Clothing or jewelry that is gang-related
- Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants)
- Clothing or jewelry that advertises alcohol, tobacco, or illegal drugs
- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play"
- Headwear including hats, caps, bandannas, hoodie hoods, scarves, and non-prescription glasses/sunglasses; Hats/headcover/glasses (none prescription) may be allowed under circumstances where a medical condition is present with approval of the building principal
- Clothing or jewelry displaying indecent, suggestive words/images.
- Clothing or jewelry displaying words or images that carry double meanings or profanity (bad words) in writing, pictures or slogans.
- Leggings, tights or other tight fitting clothing must be worn with additional garments that provide appropriate coverage
- Shorts of mid-thigh length, or longer, may be worn during the periods of daylight savings time only for K-6. Grades 7-12 may wear shorts that meet this guideline year-round.
- Costumes and/or clothing intended for entertaining or special occasions may only be worn on days approved by the building principal.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for

approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

Students wearing inappropriate clothing will be required to change. Time missed from school or class consequently will be required to be made up two-fold. Additional violations will result in further disciplinary action. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Part 6: Harassment and Bullying Policy:

Ref: SB Policy: 504.20

It is the policy of Hemingford Public Schools that "bullying" type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in Article 8 of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

- (i) Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. **If, in the school's opinion, the first occurrence of the harassment behavior is severe, the school may move immediately to any of the four steps or levels in the harassment policy.** In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.
- (ii) Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made. Policy allows that a written warning may be placed in a student's file.
- (iii) Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.
- (iv) Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Part 7: Inappropriate Public Displays of Affection (IPDA)

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.

Students will face the following consequences for IPDA:

1st Offense: Student(s) will be confronted and directed to cease.

2nd Offense: Student(s) will be confronted, directed to cease, and parents will be notified.

3rd Offense: Parents and student will meet with Administrator(s) and/or counselor to outline a behavior plan.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

Part 8: Specific Rule Items:

The following conduct may result in disciplinary action, which in repeated violations, may result in discipline up to expulsion.

- Students in the hallway during class time must have a pass with them, and may not leave class without permission.
- Students are expected to follow other classroom rules as set by individual teachers.
- Lunch/Breakfast are to be eaten in the cafeteria/Red Zone or during open campus lunchtime unless special permission is granted.
- Students are expected to bring all books and necessary materials to class.
- Assignments for all classes are due as assigned by the teacher.
- Special classes such as Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
- Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- Students are to be in their seats and ready for class on the tardy bell.
- Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
- Snow handling is prohibited.
- Sunflower seeds, etc. are not allowed in the school building or classrooms.
- Students are not to be in the school facilities without supervision.
- Lying or otherwise deceiving staff or administration.
- Willfully disobeying any reasonable written or oral request of a school staff member or voicing of disrespect to those in authority.

Part 9: Playground Rule Items:

It is the intent of Hemingford Public Schools, to create a positive, active environment for students at recess. With this in mind, it is our intent to stop any action on the playground that is potentially dangerous to our students.

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.
4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.

5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

Exclusion from recess

If a parent wishes a child to stay in from recess due to a cold or recovering from a serious illness or any other just reason, a written note must be submitted each day that this is requested. If a child brings an excessive number of requests, a doctor's excuse may be requested by the teacher or principal.

Part 10: Library Rule Items (Elementary)

Ref: SB Policy: 507.04R1

It is the goal of the elementary library to encourage students to take pleasure in learning by providing useful and valuable information resources for student research, as well as a wide variety of appealing materials at all levels for reading pleasure.

- a. All elementary classes have the opportunity to come to the library at a scheduled time each week or on a flexible schedule when the need arises.
- b. During these visits students may check out books and magazines for up to two weeks with the opportunity to renew items at least once when the student brings them to the library on the date due.
- c. Reference books in the library are marked with an "R" above the call number. These include a variety of almanacs, encyclopedias, atlases, etc. Because these are needed for reports and research by a number of students, reference books may be checked out to be used in the **classroom only** for five days and **must not be taken home**.
- d. The grade level, the classroom teacher and the librarian determine the number of items that students may check out. In some cases the librarian or teacher may determine if a student, students, or class is allowed to take library books home.
- e. Students are responsible for all materials they have checked out from the library.
- f. If a book is lost or damaged beyond repair, the student is responsible for paying the replacement cost of the book.
- g. If a book is damaged, but repairable, the student responsible will be charged for the cost of repairing the book. Please send damaged books to the library for repair. Do not mend books at home.
- h. All fines for lost or damaged materials must be paid before the student checks out any additional materials.
- i. In the event a lost book is found after paying for its replacement, a refund may be given if the item is returned in good condition and within the school year the item was lost.

Part 11: Library Regulations (High School)

Ref: SB Policy: 507.04R1

It is the goal of the high school library to encourage students to take pleasure in learning by providing useful and valuable information resources for student research, as well as a wide variety of appealing materials at all levels for reading pleasure.

Students who use the library during a class should have adequate supervision; teachers are still responsible for their own students while they are in the library. Students are responsible for all materials they have checked out from the library.

Online Book Access: Sora by OverDrive & Nebraska Access

Unlimited access to thousands of books through our online library. Talk to your librarian for login information.

- **SORA:** The Sora reading app gives K-12 students one-tap access to ebooks, audiobooks, Read-Alongs, magazines and more on any device, at any time.
 - Borrow: access the book on any device and it will keep your page.
 - Place Hold: Do not have access yet to this book, but if you place hold you will be notified when it is available.
 - All books are checked in after 20 days, you will not be fined, and when you renew the book your place will be held.
- **Nebraska Access:** NebraskaAccess is a portal to information discovery, courtesy of the Nebraska Library Commission. It includes access to premium research databases, available exclusively to Nebraska residents, as well as additional sources of information about Nebraska that anyone can use.
 - Explora: Access to current, high-quality information resources at your library, in school, and at home. Search thousands of full text popular magazine and journal articles; genealogical, health, legal, small business, and science resources; reading recommendations; and research resources for K-12 students.
 - Information on Nebraska-related topics, including living and working in the state; researching Nebraska government, history and genealogy; planning a Nebraska visit or exploring the state, finding services, entertainment, education; and other frequently asked questions.

General Collection:

May be checked out for three weeks.

May be renewed once.

Sign your first and last name legibly on the checkout sheet at the desk.

A book kept past its due date is overdue. Ten cents a day will be charged until the book is returned up to a maximum fine of \$5.00 per item.

If you are ill when a book is due, you will not be charged a fine if you return it the day you come back to school and present your admit slip to the librarian.

Students with overdue books and/or fines at the end of each 9-week grading period, will be restricted to in-library use only of library materials until all books are returned and fines paid.

Reserve Books:

Occasionally a book or books from the general collection will be placed on reserve.

Books are placed on reserve to give more students access to a book being used in a class assignment. A reserved book may be checked out overnight.

Books checked out overnight may not be checked out until 3:45 p.m. and must be returned before the first period in the morning. If a reserved book is not returned on time, there will be a fine of \$.20 a day fine for each day it is overdue, subject to review by the librarian.

Reference Books:

Reference books are marked with an "R" above the call number. These books are for use in the library, but may be checked out of the library for one class period during the day. They may also be checked out overnight at the end of the day, but must be returned before 1st period the following day. Overdue reference materials will be charged \$.20 a day.

Magazine Collection:

Current issues of magazines may be checked out from the library for one day. Back issues may be checked out for three days. If a magazine is overdue, a fine of \$.10 per day will be charged up to a maximum fine of \$5.00 per item.

Lost or Damaged Books:

Ref: SB Policy: 505.05

If a book is lost or damaged beyond repair, the person responsible will pay the current replacement cost of the book. If a book is damaged, but repairable, the person responsible will be charged for the cost of repairing the book. Send damaged books to the library for repair. Please do not mend books at home. In the event a lost book is found after paying for its replacement, a refund may be given if the item is returned in good, usable condition and within the school year the item was lost; the maximum overdue fine of \$10.00 will be deducted from the refund.

General Responsibilities of Students Using the Library:

Students may use the library for quiet studying, checking out library materials, working on class assignments, doing school related research and leisure reading. Please be considerate by speaking softly so others are not disturbed and to maintain an atmosphere conducive to learning at all times. Refrain from using the library or library computer lab as a place to socialize with your peers. Remember – No food or drinks in the library. Take responsibility for keeping the library a neat, orderly, and pleasant place to work.

Please Remember to:

Check out all materials taken from the library.

Use your own name to check out materials from the library.

Never check anything out for another person.

Always sign your full name when checking out a book, magazine, etc.

Pick up and discard all scrap paper before leaving the library.

Push your chair back to the table when leaving the library.

Return all borrowed books and magazines in the book drop and newspapers to the rack.

Pay all overdue fines and fines for lost or damaged materials as soon as possible. These must be paid before the student checks out at the end of the school year.

Refrain from cutting up current newspapers and current and saved back issues of magazines.

Please ask if you need help. Through regular library visits, it is our hope that students may develop positive lifelong reading, viewing, and study habits.

Section 2: Transportation Services

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

Transportation To And From School

Ref: SB Policy: 504.04

Riding a school bus is a privilege that can be restricted by the school administration. Drivers are hired that will watch for the well-being of the entire group. If a student becomes troublesome or disruptive, he/she may be barred from riding the bus and a parent or guardian must provide their own transportation at their own cost. Bus drivers are school employees and have the same powers of discipline as any other school employee.

Student Conduct on School Transportation:**Ref: SB Policy: 504.04**

Safety of pupil passengers is primary, this overrides all other considerations. Violations of these rules will result in a conference with the Principal and the transportation director. Further violations could result in denial of transportation until a satisfactory solution is worked out with the parents of the student. In no case will the students be discharged indiscriminately from buses for misbehavior; they are to be discharged at the regular discharge points only.

Pupils must be well-behaved in all ways and must follow the following rules of conduct on school vehicles:

- a. Under direction of the driver, each student is to be assigned a seat and held responsible for that seat. Students in rear seats may be permitted to move forward to a second assigned seat for added comfort on the part of the route where the passenger load is lightened.
- b. Pupils must be on time; the bus can wait only 30 seconds for those who are tardy.
- c. If the pupil is not going to ride the bus, he/she should contact the driver so he/she will know beforehand.
- d. Unnecessary conversation with the driver is prohibited.
- e. Outside of ordinary conversation, classroom conduct is to be observed by the students. Any pupil who is guilty of unbecoming conduct, using inappropriate language and/or abusing or casting reflections upon the driver or upon other pupils forfeits the right to ride the bus.
- f. Pupils must not throw waste paper or other rubbish on the floor of the bus.
- g. No pupil will at any time, extend arms or head out of the bus window.
- h. Pupils must not get on or off or move about within the bus while it is in motion.
- i. When leaving the bus, pupils crossing a road must look both ways and make sure they can cross safely.
- j. The driver is in full charge of the bus and pupils. Pupils are requested to comply promptly, cheerfully and fully with his/her requests.
- k. If monitors or patrols are on duty, pupils must obey and respect their orders.
- l. Any damage to the bus is to be reported at once to the driver.

Section 3: Network, Internet and Other Computer Use Rules:**Ref: SB Policy: 606.06**

Our school district promotes a digital environment that is safe and collaborative, provides students with the opportunity to be responsible digital citizens, and enriches 21st century real-world digital skills. Please, students and parents/guardians, take the time to review this information that will be referred to as “policy” throughout the following sections. If you have any questions about the **TECHNOLOGY** policy, contact the school district’s technology coordinator.

Computer, Internet, and School Account Use by Students

Students are expected to use computers, the Internet, and school accounts as an educational resource. The following procedures and guidelines govern the use of school computers (including but not limited to school-owned tablets, laptops, desktops), the school’s Internet (including but not limited to local and global computer networks), and school accounts (including but not limited to @gubn.org and Windows accounts).

I. Student Expectations in the Use of Computers, the Internet, and School Accounts**A. Acceptable Use**

1. Students may use computers, the Internet, and school accounts to complete school-work assigned by their teachers.

2. Students may use computers, the Internet, and school accounts to gain access to information related to school-related activities, unless doing so would be a violation of the “Unacceptable Use” guidelines.
3. If students are given access to electronic communication (including but not limited to e-mail and Google Docs), all communication must be school-appropriate, directly related to school-work, and not a violation of the “Unacceptable Use” guidelines.
4. Students may store digital files on their computers or in their school accounts if the digital files are school-appropriate, directly related to school-work, and are not a violation of the “Unacceptable Use” guidelines.

B. Unacceptable Use

1. Students shall not use school computers or accounts to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers or accounts, including the downloading and copying of copyrighted material.
3. Students shall not use email, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive. Electronic communication access may be given to students for educational purposes only.
4. Students shall not use school computers or accounts to participate in on-line auctions, on-line gaming (except sponsored eSports activities), or illegal digital file sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers or accounts for commercial advertising or political advocacy of any kind without the express written permission of the district technology coordinator or district administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without permission from their teacher, district technology coordinator, or district administrator.
8. Students shall not erase, rename, or make unusable anyone else’s digital files, programs, or disks.
9. Students shall not share their passwords with fellow students, school volunteers, or any other individuals, and shall not use, or try to discover, another user’s password.
10. Students shall not copy, change, or transfer any software or documentation provided by the school district, teachers, or another student without permission from the district technology coordinator or district administrator.
11. Students 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, but is not limited to, a bug, virus, worm, or Trojan Horse.

12. Students shall not configure or troubleshoot computers, networks, printers, or other associated equipment, except as directed by a teacher, district technology coordinator, or district administrator.
13. Students shall not take home technology equipment (hardware or software) without permission from their teacher, district technology coordinator, or district administrator.
14. Students shall not falsify electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district has the ability to monitor all Internet communications, Internet usage, and patterns of Internet usage when students are using the district's Internet. Students have no right of privacy to any Internet communications or other electronic files while using the district's Internet, a school device, or school account. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time. Any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from a student's school device or school account.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. This technology protection measure is active while students are using the district's Internet or when the students are using their school devices or accounts. It is impossible for the district to reflect each individual or family's opinions of what constitutes inappropriate material. If a student accesses inappropriate material, the student should immediately notify their teacher, district technology coordinator, or district administrator at school, or their parent/guardian outside of school.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for students. The district technology coordinator or district administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. At school, the school district staff will monitor the students use of the Internet through direct supervision, school filtering, or by monitoring Internet use history to ensure enforcement of the policy. Monitoring students using their school accounts or school devices elsewhere (1:1 Take-home Program) is the responsibility of the parent/guardian.

B. Consequences for Violation of this Policy

1. Access to the school's computers and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a) Loss of computer, Internet, or account privileges;
 - b) Short-term suspension;
 - c) Long-term suspension or expulsion; and
 - d) Other discipline as school administration deems appropriate.
2. Students who use the school's computers inappropriately may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Internet Protection Act (CIPA)

1. The school district will comply with the Children's Internet Protection Act (CIPA). With respect to the district's computer network, the district shall use reasonable means to:
 - 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) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors

B. Children's Online Privacy Protection Act (COPPA)

1. The school will make reasonable efforts to not allow companies to collect personal information from children under 13 for commercial purposes.
2. The school will make reasonable efforts to disable advertising in educational computer applications.
3. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

C. Education About Appropriate Internet Behavior

1. School district staff will educate students about appropriate Internet behavior, either in specific computer usage units or in the general curriculum.
2. Staff will specifically educate students on
 - a) Appropriate interactions with other individuals electronically.
 - b) Cyberbullying awareness and response.
3. The district technology coordinator shall inform staff of this educational obligation and shall encourage staff to note such instruction in their syllabi or lesson plans.
4. It is also the responsibility of the parents/guardians to address their student(s) in regards to appropriate Internet behavior and this policy. Parents/guardians that are inexperienced with this content may seek out advice from websites like <https://www.common sense media.org> or they may contact the district technology coordinator.

Device Information, Care, Responsibilities, and Acknowledgements

Our school district provides different educational technology devices to some of our students. By putting safe devices in the hands of our students, we hope to encourage collaboration, provide students with the opportunity to be responsible digital citizens, and enrich 21st century real-world digital skills. Throughout this handbook, when referring to a device, we are also referring to the device's accessories (i.e., power adapter, headphones, keyboard, mouse, case).

I. Information

A. On-site Devices

1. On-site devices are devices that were purchased by or for our school district and rarely, if ever, leave the school. They include, but are not limited to: desktops, laptops, tablets, cameras, video cameras, microphones, printers.

B. 1:1 Devices

1. 1:1 Take-home Program

- a) 1:1 Take-Home Program devices are assigned to a single student to use at school and home.

2. 1:1 School-only Program

- a) 1:1 School-only Program devices are assigned to a single student to use only at school. These devices must be checked-out and checked-in at school daily.

3. Device Check-out

- a) Student and parent/guardian signatures on the Handbook are required before checking a 1:1 device out. Device check-out dates and times will be determined by the school district. When receiving a 1:1 device, the student is required to check the device for any damages. Damages must be reported to the district technology coordinator immediately before use. Once the 1:1 device is checked-out, any new damages are the responsibility of the student checking the device out.

4. Device Check-in

- a) Device check-in dates and times will be determined by the school district. If a student is leaving the school district before the end of the school year for any reason, the device must be checked-in as soon as possible.
- b) When checking-in a device, a district technology coordinator is needed to check the device for any damages. Any new damages are the responsibility of the person checking-in the device.

5. Device Purchasing

- a) When a student graduates from the school district, the 1:1 Take-home Program device used by the student may be offered to the student at a discounted price. Discounted prices will be determined by the district technology coordinator.

II. Device Care

A. On-site Devices

1. Log-in to a device with only your school profile.
2. Do not use your device in class unless instructed to do so by your teacher.
3. If you are prohibited from using your device due to not following the “Acceptable Use” guidelines, you are responsible for any work you miss that day that may require the use of a device.
4. Mute the volume and remove headphones. The volume of your device or the use of headphones may be dictated by your teacher.
5. When finished with a device, log-out of the device and neatly place the device in an area specified by your teacher.

6. Never try to repair a device. If your device has a problem, notify your teacher or the district technology coordinator immediately.

B. 1:1 Devices

1. Bring your device to school every day (1:1 Take-home Program) or check-out your device every day (1:1 School-only Program).
2. Bring your device to each class everyday, unless instructed not to do so by your teacher.
3. Charge your device every night either at home (1:1 Take-home Program) or in your designated area at school (1:1 School-only Program).
4. Do not use your device in class unless instructed to do so by your teacher.
5. If you forget your device or are prohibited from using your device due to not following the “Acceptable Use” guidelines, you are responsible for any work you miss that day that may require the use of a device.
6. Mute the volume and remove headphones. The volume of your device or the use of headphones may be dictated by your teacher.
7. Never try to repair your device. If your device has a problem, notify your teacher or the district technology coordinator immediately.

III. Device Responsibilities

- A. The device is the property of the school district and is issued to the student for the purpose of conducting school-work. It is intended only for the use of the student to whom it is assigned.
- B. The student is responsible for remembering their username and password and should keep them secure.
- C. Students must notify a teacher or district technology coordinator immediately if there are any problems with the device or if the device is lost or stolen.
- D. Devices should not be left unattended in an unsecure location.
- E. The device will need to be returned to the district technology coordinator from time to time to receive regular maintenance, for acceptable use checks, and upgrades. If the issue is urgent, there may be no advanced notice.
- F. 1:1 Take-home Program devices may be taken home or to other locations by the student. However, the student is responsible, at all times, for the care and appropriate use of the device. Proper care includes but is not limited to the following:
 1. Digitally lock and physically secure the device in a safe location when it is unattended.
 2. Use a surge protector or unplug the device during electrical storms.
 3. The device is not to be loaned to anyone.
 4. Other individuals should not be allowed to play on the computer.
 5. Keep food and drink away from the device.
 6. Do not leave the device exposed to extreme heat or extreme cold.
 7. Position the device on a safe surface so it does not fall.
 8. Do not attempt to repair a damaged or malfunctioning device.
 9. Do not attempt to update, disable, install, or uninstall any hardware or software without permission from a district technology coordinator.
 10. Do not write on or place any labels or stickers on the device. Do not remove any labels or stickers already on the device.

11. Give care appropriate for any electrical device.
- G. Do not make changes to the device's settings or appearance unless instructed to do so by a district technology coordinator.
- H. If given access to any electronic communication (e-mail, messaging, chat, etc.), it should be appropriate and in relation to school-work at all times.
- I. Parents/guardians are responsible for the supervision of a 1:1 device at home. This includes discussing and following the school district's "Acceptable Use" and "Unacceptable Use" guidelines with the student.
- J. The student will not be held responsible for device problems resulting from regular school-related use; however, the student will be personally responsible for any damage, loss, or vandalism caused by the student as a result of accident, intent, or neglect.
 1. Approximate repair/replacement costs for Chromebooks:
 - a) Whole Chromebook - \$300
 - b) Ports - \$30-\$140
 - c) Keyboard - \$90
 - d) Top or Bottom Cover - \$60
 - e) Battery - \$60
 - f) AC Power Adapter - \$50
 - g) Screen - \$50
 - h) Touchpad - \$30
 - i) Case - \$10

IV. Acknowledgements

- A. Student acknowledges and agrees to the following:
 1. If I am given a school device, I understand that the school device is provided to me for my responsibilities as a student of this school district.
 2. I will use my school device and school account in accordance with the "Acceptable Use" guidelines.
 3. I understand that a school device issued to me is for my use only. Other individuals, including family members, should not use my device and/or accessories.
 4. I understand that my school device privileges may be revoked based on my misuse of the device.
 5. I understand that a school device is the property of the school district.
 6. I understand that content stored on school devices and school accounts is subject to review at any time. Any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from my school device or school account.
 7. I understand that filtering of school devices and school accounts is occurring at all times in an effort to keep me safe while using a school device and/or student account.
 8. I assume financial responsibility for any damage, loss, or vandalism of a school device caused by me as a result of accident, intent, or neglect.
 9. I understand I must notify a district technology coordinator or district administrator immediately in the case of damage, loss, or vandalism to my school device.

10. I understand it is the right of the district technology coordinator or district administrator to determine who is responsible for damage, loss, or vandalism of a school device.
11. I understand that I must return all school devices in my possession if I transfer out of the school district, graduate from the school district, am expelled from the school district, or when I am instructed to do so by the district technology coordinator or district administrator. If I don't, I will be responsible for paying the replacement fee of the device.

B. Parent/Guardian acknowledges and agrees to the following:

1. I understand that a school device is provided to my student for my student's educational needs.
2. I understand my student is to use their school device and school account in accordance with the "Acceptable Use" guidelines.
3. I understand that a school device issued to my student is for their use only. Other individuals, including family members, should not use the device.
4. I understand that my student's school device privileges may be revoked based on my student's misuse of the device.
5. I understand that a school device, whether assigned (1:1) to my student or not (on-site), is the property of the school district.
6. I understand that content stored on school devices and school accounts is subject to review at any time. I understand that any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from my student's school device or account.
7. I understand that filtering of school devices is occurring at all times in an effort to keep my student safe while using a school device and/or school account and also is put in place in accordance with CIPA.
8. I understand that it's impossible for the school district to guarantee all inappropriate content will be filtered on a student's device or school account, but I do acknowledge that the school district has taken reasonable steps towards filtering inappropriate content. I understand it is the responsibility of my student to not purposefully access inappropriate content.
9. I understand that I am responsible for monitoring how my student is using technology outside of school hours or when my student is absent from school. I understand the school district is not responsible for monitoring how my student is using technology outside of school hours or when my student is absent.
10. I understand my responsibility to address my student(s) in regards to appropriate Internet behavior and this policy. I know if I need help with this, I can seek out advice from websites like <https://www.common sense media.org> or I may contact the district technology coordinator.
11. If my student cannot assume financial responsibility, I assume financial responsibility for any damage, loss, or vandalism of a school device caused by my student as a result of accident, intent, or neglect.

12. I understand that my student must return all school devices in their possession if they transfer out of the school district, graduate from the school district, are expelled from the school district, or when they are instructed to do so by the district technology coordinator or district administrator. If they don't, I will assume financial responsibility for the replacement of the device.

G Suite for Education Parent/Guardian Notice and Consent

We use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by millions of students and teachers around the world. Students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. The notice below provides answers to common questions about what Google can and can't do with your child's personal information. Please read it carefully.

I. Notice

- A. By signing the Handbook, you (parent/guardian) give the school district permission to create or maintain a G Suite for Education account for your student, and to act on your behalf when signing the student account up for the following:
1. Google Core Services;
 2. Google Additional Services that are deemed educationally valuable by the district technology coordinator or district administrator; and
 3. services that may require Google to provide student information to companies, organizations or individuals outside of Google when use of these services is deemed educationally valuable by the district technology coordinator or district administrator.
- B. This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.
- C. Using their G Suite for Education accounts, students may access and use the "Core Services." Use of the Core Services includes, but is not limited to, the following:
1. Calendar, Classroom, Directory, Drive and Docs, Gmail, Google Chrome Sync, Google Vault, Groups for Business
- D. In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to "Additional Services" which includes, but is not limited to, the following:
1. Chrome Web Store (restricted mode), Google Cloud Print, Google Earth, Google Maps, Google My Maps, Google Play, YouTube (restricted mode)
- E. Also in addition, we allow students to use their G Suite for Education accounts to access certain third-party apps or websites that are reviewed by the district technology coordinator or district administrator. Any third-party apps or websites that are activated for students are activated as educationally valuable services. Some of these applications and websites include, but are not limited to:
1. BrainPOP, Code.org, Discovery Education, Learning.com

- F. Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online.

II. What personal information does Google collect?

- A. When creating a student account, the school district may provide Google with certain personal information about the student, including, for example, a name, email address, and password.
- B. When a student uses Google services, Google also collects information based on the use of those services. This includes:
1. device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
 2. log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
 3. location information, as determined by various technologies including IP address, GPS, and other sensors;
 4. unique application numbers, such as application version number; and
 5. cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

III. How does Google use this information?

- A. In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.
- B. In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

IV. Does Google use student personal information for users in K-12 schools to target advertising?

- A. No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

V. Can my child share information with others using the G Suite for Education account?

- A. We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

VI. Will Google disclose my child's personal information?

- A. Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:
1. With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.

2. With the school district. G Suite for Education accounts, because they are school-managed accounts, give school-district staff access to information stored in them.
3. For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
4. For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
 - a) meet any applicable law, regulation, legal process or enforceable governmental request.
 - b) enforce applicable Terms of Service, including investigation of potential violations.
 - c) detect, prevent, or otherwise address fraud, security or technical issues.
 - d) protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.
5. Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

VII. What choices do I have as a parent or guardian?

- A. First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.
- B. If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting the district technology coordinator. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

VIII. What if I have more questions or would like to read further?

- A. If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact the district technology coordinator. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center, the G Suite for Education Privacy Notice, and the Google Privacy Policy online.
- B. The Core G Suite for Education services are provided to us under Google's Apps for Education agreement.

By signing the signature page on the Handbook, the student(s) and parent(s)/guardian(s) acknowledge that they have reviewed, understand, and consent to everything in the Handbook's **TECHNOLOGY** section (**Computer, Internet, and School Account Use by Students; Device Information, Care, Responsibilities, and Acknowledgements; G Suite for Education Parent/Guardian Notice and Consent**). The terms of the

TECHNOLOGY section apply to the most current school year. For **TECHNOLOGY** related items, the start of the school year would be when either the student is issued a school device or the first day of school (whichever occurs first). The end of the school year would be when either the student checks-out during the school year, checks-out the last day of school, or checks-out during summer school (whichever occurs last).

Section 4: Pledge of Allegiance

Ref: SB Policy: 607.02

Each public school district shall require each such district's schools to establish a period of time during the school day, when a majority of pupils is scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance shall be voluntary. Pupils not participating in the recitation of the Pledge shall be permitted to silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

ARTICLE 9: ATHLETICS AND ACTIVITIES

Section 1: Eligibility Requirements

Ref: SB Policy: 506.01

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime. However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct himself or herself in accordance with student conduct policies.

The superintendent must approve student activity events unless they involve unusual travel expenses, in which case the board will be asked to approve the event. Every attempt will be made so that the events would not disrupt the education program or other school district operations.

All students will abide by all policies regarding eligibility as published by the Nebraska School Activities Association (NSAA). Students in grades 9-12 at Hemingford Public Schools must pass thirty (30) semester hours of credit the immediate preceding semester in order to be eligible for any activity that is school sponsored. Students in grades 7 and 8 must pass 6 of 8 classes the immediate preceding semester in order to be eligible for any school sponsored activity. Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extracurricular activity may appeal the sanction or finding in accordance with the student due process policy. It shall be the responsibility of the superintendent to develop administrative regulations for each school activity, which will be published in the student handbook, or other document provided to students and parents.

Extracurricular school activities are encouraged and desirable for all students to participate in. However, the principal goal and responsibility for each student is to establish a firm academic foundation. As such, a student who chooses to participate in extracurricular school activities will abide by the following standards:

1. Maintain passing grades in all classes. Any student failing two or more academic classes (grade below 70%) for two consecutive weeks is ineligible to participate in extracurricular activities.
2. Students who are failing will be on a warning week of eligibility starting with the 2nd week of each semester.
3. Teachers will post the most recent academic grades for each student by 2:00 pm on Tuesday, the ineligibility list will go into effect on Wednesday morning. Eligibility runs from Wednesday through the following Tuesday beginning with the 3rd week of each semester.
4. The administrator will pull the current Quarter's academic grades to use for eligibility purposes.

5. Junior High students in 9 week only classes will have an exemption for those classes during the first three weeks of each quarter when figuring eligibility.
6. Students who are academically ineligible may attend practices, however, they cannot travel with any team/activity, suit up/participate in any event/performance, or participate in any special school activity (such as prom and all dances/parties). Eligibility requirements shall not apply to instructional field trips which are a part of the scheduled course learning experience; or activities or events which are a part of the student's grade requirements.
7. Supervised Study Time (SST) will not apply to eligibility but will be available to students twice daily from 7:45 - 8:00 am and 3:45 - 4:00 pm.
8. Students with disabilities on an IEP may have special accommodations written into the IEP plan, however, the majority of students with disabilities will follow the regular eligibility policy in its entirety.

Section 2: Philosophy of Activities for Hemingford Public Schools

The athletic program in the Hemingford Schools is to be a learning (educational) experience. The participants are to be taught how to work hard at something and the self-satisfaction that goes with doing their very best in whatever they do. Important lessons in living are taught in athletics. The Hemingford Athletic Program is to teach these lessons.

The athletics programs at the Junior High levels are to acquaint the athletes with the various sports and to allow them to make decisions as to participation. They should be taught the fundamentals and encouraged to do their best. The ultimate goal is to win but not at the expense of over pressurization of the young athletes. Winning is a by-product of doing things correctly. The coach/coaches will encourage all junior high athletes to participate to the best of their ability and to continue to participate in the athletic program. Playing time and team selection will be determined by the authority of the coaching staff and is based on a variety of factors.

At the high school level, the athletes should be out for athletics because they want to be. The non-varsity competition is to be a learning experience where the athletes improve their skills. The goal at the varsity level is to give the athletes the best opportunity to win. Striving to win is important, but whether winning or losing, the athletes should always strive to do their best in competition. Playing time and team selection will be determined by the authority of the coaching staff and is based on a variety of factors. It is the coach's responsibility to motivate the athletes so that they do their very best.

The activity programs should emphasize the importance of self-discipline, self-control, sportsmanship and effort. The team concept is to be taught to all Hemingford teams. Negative actions and attitudes should not be allowed nor should they be tolerated.

The high school varsity coach in each sport should be the overall head coach for the Hemingford Schools. The varsity high school coaches are responsible for the methods employed throughout their sport.

Section 3: Participation at The Junior High And Junior Varsity Levels

Participation at the Junior High and Junior Varsity levels is extremely important for the building of a program. At Hemingford, we feel that if an athlete is suited up for a Junior High or JV contest, they will be expected to play. If extenuating circumstances arise the coach, in communication with the activities director & building principal may make an alternate plan to support the needs of the students and the program.

Section 4: Practice Regulations

In order to promote uniformity in practice the following guidelines should be followed:

1. Practice during a holiday break or on a Sunday must be approved by the administration. The coach must be careful that they do not make such practices required to the extent that the athletes are forced to choose between practice and family plans.
2. If it is necessary to practice at a time other than the regular time after school on a school day, the preferred time could be as soon as possible after school rather than early in the morning. If the practice needs to be held early in the morning, the practice should be cleared with the Administration far enough in advance so that the athletes and their parents have at least one day's notice. If an early morning practice is held, it should be set at a time as late as possible to get in the practice and also get the athletes to school on time.
3. Athletes are expected to be at all practices scheduled on school days by the coach. Should an athlete that has been in school not be able to attend a practice, they must contact the coach in advance. When the athlete is absent from school they do not need to notify the coach. However, most coaches appreciate knowing the reason why the athlete is absent from school and that they will not be at practice.
4. When practices are scheduled on a non-school day, (Saturdays or during a break) the athletes are encouraged to attend whenever possible. If the athlete is unable to attend that practice, or practices, they should inform the coach that they will be unable to be there. Coaches must show understanding in regard to the athlete being unable to be at such a practice.
5. Coaches are encouraged to give athletes time between sports seasons, whenever possible, before starting practice for the next sports season.
6. Two a day practices for fall sports may be held beginning on the date the NSAA allows practice to begin and the start of school.

Section 5: Definition of Mandatory Practice Date

The first mandatory practice date for all participants is defined as the first day of practice, on or after the allowable date set by the NSAA for the beginning of practice for that sport, in which all students participating are required to attend. All participating athletes shall not be required to attend until the prior sport season has ended, including the playoffs.

Section 6: Regular Practices

The school day for Junior High students participating in a sport (during that sport season) will end after 7th period. Students participating in a sport are required to attend the full duration of practice with their team. Junior High students not participating in a sport are required to attend physical education class. When students are not participating in a sport (such as the times of the school year that fall between sport seasons) they are required to attend physical education class.

EXCEPTION ----- Students who are failing class(s) may be required to attend Academic Support during practice. If a student misses practice to due attending academic support, the coaches will have the discretion to assess whether prior engagement in practices was sufficient enough to allow a student to participate without unnecessary risk to the student and their teammates (e.g. a student doesn't know how to properly execute plays learned in practice or engage in sufficient conditioning, may potentially pose unnecessary risk of injury.) If eligible, the student may still attend the contest/travel with the team, but the student's role will be subject to the coach's assessment.

It is recommended that formal High School or Junior High practices be limited to approximately 1 ½ to 2 hours. Specialized work both before and after formal practices can be carried out as necessary.

EXCEPTION ----- Practices on Wednesday evenings should be limited to make sure that the athletes are out of the building by 6:00 PM. This is to make sure the athlete has enough time to participate in church activities if they so choose.

Section 7: Participation and Practice

Ref: SB Policy: 506.01

A team member is not allowed to practice or participate unless he/she is in school the immediate preceding ½ day (4 class periods) of the scheduled school activity or practice. A student is not allowed to practice or participate if he/she is **truant** anytime during the school day. Exceptions will be made for absenteeism due to school activities and being absent for business, doctor, dentist or similar appointments, provided the absenteeism is **pre-arranged** through the principal. Any questions about the rule must be directed toward the activities director or the principal. In the case of a Saturday event, the athlete must be in school Friday afternoon. If the athlete is unable to be in school on Friday afternoon, they should make prior arrangements with the principal to receive permission to participate on Saturday. If a student is ill, we do not expect them nor do we want them to come to school simply to perform in a contest. Not only will this slow the student's recovery, they may be contagious and infect other students. The principal will make the final ruling whether or not a student can perform in a contest when missing school the half day before a contest.

All students are required to be dressed and ready for practice by the indicated start time for all practices, contests, and departures for contests. Failure to do so may result in loss of playing time at all levels.

Section 8: Team Travel/ Transportation

Ref: SB Policy: 801.06

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and on board buses. Since bus transportation is provided to assist the educational programs, the board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

The driver of a school bus shall be responsible for the safety of the students on the bus, both during the ride and while the students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the supervisor of transportation or the principal of the school if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. In such cases, the parents of the children involved will be responsible for seeing that their children get to and from school safely.

The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Hemingford students attending a school-sponsored activity must use the transportation provided by the school unless previous arrangements have been made. A student that misses the bus for an activity will not be allowed to drive him or herself and still participate in the activity.

Hemingford students and staff members travel to and from school events by school bus or school vehicles. All members of a team or activity should return from a contest by the same transportation provided for taking them to the contest, unless they meet the following exceptions.

Updated: **EXCEPTION** -- A student may continue on a trip with their parents after a contest. Also, when due to distance, it is permissible for a student to return home with his/her parents, rather than return to Hemingford and have additional miles in order to arrive at home. Families may also have other business to take care of following an event and would like their student to join them. Students may only be released to their parents or guardian unless prior approval has been authorized as stated below. The

students must obtain permission from the head coach. A parent/guardian must present to the head coach a written statement of their intent to take the athlete with them.

EXCEPTION – The parent or guardian requests in writing, in advance of the extracurricular activity that their child or children be allowed to return from the activity with an adult they deem responsible. The written request must be notarized or made in person with the Principal or Superintendent. The request shall be made to school administration during regular school hours prior to the time transportation leaves for the extracurricular activity.

As a condition of approving such requests, the parent shall be instructed by school administration that the school is not responsible for the child once he/she joins the designated person providing transportation.

Section 9: Weight Room

The weight room is for the use of all enrolled students in Hemingford Public Schools. A certified employee of the school district or an administratively approved representative must supervise all students using the weight room. The physical education department is encouraged to use the weight room along with the athletic department. During the sports practice time, the athletes participating in the season sports have the first right to use the weight room.

Whoever opens the weight room for the students is responsible for the people they open it for. It is the sponsor's responsibility to turn out the lights and lock the doors. Do not leave any students unsupervised.

Keys should not be given to students for them to open and use the weight room. A certified employee of the school district must open the weight room and be responsible for those using the facility by being in the weight room.

The coach should instruct the students on the proper use and spotting of free weights and whatever other instruction is necessary for the safe use of the room.

Section 10: Activity Training Rules and Regulations

Ref: SB Policy: 506.01

Above all, participants should be good citizens. Participants should have pride in themselves as well as in their community and their school. Athletes should be dedicated to a healthy mind, a healthy body, and a positive attitude. Participants should not be exempt from rules, but rather held highly accountable for any actions that may be viewed as detrimental to the school or the community. Participants must remember at all times that their actions and attitudes not only reflect upon themselves but are a direct reflection of all of the students, parents, and staff at Hemingford Public School as well as all community members of Hemingford.

The following rules have been adopted by the Board of Education to help establish a meaningful and complete program for our youth. These training rules are for all students. For the training rule violations to be investigated by Activities Director and/or Administration, it must be reported in one of the following ways:

1. Self-report by the student.
2. Statement of the violation from the parent/guardian of the student being reported.
3. Written Statement of the possible violation from a current member of the coaching staff.
4. Written Statement from Law Enforcement of the violation.

RULE 1 DRINKING – A participant in sponsored activities shall not drink or be in the possession of alcoholic beverages.

- RULE 2 SMOKING, CHEWING** – A participant in sponsored activities shall not use or be in the possession of any tobacco product, including cigarettes, cigars, chew or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product.
- RULE 3 DRUGS** – A participant in sponsored activities shall not take drugs except under a doctor’s prescription.
- RULE 4 CRIMES** – A participant in sponsored activities will not be convicted of a crime serious enough to be deemed a misdemeanor or felony offense. Misdemeanor traffic violation may not be included in this rule. (The Activities Counsel will address a charge of any law, which violates training rules.)
- RULE 5 ACTIVITIES SPECIFIC RULE** – Students participating in sponsored activities, which are in season, must also abide by any other rules of the activity as established by that coach or sponsor.

ACTIVITIES COUNCIL The activities council will consist of the head coach/sponsor from each activity, the activities director and the principal. The activities council will determine the extent of the punishment and also address other issues concerning the extra-curricular activities. Parents of the student under investigation will be invited to sit in during the meeting pertaining to their son or daughter.

Section 11: Violations of Activity Training Rules and Regulations

Ref: SB Policy: 506.01

Violations of Rules 1, 2, 3* or 4* will result in the investigation by the Activities Council.

*Violation of Rule 3 or 4 may result in punishment equal to “Second Offense” of rules 1 and 2. If a student first violates rule 3 or 4 and then violates either rule 1 or 2, the second violation will be considered a “Second Offense.” A second violation of rules 3 or 4 would result in punishment equal to “Third Offense” of rules 1 or 2.

FIRST OFFENSE: Suspension of all activities for 14 calendar days beginning with the 1st contest following the violation.

SECOND OFFENSE: Suspension of all activities for 30 calendar days beginning with the 1st contest following the violation.

THIRD OFFENSE: The student will forfeit eligibility for all school-sponsored activities for the remainder of the school year.

OTHER NOTES ON OFFENSES:

Ref: SB Policy: 506.01

- These time periods are the minimum requirements for loss of eligibility to participate in contests. Individual sponsors may assess additional consequences, as they deem appropriate.
- For activities with one- (1) time performances, the student will forfeit that event, if it occurs during the suspension.
- All students charged with any violation will be given the opportunity to defend themselves or their actions to the Activities Counsel if they so desire.
- Students cannot pick and choose the events that will be missed.
- All school-sponsored activities, clubs, and athletics count toward the suspension. (Dances added by the board at their 12/11/06 meeting).
- Conduct rules leading to activity restriction apply during the school year. The school year will begin with the official start of the fall activities, as determined by the NSAA, through the last scheduled event of the school year.
- Conduct rules leading to activity restriction apply both on and off school grounds.
- Students under school suspension or expulsion from school are not to be involved in activities in any manner.

- Violation of two different rules on two separate occasions will not be considered first violations of training rules.
- Participants who violate Board policy, these conduct rules, any training rules or rules of conduct of the coaches and/or activity sponsors, or any other discipline rule may be subject to disciplinary action, up to and including activity suspension or expulsion from the activity program.

Section 12: Requirements for Varsity Letter

GENERAL REQUIREMENTS

1. Any person participating in one activity continuously for four years without lettering may be awarded a varsity letter upon completion of his/her senior year in school in that sport.
2. If in the opinion of the sponsor, a participant would normally have qualified for a letter but was prevented from doing so by an injury, the letter may be awarded upon appropriate recommendation of the sponsor.
3. To receive a letter, the student must complete the entire season and finish in good standing, unless prevented from doing so by injury or other health related problems.
4. Any student that has violated one or more of the activity training rules and regulations will not be eligible to receive a varsity letter or any post season honors for the season that the violation occurred. (i.e. A violation during volleyball would not affect a student for the track season)

FOOTBALL

Any person who plays in at least 1/3 of the varsity quarters played during the season will meet the time requirements for a letter. The quarters counted are those quarters in which the athlete participates in a regular offensive or defensive play. The coach will consider special teams play at the end of the season.

BASKETBALL

Any person who plays in at least 1/3 of the varsity quarters played during the season will meet the time requirements for a letter.

VOLLEYBALL

Any person who plays in at least 1/3 of the varsity games will meet the time requirements for a letter.

WRESTLING

Any athlete who earns 20 points. One point is awarded for wrestling any match at a varsity competition. Four points are awarded for winning a match at a varsity competition.

TRACK

Any athlete who scores a least 1 point on average per varsity meet will meet the participation requirements for a letter.

CROSS COUNTRY

Any person who competes in at least 2/3 of the varsity meets will meet the time requirements for a letter.

GOLF

Any person who competes in at least 2/3 of the varsity meets will meet the time requirements for a letter.

NOTE: Each individual sponsor may have additional standards to meet in order to letter. (i.e. no unexcused absences, positive attitude, etc.) Each sponsor will inform their participants as to any special lettering criteria that they may have. This should be done at the start of the season.

ARTICLE 10: STUDENT FEES POLICY

The Board of Education of District #10, Hemingford Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and Nebraska state law. This generally means the District's policy is to provide free instruction for courses that are required by state law, regulation or accreditation requirements and to provide the staff, facility, equipment and materials necessary for such instruction, without charge or fee to the students. The Board also does provide activities, programs, student clubs, and services to children that extend beyond the minimum level of constitutionally required free instruction. The board realizes some activities may require additional expenditures that are properly to be borne by students as a separate charge. Students and their parents have historically contributed to the District's efforts to provide such activities and the district will continue to depend on such contributions. The District's general policy is to continue to encourage and to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District. Some charges may be waived depending upon the student's eligibility for the free and reduced-price lunch program. In other special cases where the parent/guardian requests that the student be exempt from charges, the superintendent shall determine granting of waivers. No fees, specialized or non-specialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. "Extracurricular activities" means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. "Post-secondary education cost" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities;
2. Admission fees and transportation charges for spectators attending extracurricular activities.
3. Post-secondary education costs, limited to tuition and fees associated with obtaining credits from the post-secondary institution;
4. Fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or pre-kindergarten services in accordance with state statute;
8. Summer school or night school;
9. Breakfast and lunch programs;

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

- Participation in extracurricular activities;

- Post-secondary education costs when necessary;
- Summer school or night school if offered;

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations authorizing and governing the following areas:

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

PUBLIC HEARING. On or before August 1, 2002, and annually each year thereafter, the School Board shall hold a public hearing at a regular or special meeting of the Board on a proposed student fee policy. The hearing shall include a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the prior school year. The student fee policy shall be adopted by a majority vote of the School Board and shall be published in the student handbook. The board shall provide a copy of the student handbook to every student at no cost to the student. The student fee policy shall include specific details regarding those items required by law. In the event that the district would like to consider offering a service or materials for a fee which is not offered at the time that this policy is adopted or if the district would like to consider charging a fee for services or materials currently provided at no charge to the students or their parents or if any other change is desired, a public hearing shall be held at a regular or special meeting of the Board on the proposed changes to the student fee policy before any changes to the policy are adopted. If changes are made to the policy after the public hearing, written notice shall be provided to the students and their parents as soon as is practicable.

ADMINISTRATIVE REGULATIONS: STUDENT FEES:

Ref: SB Policy: 504.19

Students attending school at Hemingford Public Schools and participating in extracurricular activities may be required to pay fees or dues. In addition, they may be required to furnish personal and consumable items, non-specialized clothing, special equipment, attire or uniforms, materials, lunch fees, class and club dues, admission fees to extra-curricular activities, and course project materials. The following information provides details on what students are expected to provide for participation in various programs and activities.

Students who qualify for free or reduced priced lunches under the Department of Agriculture income guidelines may have certain fees and other items waived. Those include, specialized clothing, attire or equipment required to participate in extracurricular events or optional music courses that are not extra-curricular. The following regulations apply to waivers.

- a. Any course project completed with district provided materials will remain the property of Hemingford Public Schools.
- b. Any specialized clothing, attire or equipment provided by Hemingford Public Schools will remain the property of Hemingford Public Schools.
- c. Waiver students are responsible for the proper care of any school district clothing, equipment or materials. Fees may be assessed for cleaning, repair or replacement of school owned property.
- d. At no time will any parent, student, or guardian be reimbursed cash for the purchase of specialized clothing, attire or equipment.

- e. Music instruments will be provided to those students who qualify, but the district shall not be obligated to provide a particular type of musical instrument for any student.

Students, parents, or guardians may submit waiver applications to the office of the superintendent. A student does not have to participate in the free or reduced hot lunch program to request a waiver but does have to meet the income guidelines for that program. Completed waiver applications must be completed prior to the first practice of the extra-curricular activity, or first class period of the elective music course.

A. Personal and Consumable Items:

The District will make items necessary for students to benefit from courses available. Students are encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, etc. A specific class list of back to school supplies will be made available to students and parents annually. These school supplies may include:

- | | | |
|---------------------------|----------------|------------------------|
| ● Pencils/Pens | ● White Out | ● Protractor |
| ● Scissors | ● Graph Paper | ● Organizers |
| ● Colored Pencils/Markers | ● Highlighters | ● Calculator |
| ● Elmer's Glue | ● Tablets | ● Planners |
| ● Erasers | ● Compass | ● Crayons |
| ● Paper | ● Notebooks | ● Blank Computer Disks |

Personal items for extra-curricular activities are the responsibility of the student. Extra-curricular items may include:

- | | |
|--------------------------------------|---|
| ● Protective mouth pieces for sports | ● Various items for musical instruments |
| ● Sports undergarments | |
| ● Shoelaces | |

B. Non-Specialized Clothing:

Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program or course activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, or chemical/physical science classes.

Students will be required to furnish the following non-specialized clothing for the courses listed.

- Physical Education: gym shoes, shorts, T-shirt, athletic undergarments
- Vocational Agriculture Shop Classes: coveralls or appropriate alternative clothing
- Basketball: shoes, athletic clothing
- Volleyball: shoes, athletic clothing
- Track: shoes, athletic clothing
- Cross-Country: shoes, athletic clothing

C. Specialized Clothing/Equipment:

Students participating in optional curricular music courses such as band/flag corps, swing choir, are encouraged but not required to purchase specialized uniforms. If the district furnishes the uniform, it may be previously worn, and cannot be kept by the student. Students may wish to purchase their own uniforms for flag corps and swing choir so their uniforms may be distinctive from previous year's groups.

Students participating in extra-curricular activities may be required to purchase specialized equipment or clothing. District #10 does not charge for participation in extracurricular activities. Students who qualify for free and reduced lunch price may secure a waiver for specialized clothing or equipment. The following activities require specialized equipment, clothing or fees

- Football: Varsity, two football jerseys, football shoes
- Junior High Football: football shoes
- Wrestling: Varsity and Junior High, shoes
- Golf: shoes, balls, clubs and bag
- Track: spikes if necessary
- Volleyball: varsity and junior high, knee pads if desired
- Cheerleading: Students must purchase uniforms and shoes selected by the sponsor and/or student group.
- Future Farmers of America (FFA): Students must pay yearly dues.
- Band: Reeds, valve oil, music lyre, flip book, possible t-shirt

D. Course Materials:

Students are permitted to and encouraged to supply materials for course projects. Some course projects may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of keeping the project, to reimburse the District for the reasonable value of the materials used in the project. The District will furnish materials or supplies for course projects that are required to be completed as a requirement of the course. Supplies or materials for optional projects in art or vocational projects are the responsibility of the student.

E. Music Instruments:

The district may require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

F. Admission Fees:

Students are charged an admission fee to attend school sponsored extracurricular activities in Grades K-6. They may pay single admission fees or purchase annual activity passes. Students in Grades 7-12 have free admission to all regular season hosted events.

- Varsity Contest
 - \$4.00-Students (7-12 students are provided passes to all home activities), Adults - \$5.00
- Freshman, Junior Varsity or Junior High
 - \$3.00 Students, Adults - \$4.00
- Invitational Tournaments Adults
 - \$5.00 all day, no activity passes accepted.
- Student Activity Pass (K-6) \$25.00 annual
- Family Pass- \$100.00; Single Parent Family Pass - \$65.00; Adult Pass - \$35.00

Admission to contests held on behalf of the Western Trails Conference, Panhandle Conference, sub-district, and district contests held on behalf of the Nebraska State Activities Association is not included in any student activity pass.

G. Organizations:

Students may choose to belong to a number of student organizations. Membership in these organizations is purely voluntary and any fees, costs, materials, or clothing is the responsibility of the student or the organization. These organizations may choose to fund their activities through fundraising. Students who belong to these organizations are expected to participate in the fund raising activities of the organization in order to participate in the activities supported by the fundraising. The Board of Education must approve fund raising activities sponsored by student organizations.

Students who qualify for district or state competitions that are district approved competitions, are provided transportation, registration, and meal money by District #10. The District may also provide transportation or partial transportation for activities of the student organizations. These organizations include:

- FFA
- One Act
- H Club
- FCCLA
- Health Council
- Speech
- Student Council
- National Honor Society
- Band / Choir

H. Other Student Activities:

Students may participate in activities that are not sponsored by the school or are traditionally totally supported by fund raising activities.

- Summer band trips are sponsored entirely by fundraising. District #10 is not a sponsor and provides no support.
- World Stride is an activity supported partially by District #10 but all of the student costs to attend the Washington, D.C. trip is raised through fundraising activities. In the event the entire cost for each student is not raised, students who qualify for free and reduced lunch may request a waiver for the amount of funds required of each student to attend.

I. Classes:

Students belong to classes, which by nature become an organization. The classes sponsor student activities such as prom and graduation. Dues are set by the students in each class on an annual basis. Students may choose not to belong to their class organization but by doing so relinquish their right to attend those events and activities their dues and fund raising projects support. Students who qualify for free and reduced price lunches may request a waiver for their class dues. Students shall not be denied a diploma, transcript, or credit for course work completed for failure to pay student fees. (Administration suggests dues shall not exceed \$50.00 per year, per student.)

J. Post-Secondary Education:

Students are responsible for post-secondary education costs. The phrase “post-secondary education costs” means tuition and other fees only associated with obtaining credit from a post-secondary educational institution. For a course in which students receive high school credit and for which the student may also receive post-secondary education credit, the course shall be offered without charge for tuition, transportation, books or other fees, except the tuition and fees associated with obtaining credits from a post-secondary educational institution. All fees associated with the post-secondary education credits are to be paid directly to the post-secondary educational institution.

K. Student Record Copy Charges:

No fee shall be charged to students, their parent(s), and/or their guardian(s) for copies of a student’s files or records provided pursuant to Nebraska Revised Statutes 79-2104.

L. Before and After School Pre-Kindergarten:

The district does not currently offer before or after school Pre-Kindergarten.

M. Summer and Night School:

Hemingford Public Schools operates a remedial summer program sponsored by Federal Funds which no fee is charged for students. No night school classes are offered.

N. Breakfast, Lunch, Milk programs:

Ref: SB Policy: 802.01

Following is a schedule of fees required for any breakfast program, lunch program or milk breaks offered by the school district. Students, who qualify under the income guidelines as determined by the Department of Agriculture and with proper application completed, will be provided with free or reduced priced lunches.

PK-12 Breakfast	\$1.65	Adult Breakfast	\$2.30
Pre-School Lunch	\$2.40	K-6 Lunch	\$2.70
7-12 Lunch	\$2.70	Adult Lunch	\$4.00
Milk	\$0.40		

O. Student Transportation:

Ref: SB Policy: 801.01

Non-resident and option enrollment students may be charged a fee for bus transportation to and from school. No fee currently is charged for resident students.

P. School Store:

Ref: SB Policy: 504.19R1

The district may operate a school store in which students may purchase food, beverage, personal and consumable items in accordance to the school’s wellness policy. Said purchases shall not be subject to any fee waiver.

Q. Other Items:

Charges for yearbooks, class rings, graduation announcements, letter jackets, club or organization apparel, team T-shirts, shooting shirts, and similar items are sold as a convenience to students at their choice and are not fees or requirements as covered under this policy.

ARTICLE 11: STATE AND FEDERAL PROGRAMS

Notice of Nondiscrimination

Students, parents, employees, volunteers, school patrons, applicants for student admission or employment, sources of referral of applicants for admission and employment, professional organizations holding collective bargaining or professional agreements with the Hemingford Public Schools, and all others who interact with Hemingford Public Schools are hereby notified that Hemingford Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs, treatment, or employment in its programs or activities.

Section 1: Designation of Coordinator(s)

Any person having inquiries concerning this district’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Hemingford Public Schools, Box 217, Hemingford, NE 69348, (308) 487-3328.

Law, Policy or Program	Issue or Concern	Coordinator
------------------------	------------------	-------------

Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Athletic Director
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 2: Anti-discrimination & Harassment Policy

Ref: SB Policy: 504.18

It is the policy of Hemingford Public Schools that racial, sexual, religious/ethnic harassment and violence will not be tolerated under any circumstances. We firmly believe that all persons are to be treated with respect and dignity. Harassment and violent incidents will be responded to in a manner that effectively deters future incidents.

Racial, sexual, religious/ethnic harassment and violence refers to unwelcome and unwanted behavior related to sex, race, religion, or ethnic group that makes the recipient feel afraid, embarrassed, helpless, angry or unsafe or upsets the recipient to the point that he/she cannot learn, cannot teach or be effective at school or at his/her job.

Harassment and violence is prohibited between staff members, between staff members and students, between students, and from members of the public directed at students or staff on school property or at school sponsored events. Some examples of harassment and violence may include, but are not limited to: unwelcome patting, pinching, or physical contact; obscene gesturing; ethnic or racial slurs; or threats; insults, or assaults against someone due to their sex, race, religion or ethnic group.

A complete copy of the Board of Education Policy 504.18 may be found on the Hemingford Public Schools website under school board policies or by calling 308-487-3330 or 308-487-3328.

If a staff member of a student feels that his/her emotional well-being, his/her sense of safety and security or sense of self-worth is being affected by such conduct, a complaint should be filed by contacting his/her school principal.

Preventing Harassment and Discrimination of Students

Ref: SB Policy: 504.18R1

Purpose: Hemingford Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Hemingford Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment.
- Sexual harassment may exist when:
- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures:

Ref: SB Policy: 504.18R1

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.

- a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
- a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Section 3: Notification of Rights Under FERPA

Legal Ref: 20 U.S.C § 1232g

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Notice Concerning Directory Information

Ref: SB Policy: 507.02

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

Additional Notice Concerning Directory Information

The district's policy is for education records to be kept confidential except as permitted by the FERPA law, and the district does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work and/or projects may be displayed, posted on social media, or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The district does not either approve or disapprove such teaching practices, and designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the district in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Section 4: Parental Engagement

Ref: SB Policy: 1005.02

Hemingford Public Schools 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.
 - Hemingford Open House/Back to School Night
 - 7th grade and New Student orientation

- Annual Title I Parent Meeting
 - Parent-Teacher Conferences
- 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.
 - Parent and Community Surveys
 - Annual Title I parent meeting
 - Development of the School Improvement Plan
 - School Advisory Meetings
 - 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.
 - - Student handbook
 - Parent-Teacher Conferences
 - Standardized Tests results
 - Progress reports & report cards
 - 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.

Section 5: Homeless Students Policy

Ref: SB Policy: 503.09

Students defined in state law as homeless children shall be admitted without payment of tuition. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to

education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child.

Section 6: National School Lunch Program

Ref: SB Policy: 508.13/802.01/802.05

Philosophy: It shall be the policy of the Hemingford Public Schools to provide hot lunches and breakfasts for those students that wish to eat on the school grounds. These meals will be nutritious, well-balanced meals that meet the standards set by the Nutrition Services Department of the State of Nebraska. They will be serviced at the lowest price possible so that the program breaks even. The Hemingford Public Schools participates in the National School Lunch Program. **Any family below the income levels allowed can apply for free or reduced lunches at any time through the school year.** Applications for free and reduced price meals will be sent home with students on the first day of school. **You must file for free or reduced meals each year.** Students who were on free and reduced lunches last year have until September 28th to reapply and can still receive free or reduced meals until that day. New applications should be returned as soon as possible as the free or reduced meals begin the day you submit it. Applications may be submitted anytime during the school year if your income changes.

Parents who wish to join their student for lunch should call for a reservation. The school district requires meals to be paid for in advance. If you wish to have your children in separate accounts, you must inform the Office of the Superintendent, High School Office, or Elementary Office before school begins. Parents may establish accounts before school begins by contacting the Administration office, High School, or Elementary Office. **As always our policy is no charging. We expect you to have a positive balance in your account before participating in the Hot Lunch program.**

METHOD OF PAYMENT: **All lunches must be paid for in advance. No charging for food will be allowed.** A family account will be started at the beginning of the school year on a computer program designed for Lunch accounting. Emails will be sent when balances become low. Parents have the option of checking their lunch balance via the internet. If the students are to pay for their own lunches, you must notify the Hot Lunch program at the beginning of the year so that the family account may be split. An account **must** have a positive balance in it at all times. **NO CHARGING FOR FOOD.** A payment should be brought to the school or paid online ASAP. Our goal is to provide nourishing meals to all students, but we must have payments of accounts to keep this program running. All extras taken in the lunch line will be charged as extras to the family account. **NO CASH WILL BE RECEIVED IN THE LUNCH LINE. Money may be taken anytime to the Elementary or High School office.**

EQUAL OPPORTUNITY PROVIDER AND EMPLOYER: NONDISCRIMINATION STATEMENT

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.”

STUDENT FEE WAIVER APPLICATION

Ref: SB Policy: 504.19

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

ELIGIBILITY

My signature below indicates that I am the parent or guardian of the below listed students and I also certify my family meets the income guidelines as provided by the Department of Agriculture in the application for free and reduced price lunches. I understand that my students do not have to participate in the National Hot Lunch Program to request a fee waiver, but do have to meet the guidelines. I understand I may be required to verify any or all information provided on the free and reduced lunch application.

- ☐ My free and reduced price lunch application has been previously submitted to the school.
- ☐ My free and reduced price lunch application is attached for consideration at this time for a student fee waiver.

Name of Parent or Guardian: _____

Address: _____

Student Name(s)

Grade

_____	_____	_____
_____	_____	_____
_____	_____	_____

Please specify exactly what fees, equipment, attire or materials to which this waiver applies:

Your signature below will allow school officials to share information from my Free and Reduced Price School Meals Application with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit students.

Signature of parent or guardian: _____ DATE: _____

This application is:

- ☐ Approved as written
- ☐ Disapproved

Administrator's signature:

_____ Date: _____

RECEIPT OF 2022-2023 PARENT-STUDENT HANDBOOK OF HEMINGFORD PUBLIC SCHOOLS

This signed receipt acknowledges receipt of the 2022-2023 Parent-Student Handbook of Hemingford Public Schools. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules as well as all policies regarding proper use of technology. The undersigned, as student, agrees to follow such conduct, discipline, and technology rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to responding to harassment or discrimination.

Drug-Free Schools Statement: RECEIPT SHALL ALSO SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING HEMINGFORD 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 THE SAFE AND DRUG-FREE SCHOOLS LAW AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN 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 THE POSSESSION, USE, OR DISTRIBUTION OF ALCOHOL OR TOBACCO 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.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature

Return to: Individual classroom teacher, class sponsor, or building secretary by August 25, 2023.

Hemingford STUDENT HANDBOOK CHECKLIST

May 2023

Based on a Checklist provided by the Perry Law Firm

Required Handbook Legal Items

Content	Why?	Section of Hemingford Public Schools Handbook (Page #)
Notice of Nondiscrimination	Required under Title VI; 34 C.F.R. 100.6(d); Title IX; 20 U.S.C. § 1681; 34 C.F.R. 106.8 & 106.9 & Sex Harassment Guidance; A.D.A.; 29 C.F.R. 35.106; and Section 504; 34 C.F.R. 104.8.	3,70
Designation of Coordinators	Required under Title IX; 20 U.S.C. § 1681; 34 C.F.R. 106.8 & Sex Harassment Guidance; A.D.A.; 29 C.F.R. 35.107; Section 504; 34 C.F.R. 104.7; and ESSA (“homeless coordinator”).	70-71
Anti-discrimination & Harassment Policy	Required under Title VI; 34 C.F.R. 100.6(d); Title IX; 20 U.S.C. § 1681; 34 C.F.R. 106.8 & 106.9 & Sex Harassment Guidance; A.D.A.; 29 C.F.R. 35.106; Section 504; 34 C.F.R. 104.8.	71
<u>Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973</u>	Required under Section 504; 29 U.S.C. § 794 and 34 C.F.R. Part 104	Cannot Locate in Handbook SpED Placement (Pg. 29) Records (Pg. 27) Nothing about a hearing
Notification of Rights Under FERPA	Required under FERPA--20 U.S.C. § 1232g; 34 CFR 99.7	75

Notice Concerning Disclosure of Student Recruiting Information	Required under 20 U.S.C. § 7908 (also 10 U.S.C. § 503)	Cannot locate in handbook
Title I Parental and Family Involvement	Required under 20 U.S.C. §§6318 and 7801(32)	80
Student Privacy Protection Policy	Required under 20 U.S.C. § 1232h; 34 C.F.R. §98	53? (Technology) 78? FERPA
Parental Involvement	Neb. Rev. Stat. §§79-530 to 79-533 (distribution of policy not mandated); ESSA 20 U.S.C. § 6318(b) (distribution required to parents of children in Title I)	76

Homeless Students	Required under 42 U.S.C. §11432(g)(1)(J)(ii). Required to give public notice of education rights of homeless children at schools, family shelters and soup kitchens—ESSA 42 U.S.C. §11432(g)(6)(A)(v)	77
Pregnant and Parenting Students	Required under Neb. Rev. Stat. §79-2149 to 79-2152; 79-2,114 to 79-2,124 (Nebraska Equal Opportunity in Education Act); 20 USC §1681 (Title IX); 34 C.F.R. §106.40 (Title IX).	23
Married Students	Required under Neb. Rev. Stat. §§ 79-2,114 to 79-2,124; 20 U.S.C. § 1681 (Title IX)	Policy 503.08

Smoke-Free Environment	Include to make parents and building users aware of school's no smoking rules • Note that the ESSA provides that schools must not "permit smoking within any indoor facility owned or leased or contracted for, and utilized . . . for provision of routine or regular kindergarten, elementary, or secondary education or library services to children" or for Head Start services • Note the Nebraska Clean Indoor Air Act, section 71-5716, et seq., and the applicable Nebraska regulations (Nebraska Health and Human Services, Title 178, Chapter 7, "Rules and Regulations for the Implementation of the Nebraska Clean Indoor Air Act in Public Places and At Public Meetings")	31 Might need to look at wording
Searches of Lockers and Other Types of Searches	Including such a notice in the student handbook serves to: (1) provide additional legal protection to the District and its staff from legal challenges involving searches of desks, lockers, and other school property, (2) make the school eligible for use of particular searches or security programs, use of metal detectors, and video surveillance, and (3) give guidance to staff as to the procedures for conducting a search.	15

Confiscation of Phones or Other Student Property	The school's process for confiscating property and what steps will be required for the student or parent to retrieve such property will avoid any 4 th Amendment search issues.	16, might need tweaked
Copyright and Fair Use Policy	Notify students of need to comply with copyright laws (supports school's defense in event of violations by students of copyright laws).	19

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National Honor Society Selection Criteria	NHS Constitution, Article IX, Section 4: "A description of the selection procedure shall be published in an official school publication that is widely available in a timely fashion to all students and parents of the school."	Cannot locate in handbook
Promotion and Retention	Courts have made clear that schools have the authority to promote or retain students based on their academic progress (or lack thereof). This provision would confirm that any promotion or retention decision will be made by the school (not the parent).	24
Academic Integrity	The school must clearly outline the rules and consequences for cheating and academic dishonesty. This continues to be a problematic area for schools that have outdated language that does not address 2023 technology.	Draft on Page 27

Special Education Services	Conforms with ChildFind requirements and NDE Rule 51. Give information about the evaluation and verification process. Also basic information about IEP's, transportation, and complaint mechanisms.	29? Might need to add more to comply with rule.
Students with Disabilities: Section 504	Patterns federal law and Rule 51 requirements	Cannot locate in handbook
Transportation Services	Sets expectations and student conduct rules for students on school-sponsored transportation. Students will receive advance notice that they may be subject to transportation-related discipline. This would clarify that the school will provide required transportation but students could lose that privilege if they receive transportation-related discipline.	47
Student Fees Policy	Required under Neb. Rev. Stat. §79-2,134	68
Student Conduct Rules	Neb. Rev. Stat. §79-262 states: "Rules or standards which form the basis for discipline shall be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, <u>and</u> shall be posted in conspicuous places in each school during the school year." These rules can be in the student handbook, posted online, or contain a reference to school policy.	33-45

Pupil Protection Rights Amendment	Required under 20 U.S.C. § 1232h(c)(2)(A).	78?? I think the amendment needs to be added.
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Recommended Handbook Legal Items

Content	Why?	Section of Hemingford Public Schools Handbook (Page #)
“Disclaimer” that handbook is not a contract	Affords administration broad interpretation authority and prevents a parent/student from arguing that the handbook gives them any contract or property rights	3
General complaint procedure	If not in policy, this should be in the student handbook. This establishes a process for parents/students to issue general complaints and follows the chain of command.	76
Open-Closed Campus Rules	Having clear rules about expectations and scheduling will assist in truancy matters and/or questions about absences.	14
Acknowledgment of Receipt Form	If students will be held to the rules in the handbook, the school should have a record that the student/parents received a copy of the handbook and agree to comply with the rules in the handbook.	80
Care of School Property	Students and parents should be notified via the handbook of their obligation to pay for damaged or lost property.	15
Video and/or Audio	To minimize a 4 th	Cannot locate in handbook

Surveillance	Amendment expectation of privacy.	
Recording of Others	To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person without consent, subject to appropriate exceptions.	Cannot locate in handbook
Student Valuables	Notify students to not bring money or valuable items to school, as school is not responsible for lost/stolen/damaged items. Parents upset with the school for not doing more to guard student property can be directed to this warning in the handbook that valuables should not be brought to school.	17
Lost and Found	If the district has a lost and found program, the process for donating or disposing of unclaimed items should be outlined to prevent any parent from faulting the school for throwing out property.	17
Reporting Accidents	Notify students of need to report accidents in a timely manner and where that report should be made. This process will help defend the district in (for instance) a negligence lawsuit.	17

Insurance	Notify students/parents that school does not supply insurance for the benefit of its students, and encourage parents to obtain their own insurance if they participate in athletics or dangerous activities at school (supports school's risk management efforts)	17
Bulletins and Announcements	Specify what organizations or groups will have access to the bulletin board or announcements in school.	18
Attendance is Required to Participate in Activities	Inform parents and students that attendance is required to participate in extracurricular activities that day	22
Health Services	Important information which may be provided here includes: • Student illnesses—when students will be sent home; • Request that parents give school health related information about the child (e.g. food allergies, etc.); • Guidelines for administering medications; • School health screening process; • Physical examination requirements; • Enrollment Notices (birth certificate; visual and physical examinations; immunization requirements & waiver rights) • Immunization requirements; • Birth certificate requirement (note: for birth	29-33

	certificate; physical examination and immunization requirements also give statement of parent rights--Neb. Rev. Stat. §79-220); • Head lice procedures (the school nurse should be consulted in finalizing these guidelines)	
Extracurricular Activity Code of Conduct	Specific compliance check items for the code of conduct: • Scope of conduct rules: Need to specify where and when student conduct is controlled by activity code. May extend off school grounds and outside of school hours • List of conduct: specify prohibited conduct. Make sure rule violation is described in terms of the conduct, rather than in how the conduct is proven (e.g., MIP or witnessed drinking by staff member) • Initial Procedures: provide for initial due process which mirrors that for a short-term	66? (Might need to add more)

	suspension (e.g., “given oral or written notice of the charges against him, and if he denies them, an explanation of the evidence against him, and an opportunity to present his side of the story”) • Appeal Procedures: provide for a review process; but make sure	
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	review process not overly formal and timelines are not too tight	
“Team Selection” and “Playing Time”	Provide a clear statement about the authority to select the team members and determine their “playing time.” This type of policy at least helps give justification for not putting a student who is a great athlete on the team where the student is a poor representative of the school. This policy also helps to explain to parents and students that “playing time” is for the school officials to determine, and is based on a variety of factors	61 (activity section, but doesn’t directly address playing time or team selection)
Anti-Bullying Statement	Neb. Rev. Stat. 79-2,137.	45??
Professional Boundaries Rules	Allows parents and students to understand when a staff member violates the professional boundaries rules, and what steps the student/parent should take to report a professional boundaries violation. After an inappropriate relationship occurs, the school may point to this provision in the handbook to defend against claims that the school should have taken more steps to prevent professional boundaries violations.	Cannot locate in handbook

Other Legal Considerations

Content	Why?	Section of Hemingford Public Schools Handbook (Page #)
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General school background information	The Option Enrollment laws require that: “A school district shall make information about the school district and its schools, programs, policies, and procedures available to all interested people.” Neb. Rev. Stat. 79-243. The District’s website is probably the best source for this information but background information could also be placed in the handbook.	
Defining Absences	Either in policy, the handbook, or some other formal guidance document should outline the procedures for determining absences (excused/unexcused/etc) and what will be required to substantiate an absence.	20-21

Drug Education at Hemingford Schools 2022-2023 School Year

Teacher:	K	1	2	3	4	5	6	7	8	9	10	11	12	Drug Awareness or Drug Prevention Lessons already in your current curriculum
Ammie Frost	X													No specific curriculum-It is discussed during health and nutrition/my body themes. Red Ribbon Week.
Kerri Huesman	X													No specific curriculum-It is discussed during health and nutrition/my body themes. Red Ribbon Week.
Jennifer Gassling		X												Protecting You Protecting Me Curriculum
Sue Benzel		X												Drug and alcohol awareness throughout the curriculum when warranted.
Danielle Roland			X											N/A- Protecting You Protecting Me (Have not used it this year)
Joel Cullan			X											Protecting You Protecting Me
Whitney Dean				X										Protecting You Protecting Me Curriculum (teach on short weeks throughout the year)
Pam Huddle				X										<i>Protecting You Protecting Me</i> curriculum
Michelle Osmotherly					X									N/A- Used to do Protecting You and Protecting Me Curriculum, but stopped due to a lack of time
Gina Jespersen					X									N/A- Have never been given any type of curriculum to teach on these topics.
Katie Failor							X							Officer Flick on drug awareness
Jayne Clark						X								
Heather Staudenmaier						X								
Bridget Johnston							X							Officer Flick on drug awareness
Morgan Kuhn		x	x	x	x	x	x				x	x	x	Elementary students-Small conversations when questions arise. No particular curriculum is used. Lifetime Fitness Class has a few research assignments on drugs/alcohol/tobacco.
Josh Dean								x	x	x	x	x	x	NA - Do speak on importance of health/nutrition and avoidance of drugs/alcohol to football/track athletes, but no specific curriculum.
Pete Gomez								x	x		x	x	x	NA - just point out drugs are bad and what they do to your body when appropriate. - including preworkout/caffeine related drugs.
Brad Olson								x				x	x	
Ashley Talkington														NA
Joe Collins														
Lisa Janssen								X	X	X	X	X	X	NA coaching aspects talk importance of nutrition and making wise choices and what not to fuel body with
Bailey Branson														
Millie Butler														
Beth Dahl														
Catie Deines						x	x	x	x	x				
Gordon Karney								X	X	X	X	X	X	NA
Janelle Huss								X	X	X	X	X	X	N/A
Josh Redden														
Matt Wood								x	x	x	x	x	x	N/A- Have conversations when they arise/in sports but do not have a particular curriculum that is used.
Natalie Wood								x	x	x	x	x	x	N/A
Sam Gikerson														
Sam Miller														Drug and Alcohol education to students when warranted.
Stephanie Glass														
Sarah Arneson														N/A
Tamara Bila														
Suzanne Neeff									x					8th Grade health: Substance abuse/alcohol abuse lesson teaching effects of drug abuse on the body, alcohol poisoning, and ways to ask for help. Self-made lesson using kidshealth.org/teens , http://www.samspadyfoundation.org/ . When I had more time, I also had them watch Smashed: toxic tales of teens and alcohol.

[illegible][illegible]

Catch My Breath - Mr. Arneson has information about this program	
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Red Ribbon Week - Oct. 23-31, 2023 - Possibility of Middle School and High School Student Councils Teaming up to plan activities for Red Ribbon Week

Cara Filler Assembly for grades 7-12 - Sept. 19, 2023 - Building resilience, and making positive choices while navigating the 'roadtrip' of school.

Hemingford Public Schools

Administrative Reports to Board of Education

June 12, 2023

Mr. Arneson

HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
18 (0)	22 (0)	23 (0)	36 (0)	26 (0)	31 (0)	38 (0)	23 (0)	217 (0)

Thank You

- For a great school year.

Congratulations

-

Assessment Update

- The assessment committee met to discuss progress monitoring for K-6 students. We decided that mClass would be the best fit for us. I've got the ball started on it and I will be chatting with an Amplify Rep soon.

Strategic Plan Updates:

Personnel Effectiveness: Staff Collaboration

- The teachers got their classrooms moved and are settling in.

Curriculum

- Most of our materials have arrived. There are a few that are backordered, but I am confident they will be here by the start of the school year.
- We're working on ordering some Science Materials for K-1.

School Improvement

-

Culture/Community Engagement

- The Talent Show was a huge hit! We'll definitely plan on doing it again next year.

Mrs. Curtis

HHS Enrollment

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
27 (0)	29 (0)	34 (0)	25 (0)	22 (0)	34 (0)	171 (0)

Thank You

- To the staff for making this year a great year.
- To our coaches and sponsors for providing summer opportunities for our students.

Congratulations

- Dual Credit Snap Shot
 - 36 Courses Completed
 - 120 Dual Credit Hours Completed
 - Which is equivalent to 10 full-time college students.
 - Credits earned through partnerships with Western Nebraska Community College and Nebraska Wesleyan University.

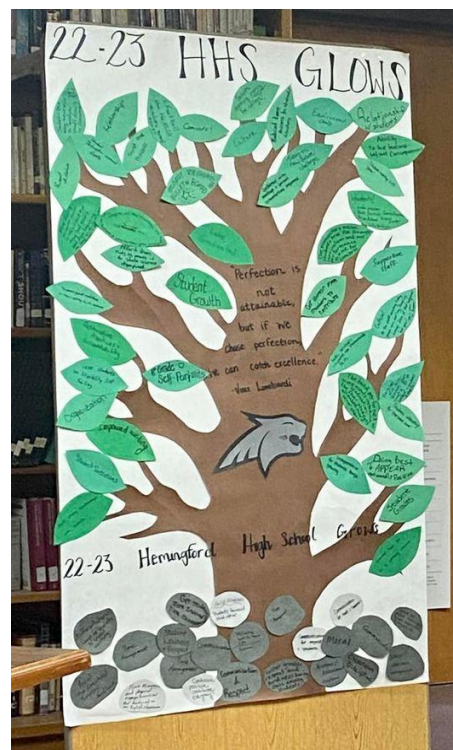
Strategic Plan Updates:

Personnel Effectiveness: Staff Collaboration

- HHS Staff members shared 2 Glows from the year on leaves and one Grow on a rock. Resulting in this amazing reflection highlighting our year!
- Our team attended an awesome Principal Designee training in May. We will be compiling Principal Designee notebooks with important guidance and policy information.

Curriculum

- Mr. Branson and Mr. McClintock collaborated to look into the Nebraska State Standards and Rule 10 for Social Studies for each grade to see which TCI curriculums would best serve our needs. This scope and sequence is what has been determined would work best for our distinct in alignment to the state regulations/standards.
 - 7th Grade: The World Through 1750 (World History focus with major aspects of Geography)
 - 8th Grade: The United States Through Industrialism (American History focus with some aspects of Civics)
 - 9th Grade: The United States Through Modern Times (American History focus with some aspects of American Government)
 - 10th Grade: Regions and People (World Relations focus with major aspects of World Geography)
 - 11th Grade: World Connections (World History focus with some aspects of World Geography)
 - 12th Grade: Power, Politics, and You (American Government focus with few aspects of American History and some aspects of Civics)
- Bridget Raben has been approved as an Adjunct Instructor through WNCC to provide our students with Dual Credit English. Currently we have 13 seniors electing to take the Dual Credit English next fall compared to 3 that completed it this year through DL.



School Improvement

- Dr. Miller is working on putting together a grading policy team. This team will determine evidence and research-based grading guidelines for grades K-12.
- We are working to update our student/parent handbook.

Culture/Community Engagement

- May 27, 2023, we hosted the annual Alumni Banquet. Many alumni walked the halls and enjoyed sharing memories of their time at Hemingford Public Schools.

Upcoming Events

- June 5-16: HHS Summer School
- June 6th: Cy Wakeman Reality-Based Leadership training
- June 7th: Leading the Whole Teacher training
- June 8th: Volleyball Camp
- June 10th - Basketball League (ongoing)
- June 12th: NE Continuous Improvement Team Lead Training
- June 12-14th: Mid-Nebraska PowerSchool Conference
- June 13-15th: Football Camp
- June 17th: HHS Cheer Camp

Mrs. Plog

(Special Education numbers current as of 6/10/23)

Birth-3
2 (-1)

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
5 (-1)	9	8	5	2	4 (-1)	10 (+1)	3	46 (-1)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	Total
5 (-1)	6	5	9 (-1)	5	0 (-2)	1	31 (-4)

Total Enrollment in PowerSchool - 394

Total Special Education Students - 79 (-6 including two graduates)

Special Education Percentage - 20%

State Average- 16% (As of 2020-2021, most recent data year available)

- Summer slows down inside the school building, but allows us time to attend trainings, take classes, and watch presentations that we normally don't have time for during the school year.

- On Thursday, May 25, 2023, seven Hemingford staff members, including the principals and myself, attended a Principal Designee training on the Chadron State College campus. Dr. Miller was one of the presenters, along with Dr. Julie Downing from ESU #13 and Dr. Nick Pace from UNL. We had a great time collaborating and discussing various scenarios that can occur in public schools.
- Catie Deines (5-8 grades resource teacher) and I attended a Behavior Techniques workshop on Wednesday and Thursday, May 31 and June 1, at the Harms Center on the WNCC campus. We learned some new classroom behavioral strategies and ways to increase student's motivation to learn in the general education classroom. The training also included techniques for effective responses to disruptive behavior and methods for supporting students in becoming self-directed learners.
- On Monday, June 5, Mr. Arneson, Mrs. Curtis, Dr. Miller, and I traveled to Kearney to watch a presentation by Cy Wakeman on Reality-Based Leadership. The training on Tuesday was excellent, but the time in the vehicle going to and from the conference was even more beneficial. We were able to discuss the handbook, review a few policy items, and brainstorm together to make the next school year even better than this one!
- By the time you are reading this, I will have listened to an NCSA webinar on the 2023 Legislative Session and the associated Legal Implications presented by Perry Law Firm. As you might know, this has been one of the most contentious legislative sessions in recent memory, with hours of filibustering leading to fewer bills being passed than in other years. However, the education bills that were passed contained many issues. Between LB 705 and LB 298, there are over 20 new requirements. Mr. Justin Knight provided his legal analysis of the legislation today. Some of these will require immediate attention, so our administrative team will be working on these through the summer to get things in place before next school year.
- I attached the spreadsheet of Drug Education activities that our staff provided during this current school year. Next school year Mr. Arneson plans to implement Catch My Breath in the elementary and an assembly for grades 7-12 on September 19, 2023, by Cara Filler about drug prevention, building resilience, and making positive choices. We also plan to celebrate Red Ribbon Week the week of October 23-31, 2023. The Middle School Student Council sponsors want to team up with the High School Student Council and possibly the Hope Squad team to plan activities during Red Ribbon Week. I am looking forward to seeing what they come up with!
- Finally, I am attending the Preschool Planning Region meeting at Chadron Public Schools this Wednesday, June 14. At that meeting, all the school districts in the Northern Panhandle will meet to discuss the Planning Region Team (PRT) Targeted Improvement Plan (TIP) which is due by August 1, 2023. We will also discuss the required year-round services for infants and toddlers. Nebraska is a birth mandate state, so all students with disabilities from birth to age 21 must receive necessary services from the resident school district, with birth to age three services required year-round. Each school district must designate one District Representative who is available year-round to coordinate evaluations and participate in IFSP meetings throughout the summer. I am that representative for Hemingford. The PRT also discusses regional Child Find efforts and reviews the region's data on special education referrals.
- I plan to attend the July school board meeting. Have a great summer!

DRAFT Language RE HONORS RECOGNIZED AT HIGH SCHOOL GRADUATION

Hemingford High School will use the cum laude system to recognize academic excellence at graduation with the following GPA standards for levels of achievement and recognition.

97% and above = Summa Cum Laude (gold medallion)

95-96% = Magna Cum Laude (silver medallion)

93-94% = Cum Laude (bronze medallion)

Beginning with the 2027 graduating class, valedictorian and salutatorian will no longer be determined or recognized.

Students may wear honor cords and other regalia as approved by the high school principal. As a general guideline, honor cords will only be recognized when associated with school-sponsored programs. Medals will be reserved for academic achievements. Stoles will be reserved for nationally recognized honors programs.



2023 Session, Legal Implications:

What you need to know and why you need to know it now!

June 12, 2023

Part One: Education and Revenue Policy

- A. LB 727 (Linehan) Revenue Committee priority bill containing revenue-related measures, including amendments to the Property Tax Request Act, passed in 2021 under LB 644.
- B. LB 753 (Linehan) creates the Opportunity Scholarships Act and provides tax credits.
- C. Biennium Budget 2023-25.
 - 1. LB 818 (Clements) creates the Education Future Fund; and
 - 2. LB 814 (Clements) provides funding for career and technical education (LB 610).
- D. LB 298 (Linehan).
 - 1. Dyslexia reporting requirements;
 - 2. Dress code and grooming policy; and
 - 3. Interstate Teacher Mobility Compact.
- E. Education Committee Priority Package, LB 705.
 - LB 153 (DeBoer) creates the Extraordinary Increase in Special Education Expenditures Act;
 - LB 414 (Conrad) changes provisions relating to the enrollment option program;
 - LB 372 (Murman) part-time enrollment in public schools and extracurricular activities;
 - LB 385 (Linehan) adopts the Nebraska Teacher Recruitment and Retention Act;
 - LB 603 (Linehan) changes the Alternative Certification for Quality Teachers Act;
 - LB 724 (Vargas) eliminates basic skill test for eligibility for teaching certificates;
 - LB 762 (DeBoer) creates the Nebraska Paraprofessional to Teacher Program;
 - LB 516 (Walz) increases school safety and support for students' mental health;
 - LB 585 (Hughes) requires behavioral and mental health training;
 - LB 705 (Murman) provides for a mental health training grant program;
 - LB 201 (Vargas) requires high school students to complete the FAFSA form;
 - LB 520 (Walz) changes the Computer Science and Technology Education Act;
 - LB 787 (Wayne) adopts the STEEM Development Act;

- LB 805 (von Gillern) requires access to students in schools by a youth organization;
- LB 632 (McKinney) prohibits suspension of students in prekindergarten through 2nd grade;
- LB 705 (Murman) Behavioral Intervention Training and Teacher Support Act;
- LB 774 (Vargas) provides comprehensive changes to the Student Discipline Act;
- LB 811 (Murman) use of physical restraint and removal from classroom;
- LB 647 (McDonnell) Relates to purchase and loan of textbooks for K-12 private schools;
- LB 648 (McDonnell) develops a workforce diploma program;
- LB 708 (Arch) requires memo of understanding for the sharing of data relevant to students;
- LB 222 (Fredrickson) prohibits inquiries about criminal history as part of admissions;
- LB 356 (Walz) changes to the Nebraska Opportunity Grant Act;
- LB 698 (Murman) alters residency provisions for enrollment in a college or university; and
- LB 703 (Murman) changes provisions relating to the University of Nebraska.

F. Other Provisions of LB 705.

1. Distribution of Lottery Proceeds (Section 1);
2. College Pathway Program Act (Sections 8 to 12);
3. Career-Readiness and Dual-Credit Education Grant Program (Sections 13 to 27); and
4. Door to College Scholarship Act (Sections 28 to 38).

Part Two: What's Coming Next?

A. Interim Studies, 2023.

B. Legislative Measures Still Pending.

C. The New Norm in the Nebraska Legislative Arena.

Part Three: School Finance

- LB 818 (Clements) creates the Education Future Fund;
- LB 583 (Sanders) provides for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act; and
- LB 243 (Briese) adopts the School District Property Tax Limitation Act.

Part One: Education and Revenue Policy

A. LB 727 (Linehan).

LB 727	Sponsor	Committee	Passed	Subject
	Linehan	Revenue	46-0 6/1/23	Change provisions relating to revenue and taxation

LB 727 was a Revenue Committee priority bill containing a host of revenue-related measures. Sections 49 and 50 amend the Property Tax Request Act, which was passed in 2021 under LB 644. The “644” provisions of LB 727 attempt to address some but certainly not all the concerns expressed since the original measure was passed two years ago.

Definitions

“Property tax request” is redefined as the total amount of property taxes requested to be raised for a political subdivision through the levy imposed pursuant to section 77-1601, excluding the amount to be levied for the payment of principal or interest on bonds issued or authorized to be issued by a school district.

Joint Public Hearing

Attendees

LB 727 provides that at least one elected official from each participating political subdivision must attend the joint public hearing. An elected official may be the designated representative from a participating political subdivision. The presence of a quorum or the participation of elected officials at the joint public hearing does not constitute a meeting as defined under the Open Meetings Act.

Note: Neither LB 727 or any other piece of legislation amended the Open Meetings Act in the 2023 Session. Therefore, the posters of the Open Meetings Act currently in use would be sufficient for another year.

Presentation and Information

The information in the required presentation by each political subdivision that participates in the joint public hearing must be electronically sent to the county assessor (not the county clerk) by September 4th (formerly September 5th).

The county clerk must notify the county assessor of the date, time, and location of the joint public hearing no later than September 4th (formerly September 10th).

New Requirement

Each participating political subdivision must also maintain a prominently displayed and easily accessible link on the home page of its website to the political subdivision's proposed budget. This would not be applicable if: (i) the political subdivision is a county with a population of less than 10,000 inhabitants, (ii) a city with a population of less than 1,000 inhabitants, or (iii) for joint public hearings prior to January 1, 2024, a school district.

Report

The county clerk is currently required to prepare a report following the joint public hearing. LB 727 requires additional information in this report as follows:

- The name of each political subdivision that participated in the joint public hearing;
- The real growth value and real growth percentage for each participating political subdivision;
- The amount each participating political subdivision seeks to increase its property tax request in excess of the allowable growth percentage; and
- The number of individuals who signed in to attend the joint public hearing.

Final Note: LB 727 (Section 114) amends the operative date for the School District Property Tax Limitation Act (provided in LB 243) to June 7, 2023.

B. LB 753 (Linehan).

LB 753	<i>Sponsor</i>	<i>Committee</i>	<i>Passed</i>	<i>Subject</i>
	Linehan	Revenue	33-11 5/24/23	Adopt the Opportunity Scholarships Act and provide tax credits

Operative Date: LB 753 is effective on September 2, 2023 and operative on January 1, 2024.

Severability Clause: The severability clause is attached to LB 753 so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

LB 753 creates the Opportunity Scholarships Act, which provides a nonrefundable tax credit for qualifying taxpayers who make contributions to scholarship-granting organizations for education scholarships.

The measure allows individuals, passthrough entities, estates, trusts and corporations to claim a nonrefundable income tax credit of up to 50% of their state income tax liability on contributions made to nonprofit organizations that grant scholarships to students to attend private school.

Contributions from individuals, passthrough entities and corporations are capped at \$100,000, and contributions from estates or trusts are limited to \$1 million.

Only Nebraska residents are eligible for the scholarships, which may be used to pay tuition and fees at a qualifying privately operated elementary or secondary school.

A scholarship granting organization must provide the state Department of Revenue with sufficient information to show that it will use a tiered system that prioritizes certain students.

The department may grant \$25 million in credits in 2024, 2025 and 2026. After that, if at least 90% of the credits in any given year are claimed, the annual limit will increase by 25%. Annual increases may continue until the total credit amount reaches \$100 million.

C. Biennium Budget 2023-25.

1. Education Future Fund (LB 818).

The Appropriations Committee included the provisions of LB 681 (part of the Governor's school finance proposal) within LB 818, to create the Education Future Fund and transfer \$1 billion to NDE from the General Fund in FY2023-24 into the newly created fund. The budget plan includes \$250 million for the second year of the biennium (FY2024-25).

*** The measure includes intent to appropriate \$250 million to the Education Future Fund in fiscal year 2025-26 and each fiscal year thereafter. ***

LB 705 (section 89) amends LB 818 (section 22) to amend TEEOSA (§ 79-1021) to create the Education Future Fund and provide the following priorities for the Fund:

- (a) To fully fund equalization aid under TEEOSA;
- (b) To fund reimbursements related to special education;
- (c) To fund foundation aid under TEEOSA;
- (d) To increase funding for school districts in a way that results in direct property tax relief, which means a dollar-for-dollar replacement of property taxes by a state funding source;
- (e) To provide funding for a grant program created by the Legislature to address teacher turnover rates and keep existing teachers in classrooms;
- (f) To provide funding to increase career and technical educational classroom opportunities for students. Such funding must provide students with the academic and technical skills, knowledge, and training necessary to succeed in future careers;
- (g) To provide funding for a grant program created by the Legislature to provide students the opportunity to have a mentor who will continuously engage with the student directly to aid in the student's professional growth and give ongoing support and encouragement to the student;
- (h) To provide funding for extraordinary increases in special education expenditures to allow school districts with large, unexpected special education expenditures to more easily meet the needs of all students; and
- (i) To provide funding to help recruit teachers throughout the state by utilizing apprenticeships through a teacher apprenticeship program and an alternative certification process.

2. LB 814 (Clements) provides funding for career and technical education (LB 610).

LB 814 represents the mainline appropriations bill under the biennium budget package. The measure includes appropriations for Agency 13 (NDE) and all relevant budget items.

Under Section 50 of LB 814, the measure incorporates the provisions of LB 610 (Lippincott) to appropriate funds to NDE for Career and Technical Education in the amount of \$5,116,000 for each of the next two fiscal years. The funds will be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds with each school district receiving no less than \$7,500. The appropriation also includes \$200,000 for both FY2023-24 and FY2024-25 to be evenly distributed between the various Career Education student organizations.

D. LB 298 (Linehan).

LB 298	Sponsor	Committee	Passed	Subject
	Linehan	Education	44-0 5/31/23	Require districts and NDE to collect and report information regarding dyslexia, establish dress code and grooming policies, create the Interstate Teacher Mobility Compact

Operative Date: LB 298 does not contain an operative date, nor is the emergency clause attached. Therefore, the legislation would become operative 90 days after the Legislature adjourns sine die, which is September 2, 2023.

Fiscal Impact: In addition to the fiscal impact on school districts, LB 298 would require NDE to collect information on dyslexia. There is no current process for reporting the number of students tested for dyslexia, the results of those tests, and students' improved reading levels as a result of dyslexia identification and intervention. NDE reports that it would require a staff member to provide guidance in (a) screening for dyslexia, (b) reporting the data to the NDE, and (c) addressing the proper interventions through either a 504 plan or individualized education plan (IEP).

Accordingly, LB 298A (the companion appropriation bill) provides for \$129,285 from the General Fund for FY2023-24 and \$128,128 from the General Fund for FY2024-25 for one FTE.

Notes: LB 298, as introduced, related to dyslexia and reporting requirements. Senator McKinney was successful in amending LB 298 with the contents of LB 630 (McKinney) relating to dress code and grooming policies in public schools. Senator Blood also was successful in amending LB 413 into LB 298 relating to the Interstate Teacher Mobility Compact.

Dyslexia

By July 1 of each year, each school district must provide NDE, on forms prescribed by the department, information relating to dyslexia. The information must include, at a minimum, the number of students in each public school in the district:

- (a) Tested for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (b) Identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act; and
- (c) Identified as described in (b) that have shown growth on the measure used to identify the reading issue.

NDE must annually compile the information received and provide a report on the information electronically to the Legislature by September 1 of each year. The State Board of Education may adopt and promulgate rules and regulations relevant to this provision of LB 298.

Note: Although LB 298 will not become operative until 90 days after the Legislature adjourns sine die, the measure appears to require school districts to begin implementation relevant to dyslexia reporting on July 1, 2023.

Dress Code and Grooming Policy

District Policy: By July 1, 2025, the school board of each school district must adopt a written “dress code and grooming policy” to be implemented at the start of the 2025-26 school year that is consistent with the model policy developed by NDE and may include any other procedures and provisions the school board deems appropriate.

Enforcement: Enforcement of violations of the written dress code and grooming policy must:

- (a) Be treated as minor on the continuum of school rule violations and may not constitute student conduct subject to long-term suspension, expulsion, or mandatory reassignment;
- (b) Not require the student to miss substantial classroom time, instruction time, or school activities; and
- (c) Not, under any circumstance, allow an administrator, teacher, other member of the staff, or contractor to permanently or temporarily alter or cut a student's hair.

In addition, no student may be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

Model Policy: By December 1, 2024, NDE must develop and distribute a model dress code and grooming policy for schools that facilitates and encourages an inclusive and positive learning environment while complying with any applicable health or safety law, rule, regulation, ordinance, or resolution. The model policy may not:

- (a) Target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin;
- (b) Prohibit a student from wearing attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion; or
- (c) Require a student's hair be permanently or temporarily altered.

The model policy must include a statement that specifies that enforcement of a violation of the policy must be done in a manner that is consistent with a school's overall discipline plan and in a consistent manner.

NDE may develop as part of the dress code and grooming policy a health and safety standard that allows for the regulation of characteristics associated with race, national origin, or religion in the dress code and grooming policy under certain circumstances. The standard must:

- (a) Demonstrate that without the implementation of the standard, it is reasonably certain that the health and safety of the student or another individual will be impaired;
- (b) Require adoption of the standard for nondiscriminatory reasons;
- (c) Require that the standard be applied equally;

- (d) Require that the school engage in a good faith effort to reasonably accommodate the student and notify the student's parent or guardian, in a language that such parent or guardian understands, of such an attempt to accommodate the student's appearance or any attire, tribal regalia, hairstyles, adornment, or other characteristic associated with race, national origin, or religion;
- (e) Provide a process to obtain consent from a student's parent or guardian prior to altering a student's appearance or removing or altering a student's attire, tribal regalia, hairstyle, adornment, or other characteristic associated with race, national origin, or religion; and
- (f) Provide a process to ensure records are kept on each effort to reasonably accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, national origin, or religion occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis of related data and delineate:
 - (i) The reason for such student's referral relating to the dress code and grooming policy; and
 - (ii) Federally identified demographic characteristics of such student.

Definitions: LB 298 provides the following definitions for purposes of the provisions related to the dress code and grooming policy.

- (a) “National origin” includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire;
- (b) “Natural and protective hairstyles” include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, bantu knots, afros, weaves, wigs, or head wraps;
- (c) “Race” includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire;
- (d) “Religious attire and characteristics associated with religion” includes, but not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs; and
- (e) “Tribal regalia” includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Interstate Teacher Mobility Compact

The compact would facilitate the mobility of teachers across the member states. Member states have been trying to establish a collective regulatory framework that expedites and enhances the ability of teachers to move across state lines and maintain their teaching certificate.

The compact is intended to achieve the following when member states all ratify the same intentions:

- Create a streamlined pathway to licensure mobility for teachers;
- Support the relocation of eligible military spouses;
- Facilitate and enhance the exchange of licensure, investigative, and disciplinary information between members;
- Enhance the power of state and district-level education officials to hire qualified, competent teachers by removing the barriers to employing out-of-state teachers;
- Support the retention of teachers in the profession by removing the barriers of re-licensure in a new state; and
- Maintain state sovereignty in the regulation of the teaching profession.

The compact will not go into effect until the date on which a tenth member state has enacted the compact into its laws. Withdrawing from the compact occurs six months after the enactment of the repealing of the statute.

E. Education Committee Priority Package, LB 705.

LB 705	<i>Sponsor</i>	<i>Committee</i>	<i>Passed</i>	<i>Subject</i>
	Murman	Education	47-0 5/30/23	Provide, change, transfer, and eliminate provisions relating to education

Operative Dates: The emergency clause is attached to LB 705 so that the legislation becomes law one day after the Governor signs it into law (June 2, 2023). However, the measure provides a series of actual operative dates for various components within LB 705 as noted in the analysis below.

Severability Clause: The severability clause is attached to LB 705 so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Fiscal Impact: The combined fiscal impact of LB 705 for the state is estimated to be approximately \$47 million in FY2023-24 and \$39 million in FY2024-25. This is offset principally through revenue from lottery proceeds in the amount of about \$23 million for each of the next two years. There will also be a fiscal impact on school districts to comply with many new mandates. School employees will also have new mandated requirements as part of their employment. There will also be financial benefits offered through various components of LB 705 to both school districts and some school employees.

As passed and signed into law, LB 705 encompasses multiple changes to elementary and secondary education and post-secondary education. Including the original provisions of LB 705, there are components of 24 separate legislative bills incorporated into LB 705, which serves as the vehicle for the Education Committee Priority Package. The summaries are divided into categories as follows:

Education Committee Priority Package, LB 705

Category	Measure	Pg.
Special Education / Option Enrollment	LB 153 (DeBoer) creates the Extraordinary Increase in Special Education Expenditures Act	9
	LB 414 (Conrad) changes provisions relating to the enrollment option program	9
School Participation	LB 372 (Murman) part-time enrollment in public schools and extracurricular activities	10
Teacher Retention and Recruitment	LB 385 (Linehan) adopts the Nebraska Teacher Recruitment and Retention Act	11
	LB 603 (Linehan) changes the Alternative Certification for Quality Teachers Act	12
	LB 705 (Murman) creates Para to Teacher Program	13
	LB 724 (Vargas) eliminates basic skill test for eligibility for teaching certificates	14
	LB 762 (DeBoer) creates the Nebraska Paraprofessional to Teacher Program	14
School Safety and Mental Health	LB 516 (Walz) school safety and support for students' mental health	15
	LB 585 (Hughes) requires behavioral and mental health training	15
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Graduation Requirements	LB 201 (Vargas) requires high school students to complete the FAFSA form	17
Curriculum	LB 520 (Walz) changes the Computer Science and Technology Education Act	18
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Youth Organizations	LB 805 (von Gillern) requires access to students in schools by a youth organization	20
Student Discipline	LB 632 (McKinney) Prohibits suspension of students in prekindergarten through 2nd grade	21
	LB 705 (Murman) Behavioral Intervention Training / Teacher Support Act	22
	LB 774 (Vargas) comprehensive changes to the Student Discipline Act	24
	LB 811 (Murman) use of physical restraint and removal from classroom	28
Textbook Loan Program	LB 647 (McDonnell) Relates to purchase and loan of textbooks for K-12 private schools	29
Diploma Program	LB 648 (McDonnell) develops a workforce diploma program	29
Juvenile Justice	LB 708 (Arch) requires memo of understanding for the sharing of data relevant to students	30

Special Education / Option Enrollment

LB 153	<i>Sponsor</i>	<i>Subject</i>
	DeBoer	Creates the Extraordinary Increase in Special Education Expenditures Act

Sections within LB 705: 39-42, and 92.

Operative Date: June 2, 2023.

LB 153 as amended into LB 705 creates the Extraordinary Increase in Special Education Expenditures Act. The measure also amends the Special Education Act.

The idea behind the measure is to assist school districts with large, unexpected special education expenditures and allow school districts to more easily meet the needs of all students.

By January 15th of each school fiscal year, a school district with expected special education expenditures that total (a) at least \$50,000 annually or (b) one-half percent or more of the school district's annual budget, whichever is greater, may submit an application to NDE for a payment from the Education Future Fund to cover an extraordinary increase in special education expenditures. The application must include the special education expenditures of the applicant school district as of the immediately preceding December 31st for the school fiscal year in which the application is submitted.

NDE is required to divide the special education expenditures for the school fiscal year immediately preceding the school fiscal year in which an application is submitted by two and multiply the result by 107% for each applicant school district.

NDE must make a payment to each applicant school district by January 31st for the school fiscal year in which the application is submitted. The payment would equal the maximum payment, except that if the sum of all maximum payments for applicant school districts for such school fiscal year exceeds the available balance permitted in the Education Future Fund (\$2.5 million), each payment would be reduced proportionally so that the sum of all payments for applicant school districts for such school fiscal year equals the available balance.

The measure provides intent to use up to \$2.5 million per year from the Education Future Fund for purposes of the Extraordinary Increase in Special Education Expenditures Act. Note that the original amount requested in LB 153 was \$10 million per year.

LB 414	<i>Sponsor</i>	<i>Subject</i>
	Conrad	Changes provisions relating to the enrollment option program

Sections within LB 705: 55-57, and 95.

Operative Date: September 2, 2023.

LB 414 as amended into LB 705 revises the Enrollment Option Program.

Capacity for special education services operated by an option school district will be determined on a case-by-case basis. If an application for option enrollment received by a district indicates that the student has an individualized education plan (IEP) under the Individuals with Disabilities Education Act (IDEA) or has been diagnosed with a disability, the application will be evaluated by the district's director of special education services (or designee), on a case-by-case basis, who will then determine if the district has the capacity to provide the applicant the appropriate services and accommodations.

Prior to October 15th of each year, a district's school board may declare a program, class, or school unavailable to option students for the next school year due to lack of capacity.

If an application is rejected by the option district, the rejecting district must provide written notification to the parent or guardian stating the specific reasons for the rejection including, for students with an IEP, a description of services and accommodations required that the district does not have the capacity to provide.

By July 1, 2024, and each July 1st thereafter, each school district must provide to NDE, on forms prescribed by the department, information relating to all applications rejected by the option school district. The information must include:

- (a) the number of applications rejected in each public school in such district,
- (b) an explanation why each application was rejected,
- (c) whether each application for option enrollment indicated that the student had an IEP or had been diagnosed with a disability, and
- (d) whether information regarding the specific reasons for the rejection was provided to the applicant.

NDE is required to annually compile the information received and provide a report on such information electronically to the Legislature beginning on September 1, 2024, and each September 1st thereafter.

School Participation

LB 372	<i>Sponsor</i>	<i>Subject</i>
	Murman	Part-time enrollment in public schools and extracurricular activities

Section within LB 705: 75.

Operative Date: September 2, 2023.

LB 372 as amended into LB 705 changes the part-time enrollment law (§ 79-2,136). The measure provides that each school board must allow the part-time enrollment of students, for all courses

selected by the students, who are residents of the school district and who are also enrolled in a private school or a home school.

New language in the law provides that **each school board must establish policies and procedures to allow any student who is a resident of the school district and who is enrolled in a home school to participate in any extracurricular activities**, including, but not limited to, interschool competitions, to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled in a public school governed by the board, EXCEPT that a home school will set the standards for satisfactory academic performance for a student from the school to participate in extracurricular activities and would provide assurances of compliance with the academic standards.

School board policies and procedures adopted:

- (a) must require any student participating in extracurricular activities to be enrolled in no more and no less than five credit hours offered by the school district in any semester,
- (b) may not allow any preference in the selection of a student for participation in an extracurricular activity based on the student's status as a full-time student in the school district, and
- (c) may require any student participating in extracurricular activities to follow school policies that apply to other students when present on school grounds or at a school-sponsored activity or athletic event.

Participation in extracurricular activities may not entitle a student to transportation, except to and from practices and events to the same extent as public school students participating in the activities, or transportation reimbursement. Such students are not exempt from the compulsory attendance law.

Teacher Retention and Recruitment

LB 385	<i>Sponsor</i>	<i>Subject</i>
	Linehan	Adopts the Nebraska Teacher Recruitment and Retention Act

Sections within LB 705: 43-50.

Operative Date: June 2, 2023.

LB 385 as amended into LB 705 creates the Nebraska Teacher Recruitment and Retention Act. The purpose of the Nebraska Teacher Recruitment and Retention Act is to provide financial incentives to recruit and retain teachers in Nebraska classrooms.

Under the program, a teacher may apply to NDE for a grant. The department may not prioritize a grant based upon the school where the applicant teaches.

A teacher is eligible to apply for:

- (a) A “retention one grant” of \$2,500 if the teacher has signed a contract to complete the teacher's second complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27;
- (b) A “retention two grant” of \$2,500 if the teacher has signed a contract to complete the teacher's fourth complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27;
- (c) A “retention three grant” of \$2,500 if the teacher has signed a contract to complete the teacher's sixth complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27; and
- (d) (i) A “high-need retention grant” of \$5,000 if on or after June 2, 2023, a teacher:
 - (A) Obtains an endorsement in special education, mathematics, science, technology, or dual credit; and
 - (B) Signs a contract to complete a school year of full-time employment as a teacher at a Nebraska school in school year 2024-25, 2025-26, or 2026-27.
- (ii) A teacher may only be eligible to receive one high-need retention grant.

The measure provides intent to encourage individual schools and school districts to adopt policies incentivizing teacher recruitment and retention through policies similar to the Nebraska Teacher Recruitment and Retention Act. Teachers at schools not adopting a recruitment and retention policy are not prohibited from receiving a grant under the Nebraska Teacher Recruitment and Retention Act.

The measure appropriates \$10 million from the Education Future Fund to fund the Teacher Recruitment and Retention Act. The Nebraska Teacher Recruitment and Retention Act terminates on January 1, 2028.

LB 603	<i>Sponsor</i>	<i>Subject</i>
	Linehan	Changes the Alternative Certification for Quality Teachers Act

Sections within LB 705: 54, 86, 87.

Operative Date: September 2, 2023.

LB 603 as amended into LB 705 modifies the Alternative Certification for Quality Teachers Act.

The measure requires the Commissioner of Education to issue an alternative certificate to teach on a full-time basis to any applicant who:

- (a) Possess a baccalaureate degree; and
- (b) Has successfully completed an alternative teacher certification program operated by an organization that satisfies the following criteria:

- (i) The organization operates in at least five states;
- (ii) The organization has operated an alternative teacher certification program for at least ten years; and
- (iii) The program requires candidates to pass a subject area examination and the pedagogy examination, known as the professional teaching knowledge examination, to receive a certificate under such program.

Note: Not coincidentally, the organization that pursued this legislation, the American Board For Certification of Teacher Excellence, would be the qualifying entity to provide these services as per LB 603.

A certificate issued under this measure only authorizes an individual to teach the subject and educational levels for which the individual has successfully completed an alternative teacher certification program.

Issuance of an alternative certificate to teach would be subject to a criminal history record information check and payment of any required fees.

An individual who receives an alternative certificate to teach must:

- (a) Participate in a school district clinical experience for one semester in the individual's first semester of employment as a teacher; and
- (b) Be subject to the same certification criteria as an individual who completes a traditional teacher preparation program if converting the alternative certificate to teach to a standard certificate to teach.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Para to Teacher Program

Sections within LB 705: 88.

Operative Date: September 2, 2023.

Beginning in fiscal year 2024-25, LB 705 requires the commissioner to grant a temporary certificate to teach on a full-time basis to any applicant who:

- (i) Has completed two years at a college or university accredited by an accrediting organization recognized by the U.S. Department of Education with at least 48 or more semester credit hours or obtained an associate degree from such a college or university;
- (ii) Is employed as a paraprofessional or paraeducator at an elementary school, middle school, or high school in Nebraska; and
- (iii) Has passed any appropriate subject area examination as designated by the State Board of Education.

Issuance of a temporary certificate to teach is subject to a criminal history record information check.

LB 724	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Eliminates basic skills test for eligibility for teaching certificates

Sections within LB 705: 82-85.

Operative Date: September 2, 2023.

LB 724 as amended into LB 705 removes the basic skills test requirements for teaching certificates. The measure retains the test for content knowledge.

LB 762	<i>Sponsor</i>	<i>Subject</i>
	DeBoer	Creates the Nebraska Teacher Apprenticeship Program

Sections within LB 705: 51.

Operative Date: June 2, 2023.

LB 762 as amended into LB 705 requires NDE to create and administer the Nebraska Teacher Apprenticeship Program. The purpose of the program is to help recruit and increase the number of teachers throughout the state by utilizing an apprenticeship model for training.

The program must provide for an applicant who successfully completes the program to obtain a certificate or permit issued by the Commissioner of Education. NDE may work with standard institutions of higher education, the Department of Labor, and other entities NDE deems necessary to develop and implement the program.

An individual may apply for participation in the program if the individual:

- (a) is an employee of a school approved or accredited by NDE or
- (b) has a contract to begin working for a school approved or accredited by NDE at the start of the school year for which the individual is applying for participation in the program.

NDE must determine requirements for completion of the program by an applicant. The requirements must include:

- (a) The completion of a one-year apprenticeship in a classroom;
- (b) A baccalaureate degree from a standard institution of higher education; and
- (c) Successful completion of a subject area examination and pedagogy examination created by the department as part of the program.

The Commissioner of Education is required to issue a certificate to teach to an applicant who successfully completes the program.

The measure appropriates \$1 million for fiscal year 2023-24 and each fiscal year thereafter from the Education Future Fund to NDE for the program.

School Safety and Mental Health

LB 516	<i>Sponsor</i>	<i>Subject</i>
	Walz	Increases school safety and support for students' mental health

Sections within LB 705: 100, 108, 124, 125.

Operative Date: July 1, 2023 (Section 100); September 2, 2023 (Sections 108, 124, 125).

Safe2Help Nebraska

LB 516 as amended into LB 705 appropriates \$870,000 from the General Fund for fiscal year 2024-25 and each fiscal year thereafter to NDE to carry out the School Safety and Security Reporting System Act (Safe2Help Nebraska). This provision is operative on July 1, 2023.

Grant Program

The measure requires the Commissioner of Education to create and administer a competitive grant program to provide funding to school districts and to ESUs on behalf of approved or accredited nonpublic schools for security-related infrastructure projects. The qualifying projects may include, but not limited to, surveillance equipment, door-locking systems, and double-entry doors for school buildings. Subject to available appropriations, NDE must provide a grant to any school district or ESU that applies for a grant for use in funding qualifying projects.

A school district receiving a grant must divide the use of grant funds as evenly as possible among all eligible school buildings within the district.

An ESU may apply to NDE for a grant for use in funding qualifying projects at approved or accredited nonpublic schools that contract with the ESU on such qualifying projects. An approved or accredited nonpublic school may apply to and contract with the appropriate ESU in the school's area in a manner prescribed by the ESU for purposes of funding qualifying projects.

The measure makes a one-time \$10 million appropriation to NDE to administer the grant program.

LB 585	<i>Sponsor</i>	<i>Subject</i>
	Hughes	Requires behavioral and mental health training

Sections within LB 705: 76, 77.

Operative Date: September 2, 2023.

LB 585 as amended into LB 705 changes the duties of the state school security director. The measure requires the director to oversee behavioral and mental health training, with a focus on suicide awareness and prevention in public schools.

The measure modifies an existing mandate for school employees. Beginning in school year 2023-24, all public school employees who interact with students and any other appropriate personnel, as

determined by the school superintendent, must receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The training may include, but not limited to:

- (i) topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students,
- (ii) appropriate and effective responses for educators to student behavioral and mental health issues,
- (iii) trauma-informed care, and
- (iv) procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Mental health training grant program

Sections within LB 705: 6, 7.

Operative Date: July 1, 2023.

LB 705 establishes a mental health training grant program. NDE is required to award mental health training grants from any money available in the Mental Health Training Cash Fund. A grantee may be a school district or an ESU.

Each applicant for a mental health training grant must describe in the application the training to be provided under the grant on:

- (a) The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health services;
- (b) Mental health resources, including, but not limited to, the location of local community mental health centers; and
- (c) Action plans and protocols for referral to such resources.

Each application for a mental health training grant must also include in the application a description of how the training to be provided under the grant will prepare recipients of such training to:

- (a) Safely de-escalate crisis situations;
- (b) Recognize the signs and symptoms of mental illness, including, but not limited to, schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders; and
- (c) Timely refer a student to available mental health services in the early stages of the development of a mental disorder to avoid the need for subsequent behavioral health care and to enhance the effectiveness of mental health services.

Notes: The measure creates the Mental Health Training Cash Fund to be administered by NDE and will consist of money transferred via proceeds from lottery revenue dedicated for education. LB 705 sets aside 1.5% of the lottery proceeds dedicated for education to be used for the Mental Health Training Cash Fund.

Grants received under this grant program would be considered special grant funds under TEEOSA.

Graduation Requirements

LB 201	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Requires high school students to complete the FAFSA form

Section within LB 705: 79.

Operative Date: September 2, 2023.

Beginning in school year 2024-25, each public high school student must complete and submit to the U.S. Department of Education a Free Application for Federal Student Aid (FAFSA) prior to graduating from high school.

A public high school student would not be required to comply if:

- (i) A parent or legal guardian of or a person standing in loco parentis to the student signs and submits the appropriate form indicating that the parent, legal guardian, or person standing in loco parentis authorizes the student to decline to complete and submit an application;
- (ii) The school principal or the school principal's designee signs and submits the appropriate form authorizing the student to decline to complete and submit an application *for good cause as determined by the school principal or the school principal's designee*; or
- (iii) A student who is 19 years of age or older or is an emancipated minor signs and submits the appropriate form stating that the student declines to complete and submit an application.

The Commissioner of Education must prescribe the forms to be used by each public high school. The forms must be made available:

- (i) By each public high school to students, parents and legal guardians of students, and persons standing in loco parentis to students; and
- (ii) In English, Spanish, and any other language spoken by a majority of the students enrolled in any English learner program at the public high school.

The school principal or the school principal's designee of each public high school must provide the compliance information to the school district or governing authority for the public high school and to NDE without disclosing, for any student who has complied with the requirements, personally identifiable information. The school principal or school principal's designee must

provide separately the aggregate number of students who have not complied and who complied, unless otherwise prohibited by federal or state law regarding the confidentiality of student educational information.

By December 31, 2025, and by December 31st of each year thereafter, the Commissioner of Education must electronically submit a report with the information received by NDE to the Clerk of the Legislature.

The State Board of Education is required to adopt and promulgate rules and regulations as necessary to implement this section. The rules and regulations must include, but not limited to:

- (a) A timeline for the distribution of the Free Application for Federal Student Aid and the relevant forms by public high schools and for the submission of the FAFSA and the forms prescribed;
- (b) Standards regarding the information that a public high school must provide to students regarding:
 - (i) Instructions for filling out the FAFSA;
 - (ii) The options available to a student if a student wishes to decline to complete and submit a FAFSA; and
 - (iii) The method by which a student must provide proof to the public high school that the student has completed and submitted the FAFSA or a form prescribed.
- (c) A requirement for each public high school to report the number of students who completed and submitted a FAFSA and the number of students who instead submitted a form prescribed.

Curriculum

LB 520	<i>Sponsor</i>	<i>Subject</i>
	Walz	Changes the Computer Science and Technology Education Act

Sections within LB 705: 79, 81, 101, 102.

Operative Date: September 2, 2023.

Background

LB 1112 was passed and signed into law during the 2022 Session. LB 1112, introduced by Senator McKinney, created the Computer Science and Technology Act, changed academic standards, and increased the credit hours required for graduation from high school.

Beginning with the 2024-25 school year, school districts must consult with NDE to include computer science and technology education in the instructional programs of its elementary and middle schools, and require each student to complete at least one five-credit high school course in computer science & technology prior to graduation.

By December 1, 2025, and by December 1 each year thereafter, school districts must provide an annual report to its school board and NDE demonstrating student progress in computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.

Revisions

LB 520 as amended into LB 705 delays the implementation timeline by a year and changes some of the requirements created under LB 1112 (2022).

The measure provides that, beginning in school year 2027-28, at least five of the minimum credit hours must include computer science and technology education.

The measure also states that the five high school credit hour requirement may be met by a single course or combination of high school courses that cover the computer science and technology academic content standards and may be made available in a traditional classroom setting, a blended-learning environment, or an online-based or other technology-based format.

The measure further states that by December 1, 2026, and by each December 1st thereafter, in order to promote and support computer science and technology education, each school district must provide an annual computer science and technology education status report to its school board and NDE, including student progress on the computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.

By March 1, 2024, the State Board must adopt measurable academic content standards for computer science and technology education under the mathematics, science, or career and technical education standards.

LB 787	<i>Sponsor</i>	<i>Subject</i>
	Wayne	Adopts the STEEM Development Act

Section within LB 705: 90.

Operative Date: July 1, 2023.

NOTE that Section 90 of LB 705 incorporates the provisions of LB 787 (STEEM) and also part of the original LB 705 as introduced (School Improvement Grant Program).

STEEM

Beginning January 1, 2024, the State Board of Education must establish an innovation grant program to procure or purchase an annual license for learning platforms for use in schools to engage students in coursework and careers in Science, Technology, Engineering, Entrepreneurship, and Mathematics (STEEM). A “learning platform” is defined as a three-dimensional, game-based learning platform for use by middle school and high school students.

The State Board must also establish standards that a learning platform must meet in the subject areas of chemistry and physical science, business, and mathematics. The State Board must develop a plan related to how it will prioritize the grant applications.

A developer may apply to NDE for a grant for a learning platform that:

- (a) Is designed to teach information related to chemistry and physical science, business, or mathematics;
- (b) Aligns with the standards established by the state board relating to chemistry and physical science, business, or mathematics;
- (c) Connects such standards with real-world technologies and applications;
- (d) Highlights science, technology, engineering, entrepreneurship, and mathematics career pathways in Nebraska; and
- (e) Meets any additional requirements set out by the State Board.

Any developer that receives a grant must provide access to and use of its learning platform to all Nebraska school districts. Grants would be awarded by July 1st of each year.

School Improvement Grant Program

Under LB 705, the State Board is required to establish an improvement grant program in areas including:

- (1) teacher recruitment and retention,
- (2) improvement for schools and school districts,
- (3) improvement in student performance in the subject areas of reading and mathematics, and
- (4) other improvement areas identified by the state board.

Funding

Ten percent of the lottery proceeds outlined in LB 705 would be allocated as follows:

- 8.75% would be used for STEEM grants; and
- 1.25% would be used for School Improvement Grants.

Youth Organizations

LB 805	<i>Sponsor</i>	<i>Subject</i>
	von Gillern	Requires access to students in schools by a youth organization

Section within LB 705: 126.

Operative Date: September 2, 2023.

LB 805 as amended into LB 705 requires each school district, upon request, to allow a representative of any “youth organization” to provide:

- (i) oral or written information to the students of such school district regarding the youth organization and how the youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship, and
- (ii) services and activities to any student of such school district who is a member of the youth organization.

Each requesting youth organization must be permitted to provide such information, services, and activities in a school building or on the school grounds of a school in each school district at least once during each school year.

Each school district must make a good faith effort to select a date, time, and location for each requesting youth organization to provide such information, services, or activities that is mutually agreeable to the school district and to the youth organization. Oral information may only be provided during noninstructional time.

Prior to allowing a representative of a youth organization to provide information, services, or activities at a school, the representative will be subject to a background check. Except as otherwise provided by the measure or by the rules and regulations of the Nebraska State Patrol, the parameters of the background check will be determined by the relevant school district.

A school district may prohibit any representative of a youth organization that has been convicted of a felony from providing information, services, or activities at any school in the school district. Each representative of a youth organization is responsible for all costs associated with obtaining such background checks.

The measure provides that nothing may be construed to supersede a parent's ability to exercise any rights such parent has under a school district policy established under the Parental Involvement Act (§ 79-531).

The measure defines “youth organization” as a corporation chartered by Congress and listed in 36 U.S.C. Subtitle II, Part B, as of January 1, 2023.

Student Discipline

LB 632	<i>Sponsor</i>	<i>Subject</i>
	McKinney	Prohibits suspension of students in prekindergarten through 2nd grade

Sections within LB 705: 58, 60, 63, 66.

Operative Date: July 1, 2023 (Section 58); September 2, 2023 (Section 60).

LB 632 as amended into LB 705 prohibits an elementary school from suspending a student in pre-kindergarten through second grade. Each school district is required to develop a policy to implement this provision, which must include disciplinary measures inside the school as an alternative to suspension.

Exception

An elementary school may suspend a student in pre-kindergarten through second grade if the student brings a “deadly weapon” on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his/her designee, or at a school-sponsored activity or athletic event.

Under the Nebraska Criminal Code (§ 28-109), “deadly weapon” is defined as any firearm, knife, bludgeon, or other device, instrument, material, or substance, whether animate or inanimate, which in the manner it is used or intended to be used is capable of producing death or serious bodily injury.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Behavioral Intervention Training and Teacher Support Act

Sections within LB 705: 2-5.

Operative Date: July 1, 2023.

Sections 2 to 5 of LB 705 create the Behavioral Intervention Training and Teacher Support Act, which includes new school employee training requirements and the implementation of a behavior awareness point of contact program.

Behavioral Intervention Training

Beginning in school year 2024-25, the ESUCC must:

- (a) ensure annual behavioral awareness training is available statewide and
- (b) develop, implement, and administer an ongoing statewide teacher support system.

Beginning in school year 2026-27, each school district must ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training.

Each administrator, teacher, paraprofessional, school nurse, and counselor who has received the training must receive a behavioral awareness training review at least once every three years. Each school district may offer such training, or similar training, to any other school employees at the discretion of the school district.

In addition, all school employees must have a basic awareness of the goals, strategies, and schoolwide plans included in the training.

Behavioral awareness training must include, but not limited to, evidence-based training on a continuum that includes:

- (a) Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma;
- (b) Positive behavior support and proactive teaching strategies, including, but not limited to, expectations and boundaries; and
- (c) Verbal intervention and de-escalation techniques.

By July 1, 2025, and each July 1 thereafter, each school district must submit a behavioral awareness training report to the ESUCC. The report must include the school district behavioral awareness training plan and summarize how such plan fulfills the requirements.

By December 31, 2025, and each December 31 thereafter, the ESUCC must submit a report electronically to the Education Committee summarizing (i) the behavioral awareness training reports received by school districts, (ii) the various trainings provided across the state, the teacher support system, and (iii) a financial report of funding received and expended in accordance with the Behavioral Intervention Training and Teacher Support Act.

Points of Contact

Each school district must designate one or more school employees as a “behavioral awareness point of contact” for each school building or other division as determined by the school district. Each point of contact must be trained in behavioral awareness and must have knowledge of community service providers and other resources that are available for the students and families in the school district.

Each school district must indicate each behavioral awareness point of contact for the school district on the district website and in any school directory for the school that the behavioral awareness point of contact serves.

Each school district must maintain or have access to a registry of local mental health and counseling resources. The registry must include resource services that can be accessed by families and individuals outside of school.

Each point of contact must coordinate access to support services for students whenever possible. If information for an external support service is provided to an individual student, then school personnel must notify a parent/guardian of the student in writing unless the recommendation involves law enforcement or child protective services.

Notes: Behavioral awareness training and the teacher support system will be funded by the Behavioral Training Cash Fund. Eight percent of the lottery funds available for education purposes would be used for this training.

Any funding received by a school district for behavioral awareness training would be considered special grant funds for purposes of TEEOSA.

LB 774	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Provides comprehensive changes to the Student Discipline Act

Sections within LB 705: 58, 61, 62, 64, 65, 67-74.

Operative Date: September 2, 2023.

Background: Senator Vargas has introduced legislation similar to LB 774 since 2018:

- LB 999 (2018) – Indefinitely postponed;
- LB 515 (2019) – Passed in 2020; vetoed;
- LB 198 (2021) – Placed on General File; Indefinitely postponed; and
- LB 774 (2023) – Placed on General File; merged into LB 705; passed and signed into law.

In 2020, LB 515 was passed by a narrow 26-7 vote and ultimately vetoed by the Governor. In his veto message, dated April 17, 2020, Governor Ricketts stated:

It is not wise public policy to turn school discipline matters into court proceedings or arbitration. The bill disregards the safety of teachers and other students. Student discipline must balance the rights of students and the need for a safe learning environment. While well intentioned, LB 515 misses that mark. School districts have contacted me to share their concerns that the bill will adversely affect their staff and students. These concerns are serious and cannot be ignored.

Since 2018, Senator Vargas has used the same language in his Statement of Intent:

[A]amends portions of the Student Discipline Act in an attempt to clarify and build on original legislative intent: “to assure the protection of all elementary and secondary school students’ constitutional right to due process and fundamental fairness within an orderly and effective educational process.”

LB 774 as amended into LB 705 modifies the Student Discipline Act in several areas and also adds new sections to the Act.

Mandatory Reassignment

LB 774 amends the definition of “mandatory reassignment” from currently meaning “the involuntary transfer of a student to another school in connection with any disciplinary action” to “the involuntary transfer of a student to another school.”

Short Term Suspension

Under current provisions of the Act, the principal must send a written statement to the student and his/her parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken *within 24 hours* or such additional time as is reasonably necessary following the suspension.

LB 774 specifies that such action may not exceed an additional 48 hours.

The principal must make a reasonable effort to hold a conference with the parent or guardian before or at the time the student returns to school.

LB 774 specifies that such effort must be documented in writing.

Completion of Classwork

LB 774 adds a new section to the Act (replacing a similar existing provision) stating that any student who is suspended SHALL be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations. Each school district must develop and adopt guidelines that provide such student with the opportunity to complete classwork and homework. *Such guidelines may not require the student to attend the school district's alternative programs for expelled students in order to complete classwork and homework.* The guidelines must be provided to the student and a parent or guardian at the time of suspension.

Alternative Education Programs

LB 774 provides that at the conclusion of an expulsion, a school district must reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of his or her expulsion from any Nebraska-accredited institution or institution accredited by one of the six regional accrediting bodies in the U.S.

Decision to Recommend Discipline

LB 774 provides that, if a principal makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, such decision must be made within two school days after learning of the alleged student misconduct.

Under current provisions of the Act, the school must, within two school days after the decision, send written notice by registered or certified mail to the student and his/her parent or guardian informing them of the rights established under the Act.

The Act requires that such written notice must include a statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request.

LB 774 stipulates that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or homework.

Hearing

Current provisions of the Act do not preclude the student or the student's parent, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

LB 774 strikes “hearing stage” and inserts “the time the long-term suspension, expulsion, or mandatory reassignment takes effect.”

The measure provides that, if a hearing is requested within five school days after receipt of the notice, the superintendent must “recommend appointment” (rather than appoint) a hearing examiner within two school days after receipt of the hearing request.

The student or the student's parent or guardian may request the designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment.

Upon receiving such a request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned.

The superintendent may also provide an additional list of hearing examiners that may include hearing examiners employed by or under contract with the school district. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended, provided as an alternative hearing examiner, or included on an additional list, if any, and must notify the superintendent in writing of the selection.

The superintendent must appoint the selected hearing examiner upon receipt of such notice.

Individuals whose impartiality may be reasonably questioned would include, but not be limited to, individuals who:

- (i) Have a personal bias or prejudice concerning a party;
- (ii) Have personal knowledge of evidentiary facts concerning the proceeding;
- (iii) Have served as legal counsel to the school district; or
- (iv) Have a spouse who is an employee of, or is under contract with, the school district.

A qualified hearing examiner must be an individual who has knowledge of the Act, training in its statutory requirements, or experience conducting student hearings.

Expenses and fees of any hearing examiner, in connection with the hearing, must be paid by the school board.

The hearing must be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties.

The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all (not just examine) the records and written statements referred to in the Student Discipline Act as well as the statement of any witness in

the possession of the school board or board of education no later than 48 hours prior to the hearing.

Witnesses

LB 774 requires that the school district must make available those witnesses who have knowledge of or were involved in the alleged misconduct and subsequent discipline of the student if such witnesses are requested by the student or the student's parent, guardian, or representative and such witnesses are employees or under contract with the school district.

Final Disposition

LB 774 requires that, after a hearing, a report must be made by the hearing examiner of his/her findings and a recommendation of the action to be taken, which report must be made to the superintendent and the student or the student's parent or guardian within ten calendar days after the hearing and must explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended.

The bill requires the superintendent to notify the student or the student's parent or guardian of the superintendent's determination within five school days after receipt of the hearing examiner's report.

Written notice of the findings and recommendations of the hearing examiner and the determination of the superintendent must be made by certified or registered mail or by personal delivery to the student or the student's parent or guardian. Upon receipt of the written notice by the student, parent, or guardian, the determination of the superintendent would take immediate effect unless the student or the student's parent or guardian appeals the written notice of determination of the superintendent.

Duration of Expulsion

Under current provisions of the Act, the expulsion of a student would be for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within 10 school days prior to the end of the first semester, in which case the expulsion would remain in effect through the second semester, or (b) within 10 school days prior to the end of the second semester, in which case the expulsion would remain in effect for summer school and the first semester of the following school year subject to an automatic review at the start of the first semester.

LB 774 provides that, if the misconduct occurred prior to the last 10 school days of the first semester, and the expulsion takes effect in the second semester because the recommendation for expulsion was appealed to a hearing examiner or the school board, the length of the expulsion may not exceed the number of days it would have been in effect had the appeal not been made.

Final Action of Board

LB 774 amends the existing of the Act pertaining to final action of the board and states that final action must be taken within three calendar days after the hearing and be evidenced by personally delivering or mailing by certified mail a copy of the board's decision to the student and his or her parent or guardian within three calendar days after the final action.

LB 811	<i>Sponsor</i>	<i>Subject</i>
	Murman	Change provisions relating to the Student Discipline Act and provide for use of physical contact or physical restraint or removal from a class in response to student behavior, provide for behavioral awareness and intervention training, and change provisions relating to lottery funds used for education

Sections within LB 705: 1, 58, 59, 78.

Operative Date: July 1, 2023.

Background: The controversial legislation was the subject of five separate legislative measures by two different state senators (Groene and Murman) over the course of six years. NSEA was the only education-related organization to support these measures and NCSA took the lead in opposition. The focus of the various proposals was the use of physical force/intervention of students and the removal of students from the classroom by teachers.

- LB 595 (2017) – Placed on General File; Indefinitely postponed
- LB 147 (2019) – Placed on General File; Indefinitely postponed
- LB 673 (2021) – Indefinitely postponed
- LB 1179 (2022) – Indefinitely postponed
- LB 811 (2023) – Placed on General File; merged into LB 705; passed and signed into law

LB 811 as amended into LB 705 modifies the Student Discipline Act.

By July 1, 2025, NDE is required to develop and adopt a model policy relating to (i) behavioral intervention, behavioral management, (ii) classroom management, and (iii) removal of a student from a classroom in a school. The model policy must include appropriate training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools and how frequently the training must be required.

By August 1, 2025, each school district must develop and adopt a policy consistent with or comparable to the model policy developed by NDE, which will be a requirement for accreditation. The policy must be filed with the Commissioner of Education. The policy developed and adopted by a school district must be included with any notifications required under the Student Discipline Act.

Beginning in school year 2026-27, each school district must ensure that any school employee who has behavioral management responsibilities participates in behavioral awareness and intervention training consistent with the school district policy developed and adopted. The training must be provided by the school district or such school district's ESU.

Each school district must, either independently, or through its ESU, develop and provide behavioral awareness and intervention training to employees from the school who have behavioral management responsibilities. If such training is provided by the ESU, the training must be available to any ESU employee and any member school district employee that works in a school and has behavioral management responsibilities. The training must be consistent with the model policy developed by NDE.

This measure also amends accreditation laws (Section 79-703). Beginning August 1, 2025, accreditation standards will require each school district to develop and adopt a policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom.

Note: LB 705 (Section 1) provides that 8% of the lottery proceeds dedicated for education are set aside for behavioral training. This funding source would exist for fiscal years 2024-25 through 2028-29.

Textbook Loan Program

LB 647	Sponsor	Subject
	McDonnell	Relates to purchase and loan of textbooks for K-12 private schools

Section within LB 705: 80.

Operative Date: September 2, 2023.

LB 647 as amended into LB 705 modifies the Textbook Loan Program (§ 79-734). The measure changes provisions relating to the purchase and loan of textbooks for children enrolled in kindergarten to twelfth grade at a private school.

Beginning July 1, 2024, NDE must assume the reasonability of the textbook loan program and purchases for non-public schools. NDE is authorized to utilize up to 5% of the program's appropriated funds to administer the program.

NDE may also contract with a third-party vendor to assist in carrying out the implementation of the program.

The current allocation to the Textbook Loan Program is \$1,465,500 so the 5% being allocated to administer the program is equal to \$73,275.

Diploma Program

LB 648	Sponsor	Subject
	McDonnell	Develops a workforce diploma program

Sections within LB 705: 96, 97.

Operative Date: June 2, 2023.

LB 648 as amended into LB 705 modifies the Diploma of High School Equivalency Assistance Act, which was created in 2013.

Under current law (§ 79-2304), the Legislature sets aside funds to be used by NDE to provide assistance to institutions that offer high school equivalency programs

This measure enhances the existing law by expanding services and programs to support the completion of the general educational development program. Each institution must offer to eligible individuals adult dropout recovery services, including recruitment and learning plan development, and provide proactive coaching and mentoring to such individuals, culminating in qualification for a high school diploma. “Eligible individuals” would include adults and out-of-school youths 16 years of age or older who are not enrolled or required to be enrolled in secondary school under state law and who have not previously earned a high school diploma or diploma of high school equivalency.

Note: LB 814 (Section 50) provides funding in the amount of \$750,000 per year for the Diploma of High School Equivalency Assistance Act.

Juvenile Justice

LB 708	<i>Sponsor</i>	<i>Subject</i>
	Arch	Requires memo of understanding for the sharing of data relevant to students

Section within LB 705: 122.

Operative Date: June 2, 2023.

LB 708 as amended into LB 705 requires a memo of understanding for the sharing of data relevant to students.

By October 1, 2023, NDE, DHHS, the Office of Probation Administration, and the State Court Administrator must enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court.

The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students. The memorandum must include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of such policies and procedures.

The consultant must provide recommendations addressing issues that include, but not limited to, the following:

- (a) Identifying and defining the population of students whose data should be collected and shared;
- (b) Defining the specific types of data to be collected and shared;
- (c) Identifying shared data systems;
- (d) Identifying the entities and persons for which the data should be accessible;
- (e) Identifying both federal and state legal responsibilities and confidentiality parameters; and
- (f) Developing a uniform approach for the transfer of educational credits.

The development of the policies and procedures for the sharing of data must be collaborative and must include input from the appropriate entities including, but not limited to, NDE, DHHS, the Office of Probation Administration, the State Court Administrator, the juvenile court system, the superintendent of schools for the youth and rehabilitation centers, public school districts, educators, and court-involved students and their parents.

The consultant must provide a draft report containing the recommendations to the appropriate agency representatives and the Commissioner of Education, the chief executive officer of DHHS, and the Chief Justice of the Supreme Court by September 1, 2024.

NDE must complete a final report detailing the recommendations of the consultant and any policies and procedures that are being considered for adoption by December 1, 2024.

F. Other Provisions of LB 705.

1. Distribution of Lottery Proceeds.

Section within LB 705: 1.

Operative Date: July 1, 2023.

For fiscal years 2024-25 through 2028-29, the lottery proceeds available to be used for education would be distributed as follows:

- 8% to the Behavioral Training Cash Fund;
- 2% to the College Pathway Program Cash Fund;
- 7% to the Community College Gap Assistance Program Fund;
- 10% to the Department of Education Innovative Grant Fund;
- 3% to fund distance education incentives;
- 1% to the Door to College Scholarship Fund;
- 8% to the Excellence in Teaching Cash Fund;
- 1.5% to the Expanded Learning Opportunity Grant Fund;
- 1.5% to the Mental Health Training Cash Fund; and
- 58% to the Nebraska Opportunity Grant Fund.

For fiscal year 2029-30 and thereafter, the money available to be used for education would be transferred as the Legislature may direct.

2. College Pathway Program Act.

Sections within LB 705: 8-12.

Operative Date: July 1, 2023.

This measure requires NDE to develop and administer the College Pathway Program to provide grants beginning July 1, 2024, to eligible providers to provide services to underrepresented and low-income students in high school and postsecondary education.

A provider is eligible for a grant pursuant to the College Pathway Program Act if the provider offers, exclusively to underrepresented and low-income students, educational services that provide materials, services, and supports to (i) help a student graduate from high school, (ii) apply for admission to a postsecondary institution, and (iii) complete the requirements to receive an associate degree or a baccalaureate degree.

Educational services may include:

- (a) Assistance and tutorials which help students in completing applications for a college or university, including applying for aid through the Free Application for Federal Student Aid (FAFSA) or other scholarships;
- (b) Assistance and materials which help students take the appropriate high school classes in an area or field of study a student is interested in and any classes necessary for a student to gain acceptance at a postsecondary institution or complete the requirements and take the appropriate postsecondary education classes to receive an associate degree or a baccalaureate degree; and
- (c) Any other services specified pursuant to rules and regulations adopted and promulgated by the State Board of Education.

“Low-income student” is defined as a student eligible for free or reduced-priced lunches in high school or a student whose family's taxable income for the preceding year did not exceed 150% of the federal poverty level.

“Underrepresented student” is defined as a student whose race is not proportionately represented at the institution at which the student is enrolled or applying for admission as the representation of such race in the population of Nebraska.

3. Career-Readiness and Dual-Credit Education Grant Program (Sections 13 to 27)

The program would be administered by the Coordinating Commission for Postsecondary Education. The commission, in consultation with NDE, the Department of Labor, and any advisory committee established by the commission for such purpose, must:

- (a) Create and establish teacher education pathways enabling the instruction of dual-credit courses and career and technical education courses;
- (b) Correlate and prioritize teacher education pathways with Nebraska workforce demand;
- (c) Establish a grant program beginning on or after July 1, 2024, to distribute money from the Excellence in Teaching Cash Fund to teachers enrolled in education pathways leading to qualification to teach dual credit courses and career and technical education courses;
- (d) Establish a directory of available teacher education pathways in Nebraska identified by sequence and location; and
- (e) On December 31, 2025, and each December 31 thereafter, electronically submit an annual report on grants awarded pursuant to the Career-Readiness and Dual-Credit Education Grant Program to the Clerk of the Legislature. The report must include the number and amount of grants awarded, the postsecondary educational institutions attended by grant recipients, and information regarding the completion of instructor requirements to teach dual-credit courses and career and technical education courses.

4. **Door to College Scholarship Act.**

Section within LB 705: 28-38.

Operative Date: July 1, 2023.

This measure requires the Coordinating Commission for Postsecondary Education to provide for awards to be made directly to eligible students beginning with the 2024-25 school year. An award may not exceed a maximum of \$5,000 annually to an eligible student with a full-time status and must be prorated for eligible students with a part-time status. The commission may adjust the value of awards annually to make awards to all eligible applicants who apply by the application deadline set by the commission.

Educational expenses means student costs for tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to a student's education;

Eligible student means an undergraduate student who:

- (a) Graduated from high school from an accredited education program at a youth rehabilitation and treatment center operated and utilized in compliance with state law OR graduated from an approved or accredited public, private, denominational, or parochial school within one year after being discharged from a youth rehabilitation and treatment center operated and utilized in compliance with state law;
- (b) Is enrolled in an eligible postsecondary educational institution;
- (c) Has applied for federal financial aid through the Free Application for Federal Student Aid (FAFSA) for the applicable award year;
- (d) Is a resident student who is domiciled in Nebraska; and

- (e) Complies with all other provisions of the Door to College Scholarship Act and any rules and regulations adopted and promulgated pursuant to the act;

A recipient of an award must:

- (a) Attend all required courses regularly;
- (b) Meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan; and
- (c) Maintain good academic standing at the eligible postsecondary educational institution without any disciplinary action by such institution.

An award may be terminated if such person fails to meet the requirements of this section.

Part Two: What's Coming Next?

- A. Interim Studies, 2023.
- B. Legislative Measures Still Pending.
- C. The New Norm in the Nebraska Legislative Arena.

Part Three: School Finance

- LB 818 (Clements) creates the Education Future Fund;
- LB 583 (Sanders) provides for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act; and
- LB 243 (Briese) adopts the School District Property Tax Limitation Act.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 147

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study relating to parental involvement in public schools. The study shall include, but need not be limited to, an examination of:

(1) The current statutory requirements relating to parental involvement in schools;

(2) Potential statutory changes to such requirements; and

(3) The discussions and issues raised at the public hearing for Legislative Bill 374 introduced during the First Session of the One Hundred Eighth Legislature.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 148

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the use of federal funds from the federal Elementary and Secondary School Emergency Relief Fund and the use of the Launch Nebraska website by the State Department of Education. The study shall include, but need not be limited to:

(1) The State Department of Education's use of federal funds from the federal Elementary and Secondary School Emergency Relief Fund;

(2) Content promoted and shared by the State Department of Education on the Launch Nebraska website; and

(3) The overall use of the Launch Nebraska website.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 149

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study related to social-emotional learning. The study shall include, but need not be limited to:

- (1) The core concepts of social-emotional learning;
- (2) How school personnel in this state utilize social-emotional learning in the classroom; and
- (3) How social-emotional learning relates to teaching about topics such as race, racism, sexual education, and mental health.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 240

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the impact of consolidation of educational service units.

This study shall include, but need not be limited to, an examination of the following:

(1) What additional responsibilities could be given to educational service units if such units were consolidated;

(2) Whether administrative costs for educational service units would be lower if such units were consolidated;

(3) How consolidation would affect the tax base and levy authority of educational service units;

(4) How to promote transparency within educational service units and about the responsibilities of educational service units;

(5) How to promote joint academic opportunities for community colleges and school districts with educational service units; and

(6) How to promote opportunities for educational service units to assist with mental health in schools.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 144

Introduced by Erdman, 47; Halloran, 33.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the subject of school choice where all education funding is distributed on a per student basis and follows the student to the school of their choice.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 129

Introduced by DeKay, 40.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the shortage of sports officials in Nebraska including, but not limited to, the shortage of officials registered by the Nebraska Schools Activities Association for the sports of baseball, basketball, football, softball, soccer, swimming and diving, track and field, volleyball, and wrestling.

In order to carry out the purposes of this resolution, the committee shall consider the input of the Nebraska Schools Activities Association.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 166

Introduced by Walz, 15.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the impact of government-imposed mandates on school districts across the State of Nebraska.

Article VII, section 1, of the Constitution of Nebraska states that the "Legislature shall provide for the free instruction in the common schools of this state of all persons between the ages of five and twenty-one years." Understanding the accumulation of mandates over time from local, state, and federal governments imposed on local school districts and the changes, or lack thereof, in revenue is important to the State of Nebraska as both have a significant impact on the ability to maintain the strong education system of Nebraska.

This interim study shall include, but need not be limited to, an examination of the following:

- (1) History and impact of state and federal mandates on school districts;
- (2) History and impact of changes in revenue sources for school districts;
- (3) History and impact of the gap that may or may not exist between the historical change in cost of mandates and sources of revenue for school districts; and
- (4) Potential recommendations for legislation to address any such gap and the implications of such legislation.

In order to carry out the purpose of this resolution, the committee shall seek the input of the State Department of Education, school boards, school administrators, teachers, and educational service units of Nebraska.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 152

Introduced by Hughes, 24.

PURPOSE: The purpose of this resolution is to propose an interim study to examine all factors that may impact a school district's ability to attract and retain qualified superintendents and administrators and the impact such factors have upon the salary and benefits provided.

(1) The study shall include, but need not be limited to:

(a) The ability of school districts to readily obtain data relevant to the development of competitive compensation for superintendent and other administrator positions;

(b) A comparability analysis of the current compensation for superintendents for school districts categorized by the size of the district, the geographic location of the district, and the population of the community in which the district is located;

(c) An analysis of how superintendent compensation is influenced by qualifications and work experience;

(d) The correlation between the salaries and benefits offered to superintendents and the ability of a school district to recruit and retain individuals for such positions;

(e) How overall compensation for superintendents is influenced by other roles and duties performed by superintendents such as athletic director or principal;

(f) An analysis of school administrator compensation in Nebraska compared to school administrator compensation around the country;

(g) An analysis of school administrator compensation in Nebraska compared to compensation for other tax-funded professions in Nebraska and around the country; and

(h) Recommendations for any possible statutory changes to the Superintendent Pay Transparency Act.

(2) In order to carry out the purpose of this resolution, the committee shall seek the assistance of stakeholders in public education, including, but not limited to, school board members, administrators, and advocacy groups.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 192

Introduced by Linehan, 39.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the relationship between joint public agencies and public education matters.

This study should include, but need not be limited to:

(1) An examination of the history of existing joint public agencies that wield power over any public education matters, the purpose of the formation of such joint public agencies, and how such joint public agencies are governed;

(2) An examination of the powers that joint public agencies wield and any limitations of such powers;

(3) A determination of the overall reach and scope of joint public agencies involved in public education; and

(4) A review of how joint public agencies are held accountable to school districts, educational service units, residents, or other agencies that the joint public agencies work with.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 220

Introduced by Brewer, 43; Murman, 38; Raybould, 28; Wayne, 13.

PURPOSE: The purpose of this resolution is to propose an interim study to examine laws governing school security policy.

The study should include, but need not be limited to, an examination of the following:

- (1) Laws governing school security;
- (2) Laws governing the possession of both lethal and less-lethal weapons on school campuses and at school-sponsored events;
- (3) Nebraska's laws on school security as compared to policies and laws enacted in other states to facilitate school security operations;
- (4) Whether persons other than certified law enforcement officers might be utilized to provide armed school security with appropriate training; and
- (5) Any other potential policy changes regarding school security that the Legislature may consider.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.
2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 170

Introduced by Dungan, 26; Cavanaugh, J., 9; Cavanaugh, M., 6; Conrad, 46;
DeBoer, 10; Fredrickson, 20.

PURPOSE: The purpose of this resolution is to propose an interim study to assess and examine whether student journalists and scholastic journalism is supported and promoted in public high schools and postsecondary institutions in Nebraska and free from censorship and inappropriate government interference or intervention.

The First Amendment to the Constitution of the United States is a bedrock for American values. The right of free speech and expression is fundamental to the State of Nebraska and the United States. The United States Supreme Court has held that youth and students are entitled to the right of free speech and expression and the rights of students at high schools and postsecondary institutions has often been the epicenter of modern conversations on the First Amendment.

This right includes the corollary right of the freedom of the press and by extension student reporters and student news media entities. The freedom of the press is critical to a democracy in which the government is accountable to the people. A free media functions as a watchdog that can investigate and report on government wrongdoing. When press freedom is harmed, holding the government accountable when it missteps or overreaches becomes more difficult. It is important that this principle is instilled in the next generation.

There is concern regarding the degree of commitment to the First Amendment rights of students and scholastic journalism in Nebraska public schools. For instance, in August 2022, Northwest Public Schools in Grand Island, Nebraska, shut down its fifty-four-year-old student newspaper and eliminated the journalism program in apparent response to an issue covering LGBTQ topics being published.

The interim study should examine whether the creation of affirmative statutory protections for student journalists and student media advisors in public high schools and postsecondary educational institutions are justified in order to ensure that First Amendment rights are protected.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 251

Introduced by Dover, 19; Aguilar, 35; Armendariz, 18; Ballard, 21; Bosn, 25; Bostar, 29; Cavanaugh, J., 9; DeBoer, 10; DeKay, 40; Fredrickson, 20; Hardin, 48; Holdcroft, 36; Hughes, 24; Ibach, 44; Linehan, 39; Lippincott, 34; Moser, 22; Sanders, 45; Vargas, 7; von Gillern, 4.

PURPOSE: The purpose of this resolution is to propose an interim study to explore the development of registered apprenticeship program sponsors within Nebraska's education system for early childhood care and education. Nationally, the apprenticeship model has been shown to be an effective tool for training students in early childhood care and education. Apprenticeships offer a unique mode of instruction and an avenue for earning pay while training on the job.

In Nebraska, seventy-four percent of children under six years of age live in households with all available parents in the workforce, which is the sixth highest amount among all states. Nebraska's current workforce capacity for early childhood care and education is insufficient to meet the needs of working families. The apprenticeship model is an effective way to serve both the interests of prospective students in early childhood care and education and the needs of Nebraska families.

This interim study shall include, but need not be limited to, an examination of the following:

- (1) The growing need for early childhood care and education in Nebraska;
- (2) The registered apprenticeship programs for early childhood care and education at the United States Department of Labor;
- (3) The available federal resources for the establishment of such programs;
- (4) The education infrastructure in the state to support such programs and existing state resources for such programs; and
- (5) Any public-private partnership opportunities for expanding the instruction and training infrastructure of early childhood care workers and

educators, including an examination of similar initiatives in other states.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.
2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 145

Introduced by Conrad, 46; Blood, 3; DeBoer, 10; Hughes, 24; Ibach, 44;
Raybould, 28; Walz, 15.

PURPOSE: The purpose of this resolution is to propose an interim study to explore the role of both the State of Nebraska and individual school districts in finding solutions to address the impact of the inability to afford menstrual products, often called "period poverty", among students.

Period poverty can adversely affect an individual's health and wellbeing. Period poverty exacerbates the cycle of poverty by further marginalizing girls and women, causing them to miss educational opportunities.

Several states have sought to address these negative impacts by enacting legislation requiring local school districts to provide free menstrual products in schools. Nebraska has in recent years addressed these issues with updates to state policy relating to sales tax on menstrual products and access to menstrual products in jails, juvenile facilities, and state prisons.

This interim study should examine how other states have successfully enacted legislation to address the inequity created by period poverty and to assess the cost of providing feminine hygiene products to students across the State of Nebraska.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 228

Introduced by Brandt, 32; Dorn, 30; Hughes, 24; Jacobson, 42.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the issues related to Legislative Bill 320 introduced in the One Hundred Eighth Legislature of Nebraska, First Session. The study should include, but need not be limited to:

(1) An evaluation of equalization aid to school districts and the decreased amounts of equalization aid provided to school districts over the past fifteen years and potential methods to restore and raise equalization aid to school districts;

(2) An evaluation of the real property values used to calculate the local effort rate yield within the Tax Equity and Educational Opportunities Support Act formula and the impact on school districts;

(3) An evaluation of the impact of the real property values used within the Tax Equity and Educational Opportunities Support Act formula on the property tax levy within school districts;

(4) An evaluation of the disparity in property tax equity among school districts; and

(5) A recommendation for changes to the Tax Equity and Educational Opportunities Support Act formula to create improved property tax equity across the state as was the original intent of the Tax Equity and Educational Opportunities Support Act.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council

or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 246

Introduced by Linehan, 39.

PURPOSE: The purpose of this resolution is to propose an interim study to research the Metropolitan Omaha Educational Consortium.

The study shall include, but need not be limited to:

(1) An examination of what the Metropolitan Omaha Educational Consortium has accomplished over the last twenty years, including, but not limited to:

(a) How the consortium has improved education in metropolitan schools;

(b) What issues the consortium has identified as common to its members;

and

(c) What projects the consortium has undertaken and finished, the results of such projects, and how the results of such projects are used; and

(2) An examination of how the Metropolitan Omaha Educational Consortium is governed and how it is held accountable to its members.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

SECTION A – TOTAL PROPERTY TAX & NON-PROPERTY TAX REVENUE

From the General and Special Building Funds only – Data collected and added together from the following sources:

- The property tax requests from the current budget year (2022-23)
- Non-property tax revenue reported in the previous year's Annual Financial Report (2020-21 AFR)
- SPED reimbursement totals reported in the current AFR data year (2021-22 AFR)
- TEEOSO reimbursement total from the current fiscal year (Actual Paid Amt for 2022-23)

SECTION B – TOTAL BASE GROWTH %

The sum of the following percentages:

- 3%
- The annual percentage increase in the student enrollment of the school district multiplied by:
 - One if the school district's student enrollment has grown by an average of 3% over the preceding 3 years and 150 students each year; Seven-tenths if the school district's student enrollment has grown by an average of 3% over the preceding 3 years; or four-tenths if growth average below 3%
- The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths
- The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths

SECTION C – REVENUE CAP

Total Property Tax & Non-Property Tax Revenue (Section A) multiplied by Total Base Growth Percentage total (Section B). This amount is the upcoming year's (2023-24) total revenue subject to the property tax cap authority calculation.

SECTION D – PROPERTY TAX REQUEST AUTHORITY

Revenue Cap (Section C) reduced by the totals listed from the General and Special Building Funds collected from the following sources:

- Non-property tax revenue reported in the most recent available year's Annual Financial Report (2021-22 AFR)
- Estimated SPED reimbursement totals for the current fiscal year's (2022-23 Final Financial Report)
- TEEOSO to be paid in the upcoming fiscal year including LB 583 and prior year correction amount.

2023-24 Property Tax Request Authority is the maximum amount a district will be allowed to ask between their General and Building fund tax request. This amount does not take into consideration the levy or spending authority requirements which may limit a districts request to an amount below their property tax request authority.

SECTION E – PROPERTY TAX AUTHORITY INCREASE/DECREASE TO PROPERTY TAX REQUEST

Difference of change between current budget year (2022-23) tax asking and upcoming calculated Property Tax Request Authority for 2023-24 fiscal year.

SECTION F - ADDITIONAL BASE GROWTH PERCENTAGE

With 70% Board approval the following additional percentage will apply:

- 7% with average daily membership of 471 students or less
- 6% with average daily membership of 472-3044 students
- 5% with average daily membership of 3045-10,000 students
- 4% with average daily membership of 10,001 or more students

SECTION G – ADDITIONAL PROPERTY TAX AUTHORITY IF BOARD APPROVED

Total Property Tax & Non-Property Tax Revenue (Section A) from the base year (2022-23) multiplied by Additional Base Growth Percentage (Section F). This is the amount of additional property taxes for the General and Building fund that can be levied if the district obtains 70% board approval.

SECTION H – PROPERTY TAX REQUEST AUTHORITY Including additional board approved amount

Sum of Property Tax Request Authority (Section D) and Additional Property Tax Authority (Section G) for the upcoming year (2023-24) which would be the maximum amount a district could levy in the Special Building and General funds without obtaining a voter approved override.

Property Tax Authority Certification

		Section A										Section B				Section C	Section D				Section E		Section F	Section G	Section H		
AgencyID	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP X Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2020/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority including Board Approved Amount
01-0003-000	KENESAW PUBLIC SCHOOLS	3,750,000	319,192	4,069,192	382,226	2,236	384,462	187,258	291,462	4,932,374	3.0000%	0.9266%	0.0000%	0.6950%	4.6216%	5,160,330	388,682	2,322	391,004	161,570	730,459	3,877,297	(191,895)	-4.72%	7%	345,266	4,222,563
01-0018-000	HASTINGS PUBLIC SCHOOLS	16,135,192	-	16,135,192	3,005,828	-	3,005,828	2,788,837	20,773,426	42,703,283	3.0000%	0.0000%	0.1930%	1.0682%	4.2612%	44,522,964	2,816,907	-	2,816,907	3,152,445	17,920,067	1,784,875	11.06%	5%	2,135,164	20,055,231	
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,434,343	1,000,000	13,434,343	1,460,816	4,859	1,465,675	796,612	665,667	16,362,297	3.0000%	0.7320%	0.0000%	0.3714%	4.1033%	17,033,697	1,362,660	4,760	1,367,420	789,939	2,092,620	12,783,718	(650,625)	-4.84%	6%	981,738	13,765,456
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,306,915	151,515	4,458,430	299,358	5,437	304,795	248,735	31,855	5,043,815	3.0000%	0.0000%	0.0000%	0.8168%	3.8168%	5,236,329	288,678	3,290	291,968	326,029	340,253	4,278,079	(180,351)	-4.05%	7%	353,067	4,631,146
02-0009-000	NELIGH-OKADALE SCHOOLS	5,050,505	475,758	5,526,263	739,370	8,201	747,571	509,251	51,102	6,834,187	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,039,213	719,951	23,524	743,475	441,449	551,086	5,303,203	(223,060)	-4.04%	7%	478,393	5,781,596
02-0018-000	ELGIN PUBLIC SCHOOLS	3,088,619	202,020	3,290,639	563,454	35,352	598,806	140,240	399,419	4,429,104	3.0000%	1.2281%	0.0000%	1.4912%	5.7193%	4,682,418	639,432	40,776	680,208	203,233	577,839	3,221,138	(69,501)	-2.11%	7%	310,037	3,531,175
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	5,821,938	-	5,821,938	615,990	14,779	630,769	344,877	36,890	6,834,474	3.0000%	3.2593%	0.0000%	1.2963%	7.5556%	7,350,856	559,415	70,643	630,058	400,716	669,077	5,651,005	(170,933)	-2.94%	7%	478,413	6,129,419
03-0500-000	ARTHUR COUNTY SCHOOLS	2,232,232	30,303	2,353,535	86,522	16,590	103,112	82,689	296,164	2,835,500	3.0000%	0.0000%	0.0000%	0.2586%	3.2586%	2,927,898	85,477	11,595	97,072	101,275	460,495	2,269,056	(84,479)	-3.59%	7%	198,485	2,467,541
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	2,657,822	50,505	2,708,327	221,721	102	221,823	66,298	480,030	3,476,478	3.0000%	3.9437%	0.0000%	0.5282%	7.4718%	3,736,235	190,862	14,379	205,241	132,182	649,061	2,749,751	41,424	1.53%	7%	243,533	2,993,104
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,555,556	154,020	2,709,576	117,976	194	118,170	54,881	179,041	3,061,468	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,153,312	120,471	660	121,131	60,596	257,221	2,714,364	4,788	0.18%	7%	214,303	2,928,667
06-0001-000	BDONCE CENTRAL SCHOOLS	6,969,697	914,019	7,883,716	1,106,269	22,855	1,129,124	448,381	427,343	9,888,564	3.0000%	3.4666%	0.0000%	1.0399%	9.3866%	10,322,324	1,149,660	44,599	1,194,019	422,884	1,356,603	7,348,818	(534,898)	-6.78%	6%	593,314	7,942,132
06-0017-000	ST EDWARD PUBLIC SCHOOLS	2,995,380	45,455	3,040,835	182,988	505	183,493	244,880	21,698	3,490,906	3.0000%	0.0000%	0.0000%	0.3704%	3.3704%	3,608,562	197,173	1,001	198,174	254,942	267,383	2,888,063	(152,727)	-5.02%	7%	244,363	3,132,427
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,514,118	82,022	4,596,140	265,297	-	265,297	124,397	126,760	5,112,594	3.0000%	0.0000%	0.2817%	0.5634%	3.8451%	5,309,177	262,449	-	262,449	138,349	471,142	4,491,237	(104,903)	-2.28%	7%	357,882	4,849,118
07-0006-000	ALLIANCE PUBLIC SCHOOLS	10,738,384	1,379,450	12,117,834	1,182,521	7,947	1,190,468	650,352	2,552,349	16,511,003	3.0000%	0.0000%	0.0469%	0.2815%	3.3284%	17,060,552	1,279,926	8,068	1,287,994	861,638	2,544,851	12,366,069	248,235	2.05%	6%	990,660	13,356,729
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,105,572	303,030	6,408,602	334,178	3,536	337,714	257,997	739,720	7,744,033	3.0000%	0.4267%	0.0000%	0.5200%	3.9421%	8,049,664	400,000	2,398	402,398	293,594	1,227,921	6,125,751	(282,851)	-4.41%	7%	542,082	6,667,833
08-0051-000	BOYD COUNTY SCHOOLS	4,541,330	66,168	4,607,498	324,629	279	324,908	269,703	179,914	5,382,023	3.0000%	0.0000%	0.0000%	0.5921%	3.5921%	5,575,351	343,785	283	344,068	279,040	563,147	4,389,096	(218,402)	-4.74%	7%	376,742	4,765,838
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,099,567	569,447	6,669,014	608,657	12,943	621,600	366,016	47,337	7,704,367	3.0000%	0.0000%	0.6911%	0.2033%	3.8943%	8,004,399	581,157	14,424	595,581	470,874	621,928	6,316,016	(353,398)	-5.30%	7%	539,306	6,855,322
10-0002-000	GIBBON PUBLIC SCHOOLS	5,969,675	335,281	6,304,956	562,124	452	562,576	259,009	1,317,748	8,444,289	3.0000%	0.0000%	0.0000%	0.4633%	3.4633%	8,736,742	603,826	2,288	606,114	279,139	1,135,612	6,715,877	410,921	6.52%	6%	506,657	7,222,534
10-0007-000	KEARNEY PUBLIC SCHOOLS	43,509,588	353,535	43,863,123	6,600,489	2,324	6,602,813	2,859,117	10,092,488	63,417,541	3.0000%	0.0000%	0.0425%	0.0000%	3.5286%	65,562,099	6,645,790	923	6,646,713	3,425,812	10,034,566	45,545,008	1,681,885	3.83%	5%	3,170,877	48,715,885
10-0009-000	ELM CREEK PUBLIC SCHOOLS	3,808,938	185,977	3,994,915	390,531	1,139	391,670	250,926	612,621	5,250,132	3.0000%	0.4819%	0.0000%	0.4970%	3.9789%	5,459,030	398,372	1,848	400,220	205,755	788,080	4,064,975	70,060	1.75%	7%	367,509	4,432,485
10-0019-000	SHELTON PUBLIC SCHOOLS	3,646,465	61,419	3,707,884	312,616	974	313,590	234,080	501,350	4,756,904	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,899,611	261,091	229	261,320	227,707	410,893	3,999,691	291,807	7.87%	7%	332,983	4,332,674
10-0069-000	RAVENNA PUBLIC SCHOOLS	5,186,221	666,792	5,853,013	557,609	532	558,141	509,505	38,332	6,958,991	3.0000%	1.5259%	0.0000%	0.8583%	5.3842%	7,335,677	556,077	14,220	570,297	503,827	689,162	5,653,391	(201,622)	-3.44%	7%	487,129	6,138,520
10-0105-000	PIKASANTON PUBLIC SCHOOLS	3,311,174	116,162	3,427,336	314,835	-	314,835	314,835	314,835	4,449,115	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,663,950	357,765	571	357,582	217,445	412,581	4,251,369	(41,251)	-0.48%	7%	311,466	3,740,050
10-0119-000	AMHERST PUBLIC SCHOOLS	2,505,050	-	2,505,050	372,635	1,484	374,119	225,088	1,977,137	5,081,394	3.0000%	0.0000%	0.0000%	0.5014%	3.5014%	5,259,314	281,771	4,219	285,990	220,551	2,068,620	2,684,153	179,103	7.15%	7%	355,698	3,039,850
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	6,573,763	454,809	7,028,672	654,572	6,763	661,335	491,699	65,840	8,247,546	3.0000%	0.8730%	0.0000%	0.4464%	4.3194%	8,603,794	587,557	4,638	592,195	398,974	842,401	6,770,224	(258,448)	-3.68%	6%	494,853	7,265,077
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	5,657,576	-	5,657,576	499,846	1,399	501,245	398,259	158,218	6,715,298	3																

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AgencyID	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority including Board Approved Amount
28-0010-000	ELKHORN PUBLIC SCHOOLS	87,462,625	2,341,212	89,803,837	11,170,443	181,405	11,351,848	5,784,314	17,271,454	124,211,453	3.0000%	1.6496%	0.0564%	0.2323%	4.9382%	130,345,304	14,387,460	167,989	14,555,449	6,115,113	20,067,758	89,606,984	(196,853)	-0.22%	4%	4,968,458	94,575,442
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHs	9,797,373	1,964,646	11,762,019	1,415,906	3,622	1,419,528	6,776	1,061,628	14,249,551	3.0000%	1.0800%	0.0935%	0.3271%	4.5005%	14,891,273	1,607,987	4,118	1,612,105	677,811	2,744,776	9,856,581	(1,905,438)	-16.20%	6%	854,997	10,711,578
28-0017-000	MILLARD PUBLIC SCHOOLS	143,185,428	5,569,831	148,755,259	23,880,762	551,502	24,432,264	12,477,264	73,384,179	259,048,966	3.0000%	0.0000%	0.0520%	0.5465%	3.5985%	268,370,844	23,693,544	711,291	24,404,835	13,405,295	75,045,219	155,515,495	6,760,236	4.54%	4%	10,361,959	165,877,454
28-0054-000	RAISTON PUBLIC SCHOOLS	21,257,049	815,320	22,072,369	4,746,021	4,081	4,750,102	2,299,451	10,659,909	39,781,831	3.0000%	0.2160%	0.2097%	1.0959%	4.5216%	41,580,607	8,419,481	6	8,419,487	2,234,497	9,687,575	21,239,048	(833,321)	-3.78%	5%	1,989,092	23,228,139
28-0059-000	BENNINGTON PUBLIC SCHOOLS	22,235,858	20,798	22,246,656	3,234,170	49,616	3,283,786	14,715,084	20,072,007	47,175,084	3.0000%	5.2776%	0.0000%	0.3809%	8.6585%	51,259,716	3,441,731	5,408	3,447,139	1,663,616	19,595,337	26,553,424	4,206,768	18.83%	5%	2,358,754	28,912,178
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	47,239,653	1,767,677	49,007,330	5,756,180	521,165	6,277,345	5,650,123	21,433,876	82,368,674	3.0000%	0.3528%	0.1372%	0.7006%	4.1906%	85,820,409	9,714,989	397,211	10,112,200	6,000,745	29,249,045	40,458,419	(8,548,910)	-17.44%	5%	4,118,434	44,576,853
29-0117-000	DUNDY CO STRATTON PUBLIC SCHs	5,580,739	303,030	5,883,769	375,758	1,602	377,360	159,246	41,816	6,462,191	3.0000%	0.1504%	0.0000%	0.5639%	3.7143%	6,702,215	420,480	1,779	422,259	150,295	449,942	5,679,719	(204,050)	-3.47%	7%	452,353	6,132,072
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,968,837	404,040	4,372,877	238,958	24,962	263,920	315,935	38,993	4,991,725	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,141,477	342,410	34,451	376,861	301,727	267,214	4,195,675	(177,202)	-4.05%	7%	349,421	4,545,096
30-0025-000	HILLMORE CENTRAL PUBLIC SCHs	7,393,399	622,386	8,016,325	1,258,698	16,805	1,275,503	773,817	90,653	10,156,298	3.0000%	0.0000%	0.0000%	0.8212%	3.8212%	10,544,387	1,155,878	20,116	1,175,994	725,454	948,846	7,694,093	(322,322)	-4.02%	6%	609,378	8,303,471
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,616,616	252,525	3,869,141	291,391	605	291,997	143,768	214,942	4,519,948	3.0000%	0.3077%	0.0000%	1.5000%	4.8077%	4,737,148	285,305	626	285,931	150,281	406,510	3,894,426	25,285	0.65%	7%	316,389	4,210,816
31-0506-000	FRANKLIN PUBLIC SCHOOLS	4,378,788	166,667	4,545,455	263,848	932	264,780	447,630	141,213	5,399,078	3.0000%	1.9355%	0.0000%	0.6653%	5.6008%	5,701,470	249,812	1,351	250,963	363,625	608,085	4,478,797	(66,658)	-1.47%	7%	377,935	4,856,733
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,031,306	-	3,031,306	153,855	25,300	179,155	36,509	448,188	3,695,158	3.0000%	3.2941%	0.4412%	0.8924%	7.6176%	3,976,642	151,145	5,750	156,895	90,426	683,907	3,045,414	14,108	0.47%	7%	258,661	3,304,075
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,010,101	439,394	3,449,495	209,621	712	210,333	110,355	24,658	3,794,841	3.0000%	0.0000%	0.0000%	0.4601%	3.4601%	3,926,147	213,171	1,181	214,352	125,544	275,355	3,310,896	(138,599)	-4.02%	7%	265,639	3,576,535
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	2,792,057	56,805	2,848,862	173,840	-	173,840	188,159	950,001	4,160,862	3.0000%	0.0000%	0.0000%	0.5357%	3.5357%	4,307,978	167,975	1,163	168,138	135,144	942,360	3,062,336	213,474	7.49%	7%	291,260	3,353,597
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3,446,680	202,020	3,648,700	312,364	35	312,399	206,905	158,723	4,326,727	3.0000%	0.0000%	0.0000%	0.1987%	3.1987%	4,465,125	350,861	-	350,861	194,265	586,371	3,333,628	(315,072)	-8.64%	7%	302,871	3,636,499
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3,055,951	121,212	3,177,163	244,459	517	244,976	182,207	1,014,386	4,618,732	3.0000%	0.0000%	0.0000%	0.1800%	3.1800%	4,765,608	253,010	524	253,534	181,096	862,706	3,468,727	291,109	9.16%	7%	323,311	3,791,583
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,161,616	227,273	6,388,889	395,499	4,785	400,284	726,265	38,303	7,105,741	3.0000%	2.5360%	0.0000%	0.3890%	5.9251%	7,526,761	383,235	2,294	385,529	327,870	588,987	6,224,375	(164,514)	-2.57%	7%	497,402	6,721,777
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	4,011,908	200,595	4,212,503	353,912	269	354,181	376,743	1,654,223	6,597,560	3.0000%	0.0000%	0.0000%	1.0870%	4.0870%	6,867,293	313,967	294	313,261	338,150	1,505,768	4,710,204	497,701	11.81%	7%	461,836	5,172,040
34-0015-000	BEATRICE PUBLIC SCHOOLS	12,590,909	1,937,466	14,528,375	2,204,349	2,579	2,206,928	1,729,338	5,449,448	23,914,089	3.0000%	0.7734%	0.0403%	0.6284%	4.4420%	24,976,352	2,214,719	6,306	2,221,025	1,777,061	5,455,074	15,523,192	994,817	6.85%	6%	1,434,845	16,958,038
34-0034-000	FREEMAN PUBLIC SCHOOLS	4,733,261	195,303	4,928,564	502,979	5,265	508,244	213,376	951,892	6,602,076	3.0000%	3.5698%	0.0000%	0.4324%	7.0022%	7,064,368	520,624	1,510	526,134	198,508	1,647,954	4,691,722	(236,792)	-4.80%	7%	462,145	5,153,917
34-0034-000	DILLER-ODELL PUBLIC SCHOOLS	3,961,918	757,576	4,719,494	425,320	32,228	457,548	135,202	326,403	5,638,647	3.0000%	0.0000%	0.0000%	0.5581%	3.5581%	5,839,278	440,615	32,558	473,473	195,399	6,649,386	4,521,038	(198,456)	-4.21%	7%	394,705	4,915,743
35-0001-000	GARDEN COUNTY SCHOOLS	3,417,819	50,505	3,468,324	310,823	2,978	313,801	234,763	26,924	4,043,812	3.0000%	0.0000%	0.2486%	0.0000%	3.2486%	4,175,180	312,138	2,758	314,896	219,441	306,610	3,334,233	(134,091)	-3.87%	7%	283,067	3,617,300
36-0006-000	BURWELL PUBLIC SCHOOLS	4,452,159	202,020	4,654,179	264,216	1,546	265,762	162,454	453,670	5,536,065	3.0000%	0.0000%	0.8046%	0.0000%	3.8046%	5,746,690	214,813	1,006	215,819	177,406	787,396	4,566,069	(68,110)	-1.89%	7%	387,525	4,953,594
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,452,734	525,399	3,978,033	263,989	2,050	266,039	156,938	42,788	4,466,788	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,600,792	292,611	1,385	294,996	146,228	339,308	3,820,630	(157,403)	-3.96%	7%	312,675	4,133,305
38-0011-000	HYANNIS AREA SCHOOLS	2,701,768	328,283	3,030,051	163,211	540	163,751	99,231	29,080	3,322,113	3.0000%	0.0000%	0.0000%	0.7394%	3.7394%	3,446,341	171,019	603	171,622	102,221	313,135	2,859,363	(170,688)	-5.63%	7%	232,548	3,091,911
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	6,749,264	171,711	6,920,975																							

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AgencyID	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority including Board Approved Amount
59-0005-0000	BATTLE CREEK PUBLIC SCHOOLS	4,717,172	505,051	5,222,223	481,559	754	482,313	270,821	880,061	6,855,418	3.0000%	3.8447%	0.0000%	0.4261%	7.2708%	7,353,864	474,482	2,038	476,520	302,435	1,742,169	4,832,740	(389,483)	-7.46%	6%	411,325	5,244,065
59-0013-0000	NEWMAN GROVE PUBLIC SCHOOLS	3,603,961	202,020	3,805,981	349,146	3,374	352,520	148,612	28,821	4,335,934	3.0000%	7.9891%	0.0000%	0.6522%	11.6413%	4,840,693	350,566	5,899	356,465	167,107	329,546	3,987,575	181,594	4.77%	7%	303,515	4,291,091
59-0800-0000	ELKHORN VALLEY SCHOOLS	5,555,556	-	5,555,556	406,067	-	406,067	382,091	56,480	6,400,194	3.0000%	0.0000%	0.0000%	0.0368%	3.0368%	6,594,553	474,207	1	474,208	365,962	710,540	5,043,843	(511,713)	-9.21%	7%	448,014	5,491,856
60-0900-0000	MC PHERSON COUNTY SCHOOLS	2,308,491	20,406	2,328,897	80,736	12,792	93,528	62,938	5,917	2,491,280	3.0000%	0.0000%	0.0000%	1.4423%	4.4423%	2,601,950	69,447	13,999	83,446	60,742	84,869	2,372,893	43,996	1.89%	7%	174,390	2,547,283
61-0004-0000	CENTRAL CITY PUBLIC SCHOOLS	9,303,030	530,303	9,833,333	876,667	3,925	880,592	498,278	102,538	11,314,741	3.0000%	0.0000%	0.0420%	0.2308%	3.2727%	11,685,042	830,642	7,215	837,857	742,494	1,199,519	8,905,172	(928,161)	-9.44%	6%	678,884	9,584,056
61-0049-0000	PALMER PUBLIC SCHOOLS	2,806,093	46,481	2,852,574	316,126	717	316,843	159,714	1,443,890	4,773,021	3.0000%	0.9655%	0.0000%	0.7241%	4.6897%	4,996,859	230,197	778	230,975	152,617	1,722,720	2,890,547	37,973	1.33%	7%	334,111	3,224,659
62-0021-0000	BAYARD PUBLIC SCHOOLS	3,224,707	121,212	3,345,919	446,757	355	447,112	227,865	1,847,935	5,868,831	3.0000%	0.0000%	0.1967%	0.7377%	3.9344%	6,099,736	387,025	631	387,656	255,954	1,847,221	3,608,905	262,986	7.86%	7%	410,818	4,019,723
62-0063-0000	BRIDGEPORT PUBLIC SCHOOLS	6,660,299	-	6,660,299	386,758	-	386,758	256,908	673,148	7,977,113	3.0000%	3.1301%	0.0000%	0.7012%	6.8313%	8,522,054	374,884	-	374,884	328,997	1,580,974	6,237,199	(423,100)	-6.35%	6%	478,627	6,715,825
63-0001-0000	FULLERTON PUBLIC SCHOOLS	4,612,122	98,990	4,711,112	306,477	116	306,593	261,361	33,935	5,313,001	3.0000%	0.0000%	0.0000%	0.8247%	3.8247%	5,516,210	308,054	150	308,204	330,960	479,500	4,397,546	(313,566)	-6.66%	7%	371,910	4,769,466
63-0030-0000	TWIN RIVER PUBLIC SCHOOLS	7,676,768	780,527	8,457,295	518,849	1,702	520,551	407,807	53,048	9,436,701	3.0000%	0.0000%	0.2278%	0.0000%	3.2278%	9,743,368	489,930	3,190	493,120	413,408	656,942	8,179,898	(277,397)	-3.28%	7%	660,709	8,840,607
64-0033-0000	JOHNSON-BROCK PUBLIC SCHOOLS	2,735,403	243,232	2,978,635	256,588	1,541	258,129	142,423	817,448	4,196,635	3.0000%	1.4907%	0.0000%	0.4658%	4.9565%	4,404,642	268,689	1,405	270,094	139,791	1,180,212	2,814,545	(164,090)	-5.51%	7%	293,764	3,108,310
64-0239-0000	AUBURN PUBLIC SCHOOLS	6,919,308	101,207	7,020,515	970,453	115	970,568	620,141	3,594,959	12,206,183	3.0000%	0.7963%	0.0351%	0.7728%	4.6042%	12,768,182	832,934	26	832,960	642,141	4,090,842	7,202,339	181,724	2.59%	6%	732,371	7,934,610
65-0011-0000	SUPERIOR PUBLIC SCHOOLS	4,686,669	454,545	5,141,414	462,580	4,376	466,956	475,874	1,033,376	7,087,620	3.0000%	0.0000%	0.0000%	0.8871%	3.8871%	7,363,123	442,437	3,397	445,834	447,829	895,264	5,574,196	432,782	8.42%	7%	496,133	6,070,329
65-2005-0000	SOUTH CENTRAL NEBRASKA UNIFIED S	11,316,982	353,535	11,670,517	856,730	14,113	870,843	898,471	96,073	13,535,504	3.0000%	2.0065%	0.0243%	0.5097%	5.5405%	14,285,854	823,208	9,080	832,288	838,679	1,089,527	11,525,360	(145,157)	-1.24%	6%	812,154	12,337,515
66-0027-0000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	8,370,011	151,515	8,521,526	731,775	214	731,989	603,101	119,774	9,976,390	3.0000%	0.1501%	0.0000%	0.2423%	3.4038%	10,315,963	759,888	585	760,473	648,727	1,290,212	7,165,551	(904,975)	-10.62%	6%	598,583	8,215,135
66-0111-0000	NEBRASKA CITY PUBLIC SCHOOLS	10,707,439	139,141	10,846,580	1,440,203	203	1,440,406	1,224,748	4,654,065	18,165,799	3.0000%	0.0000%	0.0000%	0.7918%	3.7918%	18,854,614	1,420,109	12,034	1,432,143	1,095,821	4,608,970	11,717,680	871,100	8.03%	6%	1,089,948	12,807,628
66-0501-0000	PALMYRA DISTRICT O R 1	5,770,822	202,020	5,972,842	662,096	884	662,980	448,234	1,291,541	8,375,597	3.0000%	5.1852%	0.0231%	0.7407%	9.0415%	9,125,135	591,596	-	591,596	393,976	1,704,644	6,434,919	462,077	7.74%	6%	502,536	6,937,455
67-0001-0000	PAWNEE CITY PUBLIC SCHOOLS	3,148,069	50,505	3,198,574	244,536	1,366	245,902	348,852	1,193,642	4,986,970	3.0000%	0.0000%	0.0000%	0.4839%	3.4839%	5,160,710	248,341	840	249,181	324,438	1,126,826	3,460,265	261,691	8.18%	7%	349,088	3,809,353
67-0069-0000	LEWISTON CONSOLIDATED SCHOOLS	2,878,788	542,424	3,421,212	141,138	1,773	142,911	134,533	332,808	4,031,464	3.0000%	1.7610%	0.0000%	1.4151%	6.1761%	4,280,451	140,887	2,363	143,250	120,398	631,394	3,385,409	(35,803)	-1.05%	7%	282,002	3,667,612
68-0020-0000	PERKINS COUNTY SCHOOLS	6,297,980	303,030	6,601,010	643,956	343	644,299	309,039	64,890	7,619,238	3.0000%	0.0000%	0.0000%	0.0397%	3.0397%	7,850,839	687,499	3,493	690,932	272,066	645,846	6,241,995	(359,015)	-5.44%	7%	533,347	6,775,341
69-0044-0000	HOLDREGE PUBLIC SCHOOLS	10,728,384	707,071	11,435,455	1,114,422	45,504	1,159,926	859,798	185,200	13,640,379	3.0000%	0.0000%	0.0155%	0.5739%	3.5895%	14,129,994	1,000,696	47,461	1,148,157	919,742	1,689,741	10,372,354	(1,063,101)	-9.30%	6%	818,423	11,190,777
69-0054-0000	BERTRAND PUBLIC SCHOOLS	4,284,544	515,152	4,799,696	348,154	3,794	351,948	288,906	30,024	5,470,574	3.0000%	0.5240%	0.0000%	0.3275%	3.8515%	5,681,275	286,553	3,342	289,895	220,246	385,740	4,785,394	(14,302)	-0.30%	7%	382,940	5,168,334
69-0055-0000	LOOMIS PUBLIC SCHOOLS	3,212,833	-	3,212,833	197,077	3	197,080	113,069	750,161	4,273,143	3.0000%	2.7651%	0.1765%	0.4118%	6.3338%	4,545,775	217,044	-	217,044	139,009	1,133,068	3,054,138	(158,699)	-4.94%	7%	299,120	3,353,254
70-0002-0000	PIERCE PUBLIC SCHOOLS	7,540,625	201,106	7,741,731	660,097	1,963	662,060	324,569	599,181	9,317,541	3.0000%	0.0000%	0.0000%	0.2055%	3.2055%	9,616,213	646,490	2,111	648,160	407,413	1,483,800	7,076,840	(664,891)	-9.59%	6%	559,052	7,635,892
70-0005-0000	PLAINVIEW PUBLIC SCHOOLS	5,106,061	454,545	5,560,606	389,339	8,716	398,055	271,473	44,560	6,274,094	3.0000%	0.0000%	0.0000%	0.3312%	3.3122%	6,483,719	372,473	5,897	378,370	268,051	544,056	5,293,242	(267,364)	-4.81%	7%	439,229	5,732,470
70-0542-0000	OSMOND COMMUNITY SCHOOLS	3,094,613	50,505	3,145,118	273,344	326	273,670	205,594	207,727	6,324,109	3.0000%	0.0000%	0.0000%	1.7066%	4.7066%	4,012,471	279,232	70									

Property Tax Authority Certification

		Section A									Section B					Section C	Section D						Section E			Section F	Section G	Section H
Agency/D	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue X Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority including Board Approved Amount	
90-0017-000	WAYNE COMMUNITY SCHOOLS	9,953,556	404,040	10,357,596	868,354	778	869,132	682,456	708,705	12,617,889	3.0000%	0.5497%	0.0000%	0.5233%	4.0729%	13,131,808	959,837	711	960,548	683,615	1,689,310	9,798,335	(559,261)	-5.40%	6%	757,073	10,555,408	
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	4,816,162	516,320	5,332,482	560,668	6,943	567,611	307,785	1,438,020	7,645,898	3.0000%	2.6667%	0.7647%	0.5882%	7.0196%	8,182,610	547,432	8,670	556,102	327,641	2,699,464	4,599,403	(733,079)	-13.75%	6%	458,754	5,058,157	
90-0595-000	WINSIDE PUBLIC SCHOOLS	2,948,485	505,051	3,453,536	408,848	3,595	412,443	147,585	597,395	4,610,959	3.0000%	0.0000%	0.0000%	0.0682%	3.0682%	4,752,432	636,573	1,877	638,450	137,129	921,532	3,055,321	(398,215)	-11.53%	7%	322,767	3,378,088	
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	3,232,323	202,020	3,434,343	173,979	393	174,372	217,605	435,968	4,262,288	3.0000%	0.0000%	0.0000%	0.7432%	3.7432%	4,421,836	175,229	864	176,093	233,624	714,063	3,298,056	(136,287)	-3.97%	7%	298,360	3,596,416	
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	3,528,090	113,594	3,641,684	413,075	4,534	417,609	301,015	736,743	5,097,051	3.0000%	1.2632%	0.0000%	0.8421%	5.1053%	5,357,269	429,143	6,321	435,464	313,129	1,078,550	3,530,126	(111,558)	-3.06%	7%	356,794	3,886,919	
92-0045-000	WHEELER CENTRAL SCHOOLS	3,402,063	123,843	3,525,906	164,980	216	165,196	61,393	10,941	3,763,436	3.0000%	7.4038%	0.2885%	2.0192%	12.7115%	4,241,827	214,951	313	215,264	60,702	179,311	3,786,550	260,644	7.39%	7%	263,441	4,049,990	
93-0012-000	YORK PUBLIC SCHOOLS	12,373,737	545,455	12,919,192	1,969,471	58,941	2,028,412	1,043,946	2,340,525	18,332,075	3.0000%	1.5933%	0.3878%	0.9748%	5.9560%	19,423,929	1,930,371	109,992	2,040,363	1,199,063	3,065,582	13,118,921	199,729	1.55%	6%	1,099,925	14,218,845	
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	2,929,293	101,010	3,030,303	209,861	974	210,835	312,259	914,026	4,467,423	3.0000%	0.0000%	0.1277%	0.2553%	3.3830%	4,618,555	189,440	1,216	190,656	287,245	1,169,035	2,971,619	(58,684)	-1.94%	7%	312,720	3,284,339	
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	4,198,964	63,636	4,262,600	400,193	500	400,693	373,760	66,397	5,103,450	3.0000%	0.0000%	0.0000%	0.3715%	3.3715%	5,275,514	383,747	505	384,252	344,303	556,199	3,990,760	(271,840)	-6.38%	7%	357,242	4,348,001	

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2023/24 STATE AID CERTIFICATION

HEMINGFORD PUBLIC SCHOOLS (07-0010-000)

FORMULA STUDENTS CALCULATION

(	Fall Membership	x	ADM/FM Ratio	)	+	Contracted Out	=	Formula Students
(	375	x	0.9920306433	)	+	0	=	372.01
KDG Adjustment		(	0 students	x .5)	times ADM Factor		=	0.00
Early Childhood (002)		(	14 students	x 450.0 hours / 1,032 hours	x .6)		=	3.66
<i>Total Formula Students</i>								375.67

FORMULA NEEDS CALCULATION

Basic Funding	5,984,008.00
Poverty Allowance	8,500.00
Limited English Proficiency Allowance	0.00
Focus School & Program Allowance	0.00
Summer School Allowance	0.00
Special Receipts Allowance	262,942.00
Transportation Allowance	405,498.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	36,486.00
Averaging Adjustment	0.00
New School Adjustment	0.00
Student Growth Adjustment	0.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	0.00
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	0.00
Total Calculated Formula Needs	6,697,434.00
Formula Needs Stabilization	0.00
Total Formula Needs	6,697,434.00

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	683,016,304 / 100 x 1.0000000000	6,830,163.00
Net Option Funding		636,637.00
Allocated Income Tax Funds		28,144.00
Other Actual Receipts		813,119.00
Community Achievement Plan Aid		0.00
Foundation Aid		563,511.00
Total Formula Resources		8,871,574.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2022/23 school year, State Aid was calculated using 2021/22 numbers.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2023/24 STATE AID CERTIFICATION

HEMINGFORD PUBLIC SCHOOLS (07-0010-000)

STATE AID CALCULATION

Equalization Aid	0.00
Net Option Funding	636,637.00
Allocated Income Tax Funds	28,144.00
Community Achievement Plan Aid	0.00
Foundation Aid	563,511.00
Total State Aid Calculated	1,228,292.00
Prior Year (2022/23) State Aid Correction	(371.00)
Total State Aid	1,227,921.00
Carryover Adjustment from years prior to 2023/24	0.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2022/23 school year, State Aid was calculated using 2021/22 numbers.

2023/24 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: BOX BUTTE
COUNTY-DISTRICT NUMBER: 07-0010-000
DISTRICT NAME: HEMINGFORD PUBLIC SCHOOLS

Certified Budget Authority	\$6,805,865	Budget Based
Allowable Reserve Percentage	45 %	
Access to Prior Year's Unused Budget Authority	\$0	

Certified Budget Authority:

Certified Budget Authority is calculated three ways. The greater of the Budget Based Calculation, the Student Growth Adjustment Calculation, or the Formula Needs Calculation becomes a district's Certified Budget Authority.

Budget Based Calculation: $((GFBE - SGF - SPED - GFLE) \times 1.025)$

Student Growth Adjustment Calculation: $((GFBE - SGF - SPED - GFLE) + (SGA \pm SGACORR))$

Formula Needs Calculation: $((FN \times 1.10) - (SPED \times 1.025))$

		Data Source
GFBE	2022/23 General Fund Budget	2022/23 LC-2 Line B-100
SGF	2022/23 Special Grant Funds	2022/23 LC-2 Line B-110
SPED	2022/23 Special Education Budget	2022/23 LC-2 Line B-120
GFLE	2022/23 General Fund Lid Exclusions (Schedule A)	2022/23 LC-2 Line B-130
SGA	2023/24 Student Growth Adjustment	2023/24 State Aid
SGACORR	2023/24 Student Growth Correction	2023/24 State Aid
FN	2023/24 Formula Needs	2023/24 State Aid

2023/24 Basic Allowable Growth Rate (BAGR) is 2.5%.

Access to Prior Year's Unused Budget Authority:

This amount is equal to the lesser of 2% of 2022/23 adjusted expenditures (2% of LC-2 Line B-140) or 2022/23 Total Unused Budget Authority (LC-2 Line B-175) *if the district has Unused Budget Authority available.*

Please Note: *To access this additional budget growth, the amount must be manually entered on Line A-355 of the 2023/24 LC-2.*

Any questions about this information or how it is to be used in meeting the budgeting requirements of state law can also be directed to School Finance at the Nebraska Department of Education, Box 94987, Lincoln, NE 68509-4987, or by calling (402)450-0867 or (402)540-0649.



Certificate of Accreditation

The Nebraska Department of Education

Recognizes

Hemingford Public Schools

AS AN ACCREDITED SCHOOL
FOR THE SCHOOL YEAR 2023-2024

BY THE OFFICIAL ACTION OF THE STATE BOARD OF EDUCATION

A handwritten signature in black ink, reading "Deborah A. Frison", is written over a horizontal line.

Deborah A. Frison, Ed.D.
Deputy Commissioner of Education



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



June 6, 2023

Administrator
Hemingford Public Schools
PO Box 217
Hemingford, NE 69348

RE: 2023/2024 Accreditation

Dear Administrator,

On June 2, 2023, the State Board of Education voted to grant accreditation to Hemingford Public Schools for the period July 1, 2023, through June 30, 2024. This action is based upon records indicating that Hemingford Public Schools operated in compliance with Title 92, *Nebraska Administrative Code*, Chapter 10 (Rule 10), *Regulations and Procedures for the Accreditation of Schools*. This action confers upon your school system the legal right to fulfill provisions of the compulsory education law.

We have appreciated the cooperation you have extended to us during the past year in the continued efforts to provide a quality education to Nebraska students.

Sincerely,

Michelle R. Charf – Ed. D
Accreditation Section Director
Office of Accountability, Accreditation, and Program Approval
Nebraska Department of Education

Superintendent's Report

June 12, 2023

Mission/Vision/Goals

- I appreciate the efforts of the MTSS Team in preparing the assessment and progress monitoring proposal to help with our MTSS efforts.
- We have secured additional intervention materials to assist with our math improvement goal.
- Members of our administrative team were able to attend training by Cy Wakeman in Kearney in early June. Cy is an expert on leadership and organizational change.

Policy

- We will have several policy proposals to consider again in July as we work through making sense of the "Christmas Tree" bill from this past legislative session. I learned during a meeting today that there are at least 29 new mandates for schools that have arisen from the legislative session.
- We hosted Mr. Marvin Howard, Asbestos Inspector, with MCS for our required three-year AHERA (asbestos) inspection. We posted the required annual notice on the school website. Here is the link to the notice:
https://www.hemingfordschools.org/vnews/display.v/ART/6481fb62dbf27?in_archive=1

Budget Planning and Management

- We have received the new state aid certification. We are scheduled to receive \$1,227,921. That is an increase of \$488,835 from this year's state aid of \$739,457.
- We will be watching our cash position as we move toward the end of the fiscal year. We will need to make a sizeable transfer to the activities fund (2-3 years worth of transfers). We will probably need to be thinking about transfers to the lunch and employee benefit funds, and ideally, we would like to make a transfer to the Depreciation Fund, too.
- I would like to thank Kristy for providing training to staff on Weblink. Most of our staff have been trained, now. We are getting close to being fully transitioned to this process by the end of the summer.
- Wood Construction has started on the ADA Accessibility bathroom and ramp project in the modular classrooms.
- We continue the process of submitting a revised request for updating contact information and approval of our UEI and DUNS (Federal Grand Funds Numbers) so we can begin the process of claiming reimbursement of REAP/SRSA expenditures from the federal government.
- We are in the process of exploring moving to TMS (Time Management Systems) for staff time clock management. The monitoring, synchronization, and reporting features of the system seem to align well with some of the overall transitions we would like to make regarding tracking of hours/rates for payroll purposes.

Educational Leadership

- We have received our Certificate of Accreditation for the 2023-2024 school year. I have attached the certificate for your reference.
- I have attached some DRAFT language regarding the possible transition to a cum laude system of student recognition. Please let me or Mrs. Curtis know if you have any suggestions to improve the draft language.

Organizational and Cultural Leadership

- We have several teachers taking graduate classes this year. I appreciate their commitment to professional growth.

Professional Leadership

- I have been invited to participate on a committee to provide some insights to the Governor regarding how the state might help improve some of the regulations impactings schools to help us find some efficiencies, etc. If you have any suggestions on changes the state could make to help us, please let me know so I can add them to the suggestions for the committee.

Community Relations

- I am working to initiate a project to work with one of the UNL Rural Fellows, Marissa Lindemann, regarding creation of a brand guide for our school. As part of that effort, we are considering convening a focus group or conducting a survey. If you are interested in being a part of this effort, please let me know.

Board-Superintendent Relations

- Thank you to board members for taking the time to complete the evaluation process. I appreciate the feedback, encouragement, and direction.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - Summer is an important time for staff and students to recharge, reflects, and refocus. I hope our team members and students will make great use of the summer by taking care of themselves so they will be ready for a great 2023-2024 school year.
 - We have applied for admission to the first cohort of districts to develop a [District Comprehensive Approach](#) to addressing mental health challenges for students. This is a national program with only 15 “spots.” We are uncertain of our chances of being selected.
 - We have a team working to update the expectations for our students (PAWS) that were developed a few years ago. The plan is to move those expectations from paper to practice to support shared understanding by students and staff members. This is a Tier I (MTSS) behavioral support.

- **Guiding Principle I: Student-Centered Learning**
 - I would like to connect with the Committee on American Civics regarding social science curriculum purchasing proposals. Since the curricular materials are primarily digital, if we can get approval to order materials in July, we should have access for our students and staff prior to the start of the school year.
 - Teachers in grades K-1 have identified science curricular materials they would like to use.
- **Guiding Principle IV: Communication and Engagement**
 - As we move into the summer, please encourage anyone who is new to town to stop by and get their kids enrolled early in the summer. That will help us ensure that we have all the right paperwork, immunizations, etc., in place for the beginning of the school year.
 - The summer reading program at the Hemingford Public Library registration is open through June 14th. Programming will be from 1:00 to 3:00 on June 14, 21, and 28.
- **Guiding Principal II: Personnel Effectiveness**
 - As part of our ongoing work to develop distributed leadership and work on a leadership succession program, we had a team of staff attend principal's designee training.
 - We are in the process of developing the professional development schedule for next August. We plan for Mrs. Plog to provide certification training for instructional staff in CPI (Crisis Prevention Institute) techniques for working with students.
- **Guiding Principal V: District Resources**
 - Kristy Hanks has completed the work to get the WebLink system operational. She is providing training for some early implementation with a small group of staff, and the system seems to be working well.
 - We recently had an inspection of our bleachers. It is getting close to time to look at the replacement of some or all of the bleachers at the football field. We are awaiting pricing on that.
 - We are looking at the possibility of securing some tables/chairs for South Campus and also for the Cafeteria. We are considering updating the cafeteria to all round tables throughout the cafeteria and the Red Zone. I would like to look at some multi-use furniture for South Campus that would work for testing, professional development, and board meetings.
 - As we think about space allocation, we are considering converting some of the office space in the admin building to a career lab used for the CNA/Med Aide Course. This would likely require moving the business offices to another location. If we did that, we might also look at moving the speech pathologist room to one of the existing offices and free up the current speech path room for one of our special education teachers.
 - The State Auditor's Office is likely to release the budget document for the coming year at the end of June. We will begin entering information into the updated document upon its release.

Planned Professional Travel

- June 27-28 - Western Nebraska Administrators Summer Retreat (Ogallala)
- July 10 - ALICAP Workshop in Gering
- July 17-18 - NDE Budget Workshop (North Platte)
- July 26-28 - Administrators' Days (Kearney)
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)

- **Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the regular November meeting. The Superintendent shall: remind the Board members in writing of this provision no later than its regular October meeting; make the Superintendent evaluation an agenda item for the regular November Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.
- **Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before the seventh day after the regular December 2022 board meeting (and each December thereafter) of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of one year from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than its regular November meeting of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular December board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Leave Log

- I have used thirteen days of PTO leave (July 22, 25, 26, 27, 28, 29, September 26 ½, November 3, 7, 30, March 8, March 16, April 26, and May 30). I have 12 PTO Days Remaining in the contract year ending June 30th. I am planning to take some PTO time the rest of this week, and some additional time throughout the summer.