

Board of Education Regular Meeting
Red Willow School District #73-0017
McCook Public Schools
6:00 PM Monday, August 12, 2024
Junior High Conference Room
700 W 7th St
McCook, NE 69001

"It is the mission of McCook Public Schools to equip all students to succeed in a complex global society"

Please arrive at the Board meeting at the start time, because the Board reserves the right to change the order of items.

1. Call to Order
 - 1.1. Roll Call
 - 1.2. Recognition of Open Meeting Law
 - 1.3. Pledge of Allegiance
 2. Reports, Communications & Public Participation
 - 2.1. Board accepts public comments
 - 2.2. McCook Tennis court Resurfacing Presentation
USTA Check Presentation
- Mary Buschmann (MV Section Executive Director) and Kara Heim (TSR Nebraska) will be attending for the presentation.
3. Approve the consent agenda, which includes the minutes and financials
 - 3.1. Approval of Expenditures/Payroll for July 2024
 4. Reports from Staff Members and Committees
 - 4.1. Administrator's written reports: Please review prior to the board meeting
 - 4.2. Policy Committee
 - 4.3. Facilities Committee
 - 4.4. Finance Committee
 5. Superintendent's report:

The 2024-2025 school year is under way!

- We welcomed the instructional staff back to school today. The first two days are filled with meet-and-greets, meetings, training and work-time.
- Students in grades 1 through 6, and grade 9 will start school on Wednesday, August 14, and students in grades 7 and 8 and grades 10 through 12 will start on Thursday, August 15.

6.

New Teaching Staff

- The District welcomed 8 new teachers to the school district this past Tuesday. They were provided with three additional days of training to help get them ready for their first year at McCook Public Schools.
- A majority of the new teachers had some connection to the district prior to their employment. Past graduates, substitutes, or student teachers made up the bulk of the new teaching staff.

- We have a good mixture of new and experienced teachers joining our faculty this school year.

7.

In-service on Artificial Intelligence

- Staff members attended an in-service on Thursday of last week. The focus of the in-service was utilizing artificial intelligence in schools in an appropriate and productive manner.

8.

9. Director of Business Services report

10. Board member Comments

11. New Business

- 11.1. Approval and adoption of a resolution calling for an election to be held in conjunction with the statewide general election regarding a proposition to issue general obligation bonds, in an amount not to exceed \$43,500,000, to finance the costs of certain projects for the District and related costs thereto.
 - 11.2. Graciously accept donation from Farm Credit Services in the amount of \$500 for the summer food program.
 - 11.3. Approve option enrollment resolution
 - 11.4. I move to Approve the policy package 6000s -- Instruction, as presented to the Board of Education, and remove the following policies currently in place: 508.15, 602.02, 603.02, 604.01, 604.03, 604.04, 606.01, 606.06, 607.011, 607.02, 607.05, 610.02, 629.5, 905.02, and 1005.03.
 - 11.5. Approve the policy package 7000s -- New Construction, as presented to the Board of Education.
 - 11.6. Update policy 1210 - Title IX as presented to the Board of Education.
12. Positive Comments
13. Adjournment
14. Items for Review

Student Fees, Student Attendance, Parental Involvement, & Anti-Bullying Hearing
Red Willow School District #73-0017
McCook Public Schools
6:00 PM Monday, July 8, 2024
Junior High Conference Room
700 W 7th St
McCook, NE 69001

1. Call to Order

1.1. Roll Call

Attendance Taken at at 6:00 PM
Agenda Item: Roll Call

Regular Board

Scott Barger
Tom Bredvick
Brad Hays
Mike Langan
Charlie McPherson
Teresa Thomas

1.2. Notice of Open Meetings Act

2. Student Fees Policy:

2.1. Public Comments

There were no comments.

2.2. Board Member Comments

There were no board comments.

3. Student Attendance Policy:

3.1. Public Comments

There were no comments.

3.2. Board Member Comments

There were no board comments.

4. Parental Involvement Policy:

4.1. Public Comments

There were no comments

4.2. Board Member Comments

There were no board comments

5. Anti-Bullying Policy:

5.1. Public Comments

There were no comments.

5.2. Board Member Comments

There were no board comments.

6. Adjournment of Public Hearing
The meeting adjourned at 6:06pm.

Board of Education Regular Meeting
Red Willow School District #73-0017
McCook Public Schools

Will begin immediately following hearings Monday, July 8, 2024
Junior High Conference Room
700 W 7th St
McCook, NE 69001

1. Call to Order

1.1. Roll Call

Attendance Taken at at 6:06 PM
Agenda Item: Roll Call

Regular Board

Scott Barger
Tom Bredvick
Brad Hays
Mike Langan
Charlie McPherson
Teresa Thomas

1.2. Recognition of Open Meeting Law

1.3. Pledge of Allegiance

2. Reports, Communications & Public Participation

2.1. Board accepts public comments

There were no comments.

2.2. Presentation on career and college Readiness by the building principals.

The principals presented career and college activities in their buildings.

3. Approve the consent agenda, which includes the minutes and financials

3.1. Approval of Expenditures/Payroll for June 2024

I move to Approve the consent agenda Passed with a motion by Tom Bredvick and a second by Mike Langan.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

4. Reports from Staff Members and Committees

4.1. Administrator's written reports: Please review prior to the board meeting

4.2. Policy Committee

The policy committee met and is presenting 5000's and 8,000's for your approval.

5. Superintendent's report

Area Membership Meeting

- Our area membership meeting will be in North Platte on August 20th.

Lunch Price Increases

- Part of our annual operations involves addressing the deficit between what MPS charges for lunches and the mandated rates set by the Federal Food Services. To narrow this gap, we are requesting a ten-cent increase for student meals.

This adjustment is crucial to ensure that we maintain our access to free and reimbursable lunches for qualifying students under the Federal Food Services Program.

Early Retirement Incentive

- We are developing an early retirement incentive to encourage certified staff planning to retire to notify district administration early in the school year. Early notification is crucial in this competitive employment market for securing high-quality staff to fill our vacancies.
- By financially encouraging staff to notify administration between October and December, we enhance our ability to seek out and recruit high-performing teachers.
- The incentive operates on a descending scale, with greater incentives for those who notify us in October compared to those who notify us in December.
- This incentive is available only to staff who meet certain requirements, such as specific age and years of service with the district.
- Funding for this program will come from our Early Retirement Incentive Fund, which is designated solely for this purpose and has not been utilized since our previous early retirement incentive plan ended over a decade ago. The fund has enough money to fund this incentive for several years, and cannot be used for any other purpose.

School Calendar Correction

- I am writing to inform you about an error in the calendar that was presented in February and approved in March, which has resulted in us being one day short of the contracted days for staff. To address this, we can either add a student day or an additional staff in-service day to the calendar to meet our contractual obligations.
 - I recommend adding a staff in-service day in May. This option will cause less disruption to the calendar and impact fewer families. Additionally, this extra time allows us to plan a high-quality in-service training session. Staff will benefit from focusing on the training without the distraction of classroom responsibilities.
- The alternative is to add a student day, which could potentially impact more families and the planning of local organizations. While our current calendar exceeds the hours required by NDE and includes several built-in "snow days." If the McCook area experiences a terrible winter, extending the student year at a later date could be done to ensure the district meets the department's hours requirements.

Faraday Bag Test

- I am bringing some Faraday bags for the board members to see and test.

6. Director of Business Services report

Monthly Business Manager Board of Education Report

June 2024 for July 2024 Board Meeting

June Lunch #'s = 25,089 Meals served.

Financial #'s = After 83%% of fiscal year = General Fund YTD Revenue is 96% YTD Expense is 83%

All Funds YTD Revenue is 85%, YTD Expenses is 81%

Facilities - Updates

Tennis court surfacing is currently being worked on.

On going HVAC projects are underway

Kitchen work is being completed per summer schedule

Carpet is being replaced

Painting crew is painting in the district

Carpets are being cleaned

Upcoming Projects

Bond Project

Sampson's and W Design are working on final design and cost estimating the project.

A marketing meeting is set for July 16th.

Federal/state Reports filed in June:

IDEA Application

All school related data State Reporting

Census Report

7. Board member comments

No comments

8. New Business

8.1. Approve new lunch prices for the 24/25 school year.

I move to approve new lunch prices for the 24/25 school year. Passed with a motion by Tom Bredvick and a second by Teresa Thomas.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

8.2. Approve interlocal agreement committee membership for community parks: Grant Norgaard, Jeff Gross, and Charlie McPherson.

I move to approve interlocal agreement committee membership for community parks: Grant Norgaard, Jeff Gross, and Charlie McPherson. Passed with a motion by Mike Langan and a second by Teresa Thomas.

Charlie McPherson: Abstain (With Conflict), Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Teresa Thomas: Yea

Yea: 5, Nay: 0, Abstain (With Conflict): 1

8.3. Approve the policy package 5000s -- Students, as presented to the Board of Education, and remove the following policies currently in place: 104.01, 404.061, 404.07, 502.011, 502.012, 502.02, 502.03, 502.031, 502.05, 503.04, 505.05, 504.02504.06, 504.19, 504.19R1 506.02, 506.08, 507.01, 507.13, 508.01, 508.012, 508.12R1 508.13, AR501.13, 611.01, 611.02, 611.07, 801.04, and 801.06.

I move to approve Approve the policy package 5000s -- Students, as presented to the Board of Education, and remove the following policies currently in place: 104.01, 404.061, 404.07, 502.011, 502.012, 502.02, 502.03, 502.031, 502.05, 503.04, 505.05, 504.02504.06, 504.19, 504.19R1 506.02, 506.08, 507.01, 507.13, 508.01, 508.012, 508.12R1 508.13, AR501.13, 611.01, 611.02, 611.07, 801.04, and 801.06. Passed with a motion by Scott Barger and a second by Tom Bredvick.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

8.4. Approve Policy 1501 Emergency Exclusion of Persons from School.

This policy was held for approval until the 5000s were approved because of a reference to Policy 5101.

I move to Approve Policy 1501 Emergency Exclusion of Persons from School. Passed with a motion by Scott Barger and a second by Charlie McPherson.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

I move to Approve the policy package 8000s -- Internal Board Policies, as presented to the Board of Education, and remove the following policies currently in place: 201.2, 203.01, 203.06, 202.02, 202.021, 204.01, 204.07, 204.10, and 204.12. Passed with a motion by Tom Bredvick and a second by Scott Barger.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

8.5. Approve the policy package 8000s -- Internal Board Policies, as presented to the Board of Education, and remove the following policies currently in place: 201.2, 203.01, 203.06, 202.02, 202.021, 204.01, 204.07, 204.10, and 204.12.

8.6. Approve the Superintendent's contract and compensation.

I move to Approve the Superintendent's contract and compensation to 4.5% increase. Passed with a motion by Charlie McPherson and a second by Mike Langan.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

8.7. Approve update to the 2024-2025 school calendar.

I move to Approve a update to the 2024-2025 school calendar, as recommended to add a teacher in-service day in May. Passed with a motion by Charlie McPherson and a second by Scott Barger.

Scott Barger: Yea, Tom Bredvick: Yea, Brad Hays: Yea, Mike Langan: Yea, Charlie

McPherson: Yea, Teresa Thomas: Yea

Yea: 6, Nay: 0

9. Positive Comments

Teresa Thomas commented on the para-educator training that Mr. Hanson will be putting on at the ESU.

Charlie McPherson thanked the school district for providing shuttle buses for the Chamber of Coerce bash on the hills.

Mike Langan commented on all the improvements to the building and grounds. They look great.

Tom Bredvick reported that several staff members have commented to him on how allowing staff to earn multiple credits has been well received.

Scott Barger commented on how great it is to see the college and career readiness work being done across the district.

Jeff Gross thanked OPPA for all their work with the summer food service program.

Brad Hays thanked members of the board of education for their work on the superintendents contract. He also thanked the local dentists that participated in helping our needy families with dental care for children. He also reported on the thank you letter he received from NDE commissioner of Education Brian Maher for allowing Mr. Norgaard to be on his leadership council.

Grant Norgaard thanked the policy committee for their time and efforts.

10. Adjournment

Meeting adjourned at 7:45pm.

11. Items for Review

McCook Public Schools

Revenues for July for Aug 2024 Board Meeting

[Fund] 01 - General Fund

Account Code	Description	Actual (Date)	Budget (YTD)	Actual (YTD)	Available (YTD)	% of Budget
01-1-01100-00-000-000	Local Property Taxes	(\$46,189.10)	(\$8,885,898.00)	(\$7,804,367.15)	(\$1,081,530.85)	87.82
01-1-01115-00-000-000	Carline Taxes	\$0.00	(\$3,700.00)	(\$4,222.84)	\$522.84	114.13
01-1-01120-00-000-000	Public Power Dist. Sales Tax	\$0.00	(\$295,000.00)	(\$295,459.80)	\$459.80	100.15
01-1-01125-00-000-000	Motor Vehicle Taxes	(\$69,304.67)	(\$810,000.00)	(\$706,264.73)	(\$103,735.27)	87.19
01-1-01323-00-000-000	Tuition - District - Sped	\$0.00	(\$15,000.00)	(\$15,000.00)	\$0.00	100.00
01-1-01510-00-000-000	Interest	\$0.00	(\$39,482.00)	(\$71,790.42)	\$32,308.42	181.83
01-1-01911-00-000-000	Local License Fees	\$0.00	(\$7,500.00)	(\$7,755.00)	\$255.00	103.40
01-1-01921-00-000-000	Police Court Fines	(\$550.00)	(\$3,000.00)	(\$5,799.58)	\$2,799.58	193.31
01-1-01960-00-000-000	Other Local Receipts	\$0.00	\$0.00	(\$1,800.00)	\$1,800.00	0.00
01-1-02110-00-000-000	County Fines & License Fees	(\$5,590.39)	(\$47,500.00)	(\$76,067.78)	\$28,567.78	160.14
01-1-03110-00-000-000	State Aid	\$0.00	(\$5,546,560.00)	(\$5,546,560.00)	\$0.00	100.00
01-1-03120-00-000-000	Sped School Age	\$0.00	(\$2,080,000.00)	(\$2,121,676.00)	\$41,676.00	102.00
01-1-03125-00-000-000	Sped Trans. Sch Age	\$0.00	(\$25,000.00)	(\$51,209.00)	\$26,209.00	204.83
01-1-03130-00-000-000	Homestead Exemption	(\$50,511.05)	(\$270,000.00)	(\$253,039.55)	(\$16,960.45)	93.71
01-1-03131-00-000-000	Property Tax Credit	\$0.00	\$0.00	(\$601,936.68)	\$601,936.68	0.00
01-1-03180-00-000-000	Pro Rate Motor Vehicle	(\$7,419.00)	(\$30,000.00)	(\$30,635.77)	\$635.77	102.11
01-1-03400-00-000-000	State Apportionment	\$0.00	(\$350,000.00)	(\$365,843.48)	\$15,843.48	104.52
01-1-03512-00-000-000	Distance Educ. Incentive Payments	\$0.00	(\$1,700.00)	\$0.00	(\$1,700.00)	0.00
01-1-03535-00-000-000	High Ability Learner Payments	\$0.00	(\$9,200.00)	(\$12,032.00)	\$2,832.00	130.78
01-1-03551-00-000-000	CTE GMS Grant	\$0.00	\$0.00	(\$7,500.00)	\$7,500.00	0.00
01-1-04505-00-000-000	Title I Current Fiscal Year	(\$116,478.00)	(\$240,000.00)	(\$187,732.00)	(\$52,268.00)	78.22
01-1-04509-00-000-000	Title II, Part A Teacher Quality	\$0.00	(\$43,700.00)	(\$3,554.00)	(\$40,146.00)	8.13
01-1-04510-00-000-000	Title IV	\$0.00	(\$18,500.00)	(\$5,619.00)	(\$12,881.00)	30.37
01-1-04516-00-000-000	IDEA Base 3-5	\$0.00	(\$16,000.00)	(\$16,435.00)	\$435.00	102.71
01-1-04518-00-000-000	IDEA - BASE - EP	\$0.00	(\$384,000.00)	(\$351,076.00)	(\$32,924.00)	91.42
01-1-04521-00-000-000	IDEA Non-Public	\$0.00	(\$32,000.00)	(\$40,282.00)	\$8,282.00	125.88
01-1-04523-00-000-000	IDEA Special Projects	\$0.00	\$0.00	(\$1,500.00)	\$1,500.00	0.00
01-1-04530-00-000-000	Categorical Grants	\$0.00	(\$3,000.00)	\$0.00	(\$3,000.00)	0.00
01-1-04708-00-000-000	Medicaid In Public Schools	\$0.00	(\$50,000.00)	(\$86,581.65)	\$36,581.65	173.16
01-1-04709-00-000-000	Medicaid Administrative Activity	\$0.00	\$0.00	(\$23,224.97)	\$23,224.97	0.00
01-1-04998-00-000-000	ESSERS III	\$0.00	(\$220,000.00)	(\$180,122.00)	(\$39,878.00)	81.87
01-1-05301-00-000-000	Insurance Adjustments	(\$7,381.00)	\$0.00	(\$32,864.68)	\$32,864.68	0.00
Subtotal of Element: Revenue		(\$303,423.21)	(\$19,426,740.00)	(\$18,907,951.08)	(\$518,788.92)	97.33%

[Fund] 02 - Depreciation Fund

02-1-01510-00-000-000	Interest	\$0.00	(\$1,500.00)	(\$17,492.20)	\$15,992.20	1,166.14
02-1-05200-00-000-000	Transfers From General Fund	\$0.00	(\$150,000.00)	\$0.00	(\$150,000.00)	0.00
02-1-05690-00-000-000	Non-revenue Receipts	(\$4,920.34)	\$0.00	(\$9,586.51)	\$9,586.51	0.00
Subtotal of Element: Revenue		(\$4,920.34)	(\$151,500.00)	(\$27,078.71)	(\$124,421.29)	17.87%

[Fund] 03 - Employee Benefit

Account Code	Description	Actual (Date)	Budget (YTD)	Actual (YTD)	Available (YTD)	% of Budget
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03-1-01510-00-000-000	Interest - Unemployment	\$0.00	(\$250.00)	(\$2,134.58)	\$1,884.58	853.83
03-1-05200-00-000-000	Transfers From General Fund	\$0.00	(\$5,000.00)	\$0.00	(\$5,000.00)	0.00
Subtotal of Element: Revenue		\$0.00	(\$5,250.00)	(\$2,134.58)	(\$3,115.42)	40.66%
[Fund] 06 - School Nutrition Fund						
Account Code	Description	Actual (Date	Budget (YTD)	Actual (YTD)	Available (YTD)	% of Budget
06-1-01510-00-000-000	Interest	\$0.00	(\$100.00)	(\$4,391.64)	\$4,291.64	4,391.64
06-1-01610-00-000-000	Sale Of Lunches/milks	\$0.00	\$0.00	(\$357.39)	\$357.39	0.00
06-1-01611-00-000-000	School Lunch Program	(\$230.85)	(\$310,000.00)	(\$227,364.07)	(\$82,635.93)	73.34
06-1-03150-00-000-000	State Reimbursement	\$0.00	(\$320,000.00)	\$0.00	(\$320,000.00)	0.00
06-1-04210-00-000-000	Federal Reimbursement	(\$102,905.97)	\$0.00	(\$481,660.83)	\$481,660.83	0.00
06-1-05690-00-000-000	Other Non-revenue Receipts	(\$4.43)	\$0.00	(\$320.95)	\$320.95	0.00
Subtotal of Element: Revenue		(\$26,343.38)	(\$630,100.00)	(\$610,834.26)	(\$19,265.74)	96.94%
[Fund] 07 - Bond Fund						
Account Code	Description	Actual (Date	Budget (YTD)	Actual (YTD)	Available (YTD)	% of Budget
07-1-01100-00-000-000	Local Property Taxes	(\$2,404.00)	(\$410,000.00)	(\$363,393.10)	(\$46,606.90)	88.63
07-1-01115-00-000-000	Carline Taxes	\$0.00	(\$385.00)	(\$255.07)	(\$129.93)	66.25
07-1-01120-00-000-000	Public Power Dist. Sales Tax	\$0.00	(\$245.00)	(\$17,348.03)	\$17,103.03	7,080.82
07-1-01510-00-000-000	Interest	\$0.00	(\$570.00)	(\$10,429.39)	\$9,859.39	1,829.71
07-1-03130-00-000-000	Homestead Exemption	(\$2,821.58)	(\$8,600.00)	(\$14,080.22)	\$5,480.22	163.72
07-1-03131-00-000-000	Property Tax Credit	\$0.00	\$0.00	(\$26,111.74)	\$26,111.74	0.00
07-1-03180-00-000-000	Pro Rate Motor Vehicle	(\$356.60)	(\$1,200.00)	(\$1,458.84)	\$258.84	121.57
Subtotal of Element: Revenue		(\$5,582.18)	(\$421,000.00)	(\$433,076.39)	\$12,076.39	102.87%
[Fund] 08 - Special Building Fund						
Account Code	Description	Actual (Date	Budget (YTD)	Actual (YTD)	Available (YTD)	% of Budget
08-1-01100-00-000-000	Local Property Taxes	(\$969.54)	(\$400,000.00)	(\$228,809.83)	(\$171,190.17)	57.20
08-1-01115-00-000-000	Carline Taxes	\$0.00	\$150.00	(\$109.26)	\$259.26	-72.84
08-1-01120-00-000-000	Public Power Sales Tax	\$0.00	\$1,000.00	(\$6,024.29)	\$7,024.29	-602.42
08-1-01510-00-000-000	Interest	\$0.00	\$1,000.00	(\$19,234.51)	\$20,234.51	-1,923.45
08-1-03130-00-000-000	Homestead Exemption	(\$1,045.95)	\$1,100.00	(\$10,931.00)	\$12,031.00	-993.72
08-1-03131-00-000-000	Property Tax Credit	\$0.00	\$0.00	(\$6,756.59)	\$6,756.59	0.00
08-1-03180-00-000-000	Pro-rate Motor Vehicle	(\$153.63)	\$1,750.00	(\$750.01)	\$2,500.01	-42.85
08-1-04998-00-000-000	ARP ESSERS III Special Building	\$0.00	\$0.00	(\$89,427.00)	\$89,427.00	0.00
Subtotal of Element: Revenue		(\$2,169.12)	(\$395,000.00)	(\$362,042.49)	(\$32,957.51)	91.66%
Grand Total		(\$419,236.10)	(\$21,029,590.00)	(\$20,446,378.13)	(\$583,211.87)	97.23%

McCook Public Schools

Expenditures for July 2024 for Aug 2024 Board Meeting

Function - General Fund	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
01100 - Regular Instruction	\$549,960.69	\$6,170,180.96	\$6,335,339.17	(\$167,502.48)	102.68
01150 - Limited English Proficiency Programs	\$7,942.06	\$235,328.83	\$137,931.15	\$97,397.68	58.61
01160 - Poverty Programs	\$124,573.08	\$2,284,733.20	\$1,374,123.69	\$910,609.51	60.14
01190 - Early Childhood Educational Programs	\$0.00	\$2,500.00	\$892.83	\$1,607.17	35.71
01200 - Special Education Instructional Programs - School Age	\$162,279.00	\$2,611,573.64	\$2,500,948.05	\$110,344.32	95.76
01291 - Special Education Instructional Programs - Ages 3-5	\$0.00	\$154,546.66	\$1,160.12	\$153,386.54	0.75
01295 - Special Education Instructional Programs - Unified Sports	\$96.22	\$1,180.57	\$1,080.46	\$100.11	91.52
01300 - Summer School	\$53,595.15	\$10,000.00	\$58,855.34	(\$48,855.34)	588.55
02110 - Attendance/Social Work	\$0.00	\$35,000.00	\$32,136.60	\$2,863.40	91.82
02120 - Guidance Services	\$15,353.68	\$287,690.08	\$181,046.53	\$106,643.55	62.93
02130 - Health Services	\$5,409.28	\$5,100.00	\$10,813.03	(\$5,713.03)	212.02
02131 - SPED Health Services	\$1,322.54	\$64,351.66	\$55,088.13	\$9,263.53	85.60
02141 - Psychological Services - SPED - School Age	\$14,242.20	\$150,997.18	\$157,448.94	(\$6,451.76)	104.27
02142 - Psychological Services- SPED- Age 3-5	\$30.00		\$6,592.50	(\$6,592.50)	
02151 - Speech Pathology and Audiology Services - SPED - School	\$20,600.36	\$230,090.61	\$229,703.45	\$387.16	99.83
02152 - Speech Pathology and Audiology Services - SPED - Age 3-5	\$160.89	\$2,950.00	\$1,052.34	\$1,897.66	35.67
02153 - Speech Pathology and Audiology Services - SPED - Age 0-2	\$0.00	\$1,000.00	\$0.00	\$1,000.00	0.00
02161 - Occupational Therapy-Related Services - SPED - School Age	\$7,976.34	\$105,493.00	\$105,326.27	\$166.73	99.84
02171 - Physical Therapy-Related Services - SPED - School Age	\$0.00		\$22,554.45	(\$22,554.45)	
02172 - Physical Therapy-Related Services - SPED - Ages 3-5	\$81.00		\$2,729.70	(\$2,729.70)	
02181 - Visually Impaired-Vision Services - SPED - School Age	\$0.00	\$7,500.00	\$0.00	\$7,500.00	0.00
02190 - Support Services - Student - Other	\$0.00	\$100,000.00	\$119,439.59	(\$19,439.59)	119.44
02213 - Instructional Staff Training	\$0.00	\$2,000.00	\$0.00	\$2,000.00	0.00
02220 - Library-Media Services	\$27,847.40	\$374,185.29	\$343,823.17	\$30,021.84	91.89
02230 - Instruction Related Technology	\$0.00	\$25,000.00	\$0.00	\$25,000.00	0.00
02310 - Board of Education	\$296.78	\$211,500.00	\$51,297.55	\$160,202.45	24.25
02320 - Executive Administration	\$23,779.81	\$276,658.99	\$246,402.83	\$29,509.37	89.06
02330 - District Legal Services	\$1,046.00	\$20,000.00	\$27,851.26	(\$7,851.26)	139.26
02410 - Office of the Principal	\$71,685.34	\$1,113,434.61	\$1,072,494.72	\$32,998.30	96.32
02490 - Activity Director	\$11,191.93	\$138,582.26	\$123,767.21	\$14,815.05	89.31
02510 - Fiscal Services	\$37,045.21	\$710,954.41	\$429,427.12	\$274,683.77	60.40
02530 - PRINTING, PUBLISHING, & DUPLICATING SERVICES	\$57.34		\$383.28	(\$383.28)	
02580 - Administrative Technology Service	\$35,562.05	\$500,416.47	\$439,412.39	\$42,071.08	87.81
02610 - Operation of Buildings	\$34,125.92	\$840,878.20	\$1,018,314.72	(\$177,647.88)	121.10
02620 - Maintenance of Buildings	\$99,739.65	\$811,926.11	\$795,252.73	\$9,953.07	97.95
02650 - Vehicle Operation and Maintenance (Other Than Student	\$1,160.02	\$21,500.00	\$13,631.93	\$7,868.07	63.40
02660 - Security	\$0.00	\$46,000.00	\$42,150.00	\$3,850.00	91.63
02670 - Safety	\$145.00		\$2,015.00	(\$2,015.00)	
02710 - Vehicle Operation - Regular Education	\$5,331.61	\$277,439.45	\$287,582.15	(\$10,350.65)	103.66
02712 - Vehicle Operation - School Age SPED	\$4,360.33	\$77,098.25	\$62,310.11	\$14,788.14	80.82
02713 - Vehicle Operation - Below Age 5 SPED	\$0.00	\$15,900.00	\$0.00	\$15,900.00	0.00
02730 - Vehicle Servicing and Maintenance - Regular Education	\$7,539.21	\$94,758.77	\$90,604.52	\$4,154.25	95.62
03512 - Distance Education	\$7,651.16		\$144,606.15	(\$144,606.15)	
03535 - High Ability Learners	\$0.00	\$23,018.00	\$25,198.19	(\$2,180.19)	109.47

03551 - CTE GMS Grant	\$0.00		\$11,200.00	(\$11,200.00)	
03599 - State Categorical Programs - Others	\$0.00	\$6,300.00	\$0.00	\$6,300.00	0.00
06200 - Federal Services - Title I Part A ESSA Improving Basic	\$19,379.54	\$241,237.79	\$213,507.35	\$27,730.44	88.50
06310 - Federal Services - Title II Part A ESSA Supporting Effective	\$0.00	\$43,700.00	\$37,487.69	\$6,212.31	85.78
06406 - Federal Services - IDEA Preschool (619) Base Allocation	\$224.27	\$15,766.96	\$17,098.28	(\$1,331.32)	108.44
06408 - Part B 611 Base EP	\$28,041.30	\$387,469.50	\$342,676.69	\$44,792.81	88.44
06412 - Federal Services - IDEA Part B Proportionate Share	\$2,631.52	\$31,264.08	\$29,439.22	\$1,824.86	94.16
06690 - Federal Services - Other Federal Non-Categorical Expenditures	\$0.00	\$6,294.00	\$0.00	\$6,294.00	0.00
06700 - Federal Services - Federal Vocational and Applied Technology	\$0.00	\$2,000.00	\$0.00	\$2,000.00	0.00
06967 - FEDERAL SERVICES - TITLE IV, PART A ESSA: STUDENT	\$0.00	\$18,500.00	\$0.00	\$18,500.00	0.00
06969 - Title IV	\$7,010.69		\$11,395.06	(\$11,395.06)	
06998 - ESSER3 Disbursement	\$39,525.50	\$157,740.47	\$211,201.89	(\$53,461.42)	133.89
08000 - Transfers (Outgoing)	\$0.00	\$475,000.00	\$50,000.00	\$425,000.00	10.53
01 - General Fund	\$1,429,000.07	\$19,426,740.00	\$17,474,793.55	\$1,907,376.11	89.95%

Function - Depreciation Fund	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
02900 - OTHER SUPPORT SERVICES	\$161,332.26	\$1,020,000.00	\$666,266.16	\$336,829.54	65.32
02 - Depreciation Fund	\$161,332.26	\$1,020,000.00	\$666,266.16	\$336,829.54	65.32%

Function - Employee Benefit Fund	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
02520 - Purchasing Warehousing and Distributing Services	\$0.00	\$5,250.00	\$0.00	\$5,250.00	0.00
03 - Employee Benefit Fund	\$0.00	\$5,250.00	\$0.00	\$5,250.00	0.00%

Function - School Nutrition Fund	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
02190 - Support Services - Student - Other	\$84,940.08	\$630,100.00	\$679,591.46	(\$55,027.81)	107.85
06 - School Nutrition Fund	\$84,940.08	\$630,100.00	\$679,591.46	(\$55,027.81)	107.85%

Function - Bond Fund	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
05000 - Debt Service	\$0.00	\$421,000.00	\$399,632.50	\$21,367.50	94.92
07 - Bond Fund	\$0.00	\$421,000.00	\$399,632.50	\$21,367.50	94.92%

Function Special Building	Actuals (Selected)	Adopted Budget	Actuals (YTD)	Available	% of Budget
02515 - Building and Sites	\$0.00	\$240,000.00	\$0.00	\$240,000.00	0.00
04300 - ARCHITECTURE & ENGINEERING	\$0.00		\$2,600.00	(\$2,600.00)	
04500 - BUILDING ACQUISITION & CONSTRUCTION	\$0.00		\$86,492.98	(\$86,492.98)	
04700 - Building Improvements	\$0.00		\$97,202.37	(\$97,202.37)	
05000 - Debt Service	\$3,007.54	\$55,000.00	\$33,082.94	\$21,917.06	60.15
06998 - ESSER3 Disbursement	\$87,319.95		\$87,319.95	(\$87,319.95)	
08 - Special Building Fund	\$90,327.49	\$295,000.00	\$306,698.24	(\$11,698.24)	103.97%

Grand Total	\$1,765,599.90	\$21,798,090.00	\$19,526,981.91	\$2,204,097.10	90%
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McCook Public Schools

Cash Summary Report July 2024 for Aug 2024 Board Meeting

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance	Encumbrances	Available
01	General Fund	\$6,965,496.41	\$303,423.21	(\$1,429,000.07)	\$5,839,919.55	(\$44,570.34)	\$5,795,349.21
02	Depreciation Fund	\$991,988.32	\$4,920.34	(\$161,332.26)	\$835,576.40	(\$16,904.30)	\$818,672.10
03	Employee Benefit Fund	\$140,807.96	\$0.00	\$0.00	\$140,807.96	\$0.00	\$140,807.96
05	Activity Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
06	School Nutrition Fund	\$311,688.57	\$103,141.25	(\$84,940.08)	\$329,889.74	(\$5,536.35)	\$324,353.39
07	Bond Fund	\$713,035.12	\$5,582.18	\$0.00	\$718,617.30	\$0.00	\$718,617.30
08	Special Building Fund	\$1,340,812.80	\$2,169.12	(\$90,327.49)	\$1,252,654.43	\$0.00	\$1,252,654.43
Sub Total		\$10,463,829.18	\$419,236.10	(\$1,765,599.90)	\$9,117,465.38	(\$67,010.99)	\$9,050,454.39

Fund	Description	Beginning Balance	Revenue	Expenditure	Adjustments	Ending Balance
12	Activity Fund	\$353,293.91	\$38,752.79	(\$28,421.11)	(\$90.00)	\$363,481.59

McCook Public Schools

Voucher by Vendor Report

JULY 24 US Bank Credit Card

Voucher Number	Vendor	Amount						
Invoice	Payment Vendor	PO Number	Invoice Date	Warrant Number	Item No.	Item Description	Account Code	Amount
CE COM COL	US Bank	24-2861	05/28/2024	56039	1	registration for T Barger for NE School Health Conf	01-2-02130-00-330-0-000-11	\$170.00
SPEECHTREE	US Bank	24-2438	06/10/2024	56039	1	https://www.speechtreeco.com/collections/all-products/products/speechminis	01-2-02152-00-610-4-003-70	\$125.00
SPEECHTREE	US Bank	24-2438	06/10/2024	56039	2	https://www.speechtreeco.com/collections/physical-products/products/play-boards	01-2-02152-00-610-4-003-70	\$13.00
SPEECHTREE	US Bank	24-2438	06/10/2024	56039	3	https://www.speechtreeco.com/collections/physical-products/products/play-boards	01-2-02152-00-610-4-003-70	\$13.00
SPEECHTREE	US Bank	24-2438	06/10/2024	56039	4	Shipping	01-2-02152-00-610-4-003-70	\$9.89
EMB COLO	US Bank	220-24L	06/03/2024	56039	1	Rooms for Craig Dickes-Title IX training-Embassy Denver	01-2-02510-00-580-0-000-11	\$232.66
JUNE 24	US Bank	24-2507	06/10/2024	56039	1	Monthly Subscription to Omaha World Harold-Business Office	01-2-02510-00-810-0-000-11	\$30.99
partsw	US Bank	24-2859	06/07/2024	56039	1	Windsor roller brush, debris tray and coupler	01-2-02610-00-610-0-000-12	\$243.26
2201SPRWAR	US Bank	24-2795	06/13/2024	56039	1	(24)K-Rain RPS 75 Rotor 4 in. Sprinkler heads	01-2-02620-00-610-0-000-12	\$191.04
Grand Total								\$1,028.84

CHECKS BY DATE BOARD REPORT

JULY 2024

DATE	VENDOR	AMOUNT	DATE	VENDOR	AMOUNT
7/2/2024	City Of McCook	\$4,693.40	7/31/2024	Glass Express	\$500.00
7/2/2024	Different Roads to Learning	\$479.98	7/31/2024	Gross, Jeff	\$448.90
7/2/2024	Diode Communications	\$145.00	7/31/2024	Innovative Office Solutions	\$2,649.57
7/2/2024	Hometown Leasing	\$5,358.64	7/31/2024	Instructure, Inc	\$4,620.00
7/2/2024	Nebraska Public Power District	\$10,100.51	7/31/2024	Jacob Curl	\$232.59
7/2/2024	Perry, Guthery, Haase & Gessford	\$1,046.00	7/31/2024	Johnstone Supply	\$1,820.88
7/2/2024	US Bank	\$1,028.84	7/31/2024	JourneyEd.com, Inc	\$1,250.00
7/2/2024	Viaero Wireless	\$104.21	7/31/2024	K2 Real Estate Development, LLC	\$8,500.00
7/12/2024	Black Hills Energy	\$813.61	7/31/2024	Kali Curl	\$79.83
7/12/2024	Verizon Wireless	\$255.96	7/31/2024	Kohl's Auto Parts	\$3.17
7/18/2024	Amazon Capital Services	\$3,104.56	7/31/2024	Mascot Junction, Inc	\$112.00
7/18/2024	Colorado Retail Ventures	\$1,307.69	7/31/2024	McCook Gazette	\$196.78
7/18/2024	Great Plains Communication	\$1,932.35	7/31/2024	McCook Lettering	\$70.00
7/18/2024	The Waldinger Corp	\$8,130.13	7/31/2024	Mead Lumber	\$3,505.86
7/19/2024	Employee Benefits-Omnify	\$3,425.68	7/31/2024	Mid-American Research Chemical	\$1,835.98
7/19/2024	National Insurance Services	\$1,998.04	7/31/2024	Midlands Toxicology Services	\$200.00
7/19/2024	Ymca	\$987.00	7/31/2024	Mohawk Group	\$16,720.76
7/19/2024	Ameritas Life Ins. Co	\$1,997.68	7/31/2024	Molly Sharp	\$207.45
7/19/2024	Blue Cross Blue Shield of Nebraska	\$239,809.64	7/31/2024	My Central Supply	\$423.05
7/19/2024	MASA	\$487.00	7/31/2024	National Art & School Supplies	\$2,350.53
7/19/2024	National Insurance Services	\$898.40	7/31/2024	Ne Safety & Fire Equipment	\$2,354.25
7/31/2024	Omnify	\$128.00	7/31/2024	Nick's Distribution Inc	\$219.50
7/31/2024	Ace Hardware	\$534.71	7/31/2024	NSASSP Region V	\$360.00
7/31/2024	Acme Printing Company	\$284.50	7/31/2024	Primetime Painting	\$2,500.00
7/31/2024	B Street Auto Spa	\$457.62	7/31/2024	Rapids Wholesale	\$56.15
7/31/2024	Cardio Partners	\$5,239.28	7/31/2024	Red Willow County Clerk	\$100.00
7/31/2024	City Of McCook	\$290.52	7/31/2024	Samway Floor Covering	\$2,398.90
7/31/2024	Coach Masters	\$2,248.21	7/31/2024	Scholastic Inc.	\$65.89
7/31/2024	D & S Hardware	\$492.81	7/31/2024	Southwest Farm & Auto Supply	\$152.95
7/31/2024	Diamond Vogel	\$1,547.98	7/31/2024	SW NE Physical Therapy PC	\$81.00
7/31/2024	Eakes Office Solutions	\$456.12	7/31/2024	The Filter Shop	\$3,343.52
7/31/2024	Egan Supply Co	\$76.28	7/31/2024	TKO Pest Control, LLC	\$700.00
7/31/2024	ESU #10	\$75.00	7/31/2024	Van Diest Supply Company	\$1,898.11
7/31/2024	ESU #15	\$11,488.00	7/31/2024	Walmart	\$33.78
7/31/2024	ESU #9	\$25.00	7/31/2024	Advanced Assessment Systems, Inc	\$6,450.00

JULY 2024 EFT CHECKS

AFLAC	\$7,265.87	LegalShield	\$142.55
Colonial Life	\$1,239.59	NE Dept of Revenue - State Taxes	\$30,957.47
Direct Deposit	\$522,959.69	Nebr. School Retirement System	\$168,219.05
Federal Taxes/FICA/Medicare	\$176,662.82	Retirement Plan Consultants (403b)	\$8,886.63
Horace Mann Insurance Co	\$2,038.79	HSA Employer Deposits	\$11,885.63

Receipt History

Receipt Date

Detail report. Sorted by Receipt Date, Site.

Site

From 07/01/2024 to 07/31/2024.

Receipt #	Status / Date	Deposit #	Check #	Received From	Receipt Description	Amount	Sales Tax	Amount
Activity ID	Activity Name	Fee Name & Student ID	Tax Activity	Tax Rate %	Tax Amount			
07/01/2024								
MPS	McCook Public Schools							
6263	PRINTED	000002839		Gillen	Softball			
195-9001	Softball Fundraising					1,400.00	0.00	1,400.00
6264	PRINTED	000002838		American Red Cross	Scholarship Money			
936-9036	Scholarships					2,500.00	0.00	2,500.00
6265	PRINTED	000002840		Rodriguez	Fees			
544-5044	Junior High Activity					161.00	0.00	161.00
6266	PRINTED	000002833		Lofton	Book fees			
544-5044	Junior High Activity					105.29	0.00	105.29
6269	PRINTED	000002835		Vetrovsky, Joe	Fundraiser			
195-8002	Football Fundraising					12,935.00	0.00	12,935.00
6270	PRINTED	000002834		Casey's	Donation			
543-5043	McCook Elementary					12.00	0.00	12.00
6271	PRINTED	000002836		City of McCook	Donation			
235-2035	Cheerleaders					75.00	0.00	75.00
6272	PRINTED	000002837		NSAA	Outside events			
100-1080	Host Outside Events					2,618.40	0.00	2,618.40
Total for site: MPS - McCook Public Schools								19,806.69
Total for 07/01/2024								19,806.69

07/08/2024								
MPS	McCook Public Schools							
5999	PRINTED	000002842		RC/JV Invite/Tennis	Golf/Track			
159-1030	Boys Golf Entry Fee Receipts					180.00	0.00	180.00
151-1030	Boys Track Entry Fee Receipts					155.00	0.00	155.00
152-1030	Girls Track Entry Fee Receipts					155.00	0.00	155.00
180-1030	Girls Tennis Entry Fee Receipts					200.00	0.00	200.00
100-9020	Reimburseables					51.50	0.00	51.50
100-9014	Office Expenses					48.50	0.00	48.50
6247	PRINTED	000002841		District Track Schools	District Track			
100-1080	Host Outside Events					1,136.00	0.00	1,136.00
6273	PRINTED	000002843		NE Tennis Assoc.	Tennis			
195-3001	Boys / Girls Tennis Fund raising					500.00	0.00	500.00
6274	PRINTED	000002844		Casey's	Donation			
541-5041	Central Elementary					2.00	0.00	2.00
Total for site: MPS - McCook Public Schools								2,428.00
Total for 07/08/2024								2,428.00

07/11/2024								
MPS	McCook Public Schools							
6351	PRINTED	000002854		Gillen	Softball			
195-9001	Softball Fundraising					741.00	0.00	741.00
Total for site: MPS - McCook Public Schools								741.00
Total for 07/11/2024								741.00

Receipt History

Receipt Date

Detail report. Sorted by Receipt Date, Site.

Site

From 07/01/2024 to 07/31/2024.

Receipt #	Status / Date	Deposit #	Check #	Received From	Receipt Description	Amount	Sales Tax	Amount
Activity ID	Activity Name	Fee Name & Student ID						
Tax Name	Tax Activity	Tax Rate %	Tax Amount					
07/12/2024								
MPS	McCook Public Schools							
5296	PRINTED	0000002845		Hart	Dance Team			
236-2036	Dance Team					1,850.00	0.00	1,850.00
6352	PRINTED	0000002846		Gillen	Softball			
195-9001	Softball Fundraising					7,046.00	0.00	7,046.00
Total for site: MPS - McCook Public Schools								8,896.00
Total for 07/12/2024								8,896.00
07/17/2024								
MPS	McCook Public Schools							
6353	PRINTED	0000002847		J. Landry	Football			
195-8002	Football Fundraising					300.00	0.00	300.00
6355	PRINTED	0000002848		Klein/Solor. Const.	Football			
195-8002	Football Fundraising					330.00	0.00	330.00
6356	PRINTED	0000002849		YMCA	Bus Rental			
938-9038	Revolving Account					383.98	0.00	383.98
6357	PRINTED	0000002850		Peterson	Softball			
195-9001	Softball Fundraising					120.00	0.00	120.00
6358	PRINTED	0000002851		Reimbursement/overpaid	Refund			
215-2015	High School Annual					250.00	0.00	250.00
6360	PRINTED	0000002852		McCook Tennis Acct	Tennis			
195-3001	Boys / Girls Tennis Fund raising					398.38	0.00	398.38
6361	PRINTED	0000002853		Vetrovsky, Joe	Football			
195-8002	Football Fundraising					3,500.00	0.00	3,500.00
Total for site: MPS - McCook Public Schools								5,282.36
Total for 07/17/2024								5,282.36
07/22/2024								
MPS	McCook Public Schools							
6354	PRINTED	0000002856		Vetrovsky, Joe	Football			
195-8002	Football Fundraising					300.00	0.00	300.00
6359	PRINTED	0000002857		Wiemers, Matt	Tennis			
195-3001	Boys / Girls Tennis Fund raising					91.00	0.00	91.00
6362	PRINTED	0000002858		Wiemers, Matt	Tennis			
195-3001	Boys / Girls Tennis Fund raising					563.05	0.00	563.05
Total for site: MPS - McCook Public Schools								954.05
Total for 07/22/2024								954.05
07/31/2024								
MPS	McCook Public Schools							
7312024	PRINTED	0000002855		First Central Bank	Bank Interest			
947-9047	Bank Interest					644.69	0.00	644.69
Total for site: MPS - McCook Public Schools								644.69
Total for 07/31/2024								644.69
Report Total								38,752.79

Check Summary

Sorted by Check Number.
From 07/01/2024 to 07/31/2024.

Check Number	Site ID	Status	Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
033352	MPS	Void	07/30/2024	White, Kathy	23-083177	KW-4142023	Broken phone	-10.70
033544	MPS	Void	07/30/2024	Nichols, Judy	23-084294	JN-8222023	Memorial	-25.00
033645	MPS	Void	07/30/2024	Dugger, Ken	24-41	KD-9112023	Football	-75.00
033687	MPS	Void	07/30/2024	Elkhorn North High School	24-17	ENHS-9252023	Tennis	-50.00
033768	MPS	Void	07/30/2024	Esch, Darren	24-95	DE-10092023	Football	-75.00
033769	MPS	Void	07/30/2024	Esch, Brian	24-96	BE-10092023	Football	-75.00
033897	MPS	Void	07/30/2024	Imus, Joe	24-084495	JI-11172023	Boys Basketball	-21.50
034057	MPS	Void	07/30/2024	Creighton Prep	24-084602	JV-1122024	Powerlifting	-360.00
034512	MPS	Void	07/01/2024	Schieffer, Diane	24-085334	JOURN-5262024	Camp	0.00
034514	MPS	Printed	07/01/2024	Depreciation Fund	24-5282024	FFA-5282024	FFA	210.00
034515	MPS	Printed	07/02/2024	US Bank	24-085337	BM-6132024	Board retreat	244.25
034516	MPS	Printed	07/03/2024	Comfort Suites - Lincoln	24-085338	5734200274	History Day	321.00
034517	MPS	Printed	07/03/2024	McCook Lettering	24-085339	46106	Journalism	615.00
034518	MPS	Void	07/08/2024	Wiemers, Matt	24-085335	46127	Tennis	0.00
034519	MPS	Printed	07/03/2024	Vetrovsky, Joe	24-085296	JV-7012024	Football	113.02
034520	MPS	Printed	07/03/2024	NSPA	24-085341	MR-2024-10423	yearbook	298.00
034521	MPS	Printed	07/03/2024	Opaa! Food Management, Inc	24-085342	NE00057767	Snacks	272.73
034522	MPS	Printed	07/03/2024	Nick's Distribution Inc	24-084615	141451a	Cheer	137.63
034523	MPS	Printed	07/03/2024	Bertrand High School	24-085333	DM-7022024	District Music	110.46
034524	MPS	Printed	07/08/2024	Joltin Jo's	24-085300	IN0203182	Football	2,680.85
034525	MPS	Printed	07/08/2024	Little Caesars	24-085373	SB-7082024	Softball	5,836.00
034526	MPS	Printed	07/08/2024	McCook Tennis	24-085335	MW-7082024	Tennis	500.00
034527	MPS	Printed	07/08/2024	Brown, Carol	24-085375	CB-7082024	Girls Golf	266.96
034528	MPS	Printed	07/16/2024	Collicott, Heather	24-085344	HC-7162024	Summer school	30.92
034529	MPS	Printed	07/16/2024	Eagle Convenience Stores	24-085376	KD-7082024	Pickleball	79.11
034530	MPS	Printed	07/17/2024	ITC	24-085298	292810	Football	2,280.00
034531	MPS	Printed	07/17/2024	Diadem Sports LLC	24-080492	INV74555	Tennis	290.00
034532	MPS	Printed	07/17/2024	Vetrovsky, Joe	24-085257	JV-7152024	Football	168.93
034533	MPS	Printed	07/17/2024	Joltin Jo's	24-085256	JJ-7152024	Football	367.24
034534	MPS	Printed	07/17/2024	Eakes Office Solutions	24-085354	8956405-0	Activity Tickets	300.61
034535	MPS	Printed	07/17/2024	Sports Facility Maintenance, LLC	24-085343	1203	Sr. High Gym	4,630.00
034536	MPS	Printed	07/17/2024	Misko Sports	24-085250	INV-3128	Track & Field	268.00
034537	MPS	Printed	07/19/2024	Amazon Capital Services	24-085290	131Y-WPV1-JJ76	Books	484.50
034538	MPS	Printed	07/24/2024	Battle ABC LLC	24-085297	24271040	Football	1,167.20
034539	MPS	Printed	07/22/2024	ELITE SPORTSWEAR LP	24-085355	2024002992870	Dance	281.78
034540	MPS	Printed	07/22/2024	Fromuth Tennis	24-080494	308779	Tennis	297.10
034541	MPS	Printed	07/22/2024	Tennis Express LLC	24-080493	15838	Tennis	265.95
034542	MPS	Printed	07/26/2024	WEX Bank	24-085360	98510859	fuel	469.25
034543	MPS	Printed	07/30/2024	Harris Computer Systems	24-085372	DATMN0002500	AAWEB program	1,184.00
034544	MPS	Printed	07/31/2024	ESU 10	24-085362	24875	Chromebook Repairs	45.00
034545	MPS	Printed	07/31/2024	Vetrovsky, Joe	24-085259	JV-72524	Football	80.49
034546	MPS	Printed	07/31/2024	ITC	24-085254	293109	Football	32.00
034547	MPS	Printed	07/31/2024	Keystone Floral	24-085358	420241	Swim/Dive	70.00

Check Summary

Sorted by Check Number.
From 07/01/2024 to 07/31/2024.

Check Number	Site ID	Status	Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
034548	MPS	Printed	07/31/2024	Tennis Express LLC	24-080491	15753	Tennis	199.38
034549	MPS	Printed	07/31/2024	Acme Printing	24-085258	4101	Football	432.00
034550	MPS	Void	07/31/2024	Nick's Distribution Inc	24-085246	143473	Concessions	0.00
034552	MPS	Printed	07/17/2024	Rebel Athletic Inc	24-085377	33181500	Dance	4,083.95
							Report Total:	28,421.11

Adjustment Detail

Detail report. Sorted by Group ID.
From 07/31/2024 to 07/31/2024.

Group	Group Description					
Activity ID	Activity Name	Site ID	Adj. Date	Description		Amount
A	Athletics					
151-1030	Boys Track Entry	MPS	07/31/2024	Returned check-stop payment		-\$ 45.00
152-1030	Girls Track Entry	MPS	07/31/2024	Returned check-stop payment		-\$ 45.00
					Group A Totals:	<hr/> -\$ 90.00
					Report Totals :	<hr/> -\$ 90.00

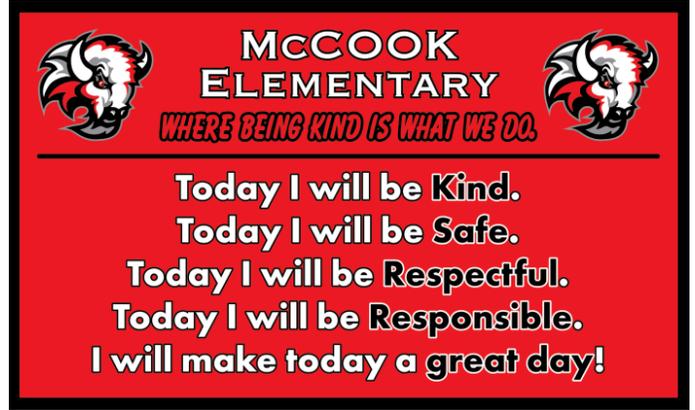
McCook School Board Report
August 12, 2024
Special Education Dept., John Hanson, Director

- 1) We've had to hire six paraeducator replacements across the district this year...this is a little lower than average for the beginning of the year. So far, we've got 5 of the 6 hired...still looking for one more at the secondary level to replace a last minute resignation.
- 2) ESU 15 held a Paraeducator Training on Tuesday, July 30th in the McCook Elementary Commons with 28 paras in attendance...7 from McCook. The other schools represented include Southwest, Hayes Center, Dundy County Stratton and Hitchcock County. The topic was Youth Mental Health First Aid, and the presenter (Michelle Kohmetscher from Hastings area) was paid for with Region II Human Services grant funds. Lunch was provided by ESU 15.
- 3) 2024-25 contracts between McCook Public Schools and Ambience Counseling, Mariah Pierson (OT) and Cindy Schroeder (Teacher of the Deaf) have been established. They all have approved NDE service provider applications/rates, so we can receive 80% reimbursement on their services to children with disabilities.
- 4) The new McCook teachers all received a two hour training on the basics of behavior de-escalation strategies last Tuesday, August 6th through Crisis Prevention Intervention (CPI).
- 5) Thank you to all of the special education teachers who were working some during the summer to prepare for the upcoming school year...holding early IEP meetings, visiting with parents and other teachers, and cleaning their classrooms.

McCook Elementary Board Report August 2024

1. Enrollment:

PreK 3-Year-Olds	
Prek 4-Year-Olds	
Kindergarten	
1st Grade	
2nd Grade	
3rd Grade	
Total	



2. Curriculum/Instruction

- a. The AI Professional Development that was held on Thursday was very interesting and will be extremely helpful to educators as we learn more.

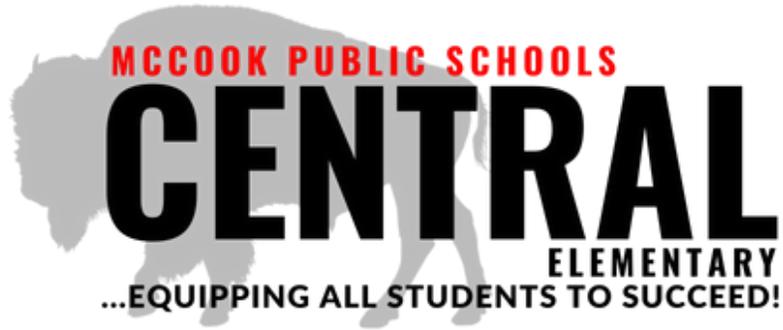
3. General Announcements

- a. New teachers have been attending a wide variety of training over the past few days. It's great to see the enthusiasm and excitement they bring with them.
- b. We are ready for students. Teachers are completing their final touches on their rooms.
- c. Walk to School night is Tuesday the 12th at 5:00 pm.
- d. Our new communication tool for families is having great success and is gaining momentum.

4. PTO News

- a.

604 West 1st,
McCook, NE 69001
308-344-4400 Ex. 3



Principal: Joel Bednar
jbednar@mccookbison.org
Secretary: Kim Lyons
klyons@mccookbison.org
Counselor: Debbie Arp
debbie.arp@mccookbison.org

Grade	Number of Students
4	97
5	89

Central Elementary

- Our enrollment for Central is increasing over the summer. We've had 13 kids outside our district move in over the summer (As of 8/5/24 when typing this).
- New teachers are coming in August 6-9th for new teacher orientation.
- Open House is scheduled for Tuesday, August 13, from 5- 6PM.
- I've decided to not have our Fall Festival this Fall. I'd like to stop doing it before it runs its course completely. The Fall was becoming difficult to pull off. We have some great ideas for this Winter, stay tuned!
- We will be using a different Book Fair this Fall. Scholastic was starting to put some books in front of our kids that were not age appropriate. We constantly had to pull books that I felt were inappropriate.
- Our library looks great. We opened it up a bit and new carpet was laid. All carpet at Central has been replaced within the past 2-3 years. It looks great!



Junior High Board Report
July 31, 2024
Chad Lyons, Principal

1. Mr. Lyons attended Administrator Days in Kearney.
2. Custodial and maintenance staff continue to prepare the building for the first day of school.
3. Enrollment - 6th -104, 7th-90, 8th–112 Total 306

August 12th, 2024

SH Board Report

Senior High, Craig Dickes, Principal

2024-2025 Enrollment numbers as of 8-7: (These will change)

9th -116, 10th -111, 11th -131, 12th - 109. Total = 467

High School Registration days were held from August 5-8, from 7:00-2:00 and 4:00-7:00

Seniors August 5th

Juniors August 6th

Sophomores August 7th

Freshmen August 8th

Those not able to attend previously August 9th

Important Dates:

Open House August 19th, 6:30-7:00

Homecoming Dance Sept 21st

Color Day January 18th

Bison Days February 10-11

ACT March 25th

Pre-ACT March 26th

Prom April 5th

Graduation May 9th

Mrs. Cale has returned from her trip back to the Philippines, we are fully staffed and ready to start school.

Freshmen will be in attendance Wednesday, August 14th, everyone else will start on August 15th.

Monthly Business Manager Board of Education Report July 2024 for Aug 2024 Board Meeting

June Lunch #'s = 13,668 in July, 25,089 in June, 38,757 Meals served this summer.

Financial #'s = After 92%% of fiscal year = General Fund YTD Revenue is 97% YTD Expense is 90%
All Funds YTD Revenue is 97%, YTD Expenses is 90%

Facilities - Updates

Tennis court surfacing complete.
SH Gym is complete
On going HVAC projects are underway
Kitchen work is complete

Carpet is complete
Painting is complete
Building are ready to go

Upcoming Projects

Bond Project

Approve the bond resolution

Federal/state Reports filed in July:

Option enrollment report
Superintendent transparency report
Food Service application for 2024-2025 school year

A RESOLUTION CALLING AN ELECTION IN RED WILLOW COUNTY SCHOOL DISTRICT 0017 (McCOOK PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA; AND RELATED MATTERS

BE IT RESOLVED BY THE BOARD OF EDUCATION OF RED WILLOW COUNTY SCHOOL DISTRICT 0017 (McCOOK PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA:

Section 1. The Board of Education (the “**Board**”) of Red Willow County School District 0017 (McCook Public Schools) in the State of Nebraska (the “**District**”) hereby finds and determines as follows:

(a) The District is duly organized as a Class III school district under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended, maintaining both elementary and high school grades under the direction of a single board of education and embracing territory having a population of more than 1,000 and less than 150,000 inhabitants.

(b) It is necessary that funds be provided for the purpose of paying the costs of demolishing the existing junior high school, making site preparations and constructing, furnishing and equipping a new junior high school facility on the same site, and related improvements along with renovations and improvements to the existing high school and other facilities of the District (collectively, the “**Project**”).

(c) To pay the costs of the Project, it will be necessary for the District to issue general obligation bonds of the District in an aggregate stated principal amount not to exceed Forty-three Million Five Hundred Thousand Dollars (\$43,500,000).

(d) A proposition for the issuance of bonds for such purposes has not been submitted to the electors of the District within six months preceding the date of the special election called by this Resolution.

Section 2. An election is hereby called and shall be held in conjunction with the Statewide General election in the District on November 5, 2024, at which election there shall be submitted to the qualified electors of the District the following proposition:

“Shall Red Willow County School District 0017 (McCook Public Schools) in the State of Nebraska (the “District”) issue general obligation bonds of the District in an aggregate stated principal amount not to exceed Forty-three Million Five Hundred Thousand Dollars (\$43,500,000), for the purpose of providing funds to pay the costs of demolishing the existing junior high school, making site preparations and constructing, furnishing and equipping a new junior high school facility on the same site, and related improvements along with renovations and improvements to the existing high school and other facilities of the District; such bonds to be issued from time to time, to bear interest at such rate or rates, to be sold at such prices and to become due at such time or times as may be fixed by, or determined at the direction of, the Board of Education; and

“Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of and interest on such bonds as the same become due?”

The ballots to be voted on and cast at such election shall have printed thereon the foregoing proposition with the words “FOR such Bonds and tax” and “AGAINST such Bonds and tax” following the proposition.

Qualified electors voting in favor of the proposition shall blacken the oval opposite the words “FOR such Bonds and tax” following such proposition, and qualified electors voting against such proposition shall blacken the oval opposite the words “AGAINST such Bonds and tax” following such proposition.

Section 3. Notice of such election shall be published at least 42 days prior to such election by the Election Commissioner of Red Willow County, Nebraska (the “**Election Commissioner**”). Notice of such election shall also be given to the qualified electors of the District 20 days prior to such election and a copy of the sample ballot shall be published one time not more than ten days nor less than three days prior to the election, or as otherwise provided by law, such notice and sample ballot to be published in newspaper of general circulation in the District, and the Secretary be and hereby is directed to cause such notice and sample ballot to be published.

Section 4. The Secretary is hereby authorized and directed to certify a copy of this Resolution not later than September 1, 2024 to the Red Willow County Election Commissioner, which county has the greatest number of voters entitled to vote on the proposition, who shall conduct the election as provided by law. The District hereby agrees to reimburse the Election Commissioner for the expenses of conducting the election.

Section 5. The form of ballot and form of notice for such bond election shall be in substantially the form attached to this Resolution as **Attachment I**, with such other additions and changes determined appropriate by the Election Commissioner. The Secretary of the Board is hereby authorized and directed in conjunction with the Election Commissioner conducting the election, to arrange for the printing of the necessary ballots for such election and to do all other things and to take all other appropriate or necessary action in order to cause such proposition to be submitted to the qualified electors of the District as above provided.

Section 6. Anything to the contrary herein notwithstanding, the President and Secretary of the Board are hereby authorized and directed to (a) cause the form of ballot and form of notice approved herein and attached hereto as **Attachment I** to be published in accordance with such laws, with such changes therein as the President or Secretary of the Board, in consultation with counsel to the District and bond counsel, deem necessary to conform to such laws, and (b) take all further actions necessary to comply with all publication and filing deadlines and other election procedures and requirements as may be necessary or proper to submit the proposition described in **Section 2** hereof to the qualified electors of the District on November 5, 2024.

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Section 7. This Resolution shall take effect and be in force from and after its passage as provided by law.

PASSED: August ____, 2024.

**RED WILLOW COUNTY SCHOOL DISTRICT
0017 (McCOOK PUBLIC SCHOOLS) IN THE
STATE OF NEBRASKA**

ATTEST:

By: _____
President

By: _____
Secretary

SAMPLE BALLOT

\$43,500,000

SCHOOL BOND ELECTION

**RED WILLOW COUNTY SCHOOL DISTRICT 0017
(McCOOK PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA**

Tuesday, November 5, 2024

“Shall Red Willow County School District 0017 (McCook Public Schools) in the State of Nebraska (the “District”) issue general obligation bonds of the District in an aggregate stated principal amount not to exceed Forty-three Million Five Hundred Thousand Dollars (\$43,500,000), for the purpose of providing funds to pay the costs of demolishing the existing junior high school, making site preparations and constructing, furnishing and equipping a new junior high school facility on the same site, and related improvements along with renovations and improvements to the existing high school and other facilities of the District; such bonds to be issued from time to time, to bear interest at such rate or rates, to be sold at such prices and to become due at such time or times as may be fixed by, or determined at the direction of, the Board of Education; and

“Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of and interest on such bonds as the same become due?”

- FOR such Bonds and tax
- AGAINST such Bonds and tax

NOTICE OF SCHOOL BOND ELECTION

\$43,500,000

**RED WILLOW COUNTY SCHOOL DISTRICT 0017
(McCOOK PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA**

Tuesday, November 5, 2024

PUBLIC NOTICE is hereby given to the qualified electors of Red Willow County School District 0017 (McCook Public Schools) in the State of Nebraska (the “**District**”) that an election to be held in conjunction with the Statewide General election has been called and will be held in the District on Tuesday, November 5, 2024, at which time there shall be submitted to the qualified electors of the District the following proposition:

“Shall Red Willow County School District 0017 (McCook Public Schools) in the State of Nebraska (the “**District**”) issue general obligation bonds of the District in an aggregate stated principal amount not to exceed Forty-three Million Five Hundred Thousand Dollars (\$43,500,000), for the purpose of providing funds to pay the costs of demolishing the existing junior high school, making site preparations and constructing, furnishing and equipping a new junior high school facility on the same site, and related improvements along with renovations and improvements to the existing high school and other facilities of the District; such bonds to be issued from time to time, to bear interest at such rate or rates, to be sold at such prices and to become due at such time or times as may be fixed by, or determined at the direction of, the Board of Education; and

“Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of and interest on such bonds as the same become due?”

FOR such Bonds and tax

AGAINST such Bonds and tax

Electors voting in favor of the proposition shall blacken the oval opposite the words “FOR such Bonds and tax” following such proposition, and electors voting against such proposition shall blacken the oval opposite the words “AGAINST such Bonds and tax” following the proposition.

The polls will be open continuously from 8:00 a.m. to 8:00 p.m. on such date. The voting places for qualified electors of the District will be the same as the voting places designated for the Statewide General Election.

The polling places are accessible to individuals with physical mobility limitations.

Ballots for early voting may be obtained from the Election Commissioner of Red Willow County, Nebraska in McCook, Nebraska.

BY ORDER OF THE BOARD OF EDUCATION
OF RED WILLOW COUNTY SCHOOL
DISTRICT 0017 (McCOOK PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA

RESOLUTION

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, member _____ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____.
The following members voted against the same: _____.
The following members were absent or not voting: _____.
The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

MCCOOK PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

2024-25 SpEd Option Enrollment Resolution

Option Enrollment Resolution - 2025-2026					
SCHOOL	LEVEL	PROGRAM	CURRENT ENROLLMENT	CAPACITY	# OF OPTION AVAILABLE
Sr. High	I & II	Patel	11	14	3
Sr. High	I & II	Nichols	16	14	0
Sr. High	I & II	Vetrovsky	17	14	0
Sr. High	I & II	Carpenter	11	14	3
Sr. High	II & III	Kinne	8	6	0
Jr. High	I & II	Peterman	17	14	0
Jr. High	I & II	Jones	16	14	0
Jr. High	I, II & III	Wolf	11	5	0
Jr. High	I & II	Wordekemper	6	5	0
Central	I & II	Hoins	7	10	3
Central	I & II	Durbin	12	10	0
McCook Elementary	I, II & III	Gunsch	5	4	0
McCook Elementary	I & II	Flaska	22	14	0
McCook Elementary	I & II	Tiller	17	14	0
DLC	II & III	Kotschwar	9	6	0
Speech-gr. 4-12	I & II	Juenemann	25	24	0
Speech-McElem	I & II	Fordham	22	28	6
Speech-ECSE/Nonpublic	I & II	Uerling	4	24	20
ECSE**	I	Holthus	18	8	0
*Full does not mean closed. Enrollments fluctuate up and down frequently.					
Programs designated as "full" can be reviewed at any time.					
See Below-Speech therapy services are combined with resource language services frequently resulting in duplicated counts, monitoring of progress only, etc.					
Accordingly, speech therapy/language services can be reviewed at any time.					
**This is preschool. The maximum capacity is 17 students in the AM class and 17 students in the PM class. According to Nebraska Rule 11 criteria, there cannot be more students with disabilities than students without disabilities.					

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

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

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

B. Bloodborne Pathogens

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

Date of Adoption: August 12, 2024

InstructionDispensing Medications

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

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

copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two (2) years.

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

- (i) passes a competency assessment every 3 years
- (ii) that demonstrates the staff member can follow the minimal competencies
- (iii) to the satisfaction of the school nurse (school nurses are the school district's designated health care professionals).

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

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

3. Minimum Competencies:

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

- (1) Maintaining confidentiality.
 - (2) Complying with a competent recipient's right to refuse to take medication and, in the case of a non-competent, recognize the requirement to seek advice and consultation with the physician, physician's designee, or caretaker of the student providing direction and monitoring regarding the procedures and persuasive methods to be used to encourage compliance with medication provision. Recognizing that persuasive methods should not include anything that causes injury to the recipient.
 - (3) Maintaining hygiene and current accepted standards for infection control.
 - (4) Documenting accurately and completely.
 - (5) Safely providing medications according to the "five rights" ("five rights" means getting the right drug to the right recipient in the right dosage by the right route at the right time).
 - (6) Having the ability to understand and follow instructions.
 - (7) Practicing safety in application of procedures for storage, handling and administration of medications.
 - (8) Complying with limitations and conditions under which school personnel may provide medications.
 - (9) Having an awareness of abuse and neglect reporting requirements.
 - (10) Recognizing general unsafe conditions indicating that the medication should not be provided including change in consistency or color of the medication, unlabeled medication or illegible medication label, and those medications that have expired.
 - (11) Recognizing that unsafe conditions should be reported to the caretaker or licensed health care professional responsible for providing direction and monitoring (typically, the school nurse).
 - (12) Recognizing general conditions which may indicate an adverse reaction to medication such as rashes/hives, and general changes in recipient's condition which may indicate inability to receive medications, and that all such conditions shall be reported to the caretaker or licensed health care professional responsible for providing direction and monitoring (typically, the school nurse).
4. Routes of Medication Administered by School Personnel:
- a. Routine Medication via Oral, Inhalation, Topical, and Instillation Routes: School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, dose, and method are specifically fixed) by the following routes:
- (1) Oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;
 - (2) Inhalation, which includes inhalers, and nebulizers. Oxygen may be given by inhalation;
 - (3) Topical application of sprays, creams, ointments, and lotions and transdermal patches; and
 - (4) Instillation by drops, ointments, and sprays into the eyes, ears, and nose.

- b. Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting: School nurses and medication competent staff may provide medication by additional routes not listed in subparagraph “a” above (“additional routes”), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:
- (1) In the case of a medication competent staff member, a determination has been made by the school nurse or by the student’s physician or duly licensed health care professional that that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
 - (2) Directions for additional routes must be for recipient specific procedures and must be in writing.
 - (3) Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
 - (4) Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
 - (5) School personnel administering the medication shall comply with the written directions.
- c. Injections: School nurses will ordinarily be responsible for medications that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.
5. Refusal to Administer Medication: School personnel may refuse to give a medication at school if after a reasonable and prudent research by a school health care professional as set forth in subparagraph "e" below, a decision has been made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby’s Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook; or when a drug or substance is not currently approved by the FDA. When school personnel refuse to carry out a request to administer medication, the following procedure shall be followed:
- a. Notify the nursing supervisor who will notify Superintendent.
 - b. Notify attending physician by phone with follow-up in writing:
 - (1) State concern for dosage or particular medication, etc.

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

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

Date of Adoption: August 12, 2024

CARETAKER AUTHORIZATION FOR ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT

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

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

CHECK ONE (1) OF THE FOLLOWING BOXES

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

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

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

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

DATED this ____ day of _____, 20__.

Work Telephone Number

Name of Student

Home Telephone Number

Parent/Guardian

Alternate Number for Parent

Parent/Guardian

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

Date _____

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

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

Dosage and time _____

Date provision of medication is to begin _____

Date after which the medication should not be provided _____

Possible adverse reactions to be reported to physician _____

Special instructions for the provision and storage of the medication _____

Print or Type Name of Physician

Primary Phone
Number

Signature of Physician

Secondary Phone Number

RECORD OF THE PROVISION OF PRESCRIPTION MEDICATION

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

Person(s) Authorized to Administer Medications: _____

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

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

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

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

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

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

Date of Adoption: August 12, 2024

Plan For _____ (Student) Dated: _____

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

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

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

Mother/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Father/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider: _____

Address: _____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts: _____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

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

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

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

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

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

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

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

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

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

1. Access to Prescription Asthma/Anaphylaxis Medication

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

2. Self-Administration of Prescription Asthma/Anaphylaxis Medication

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

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

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

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

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

F. Student Asthma/Anaphylaxis Action Plan

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

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

Albuterol inhaler (Proventil, Ventolin) 2 inhalations

<p><u>ASTHMA TREATMENT</u> Give or self-administer quick relief medication when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest. Quick relief medication:</p> <p><input type="checkbox"/> Albuterol inhaler (Proventil, Ventolin) 2 inhalations</p> <p><input type="checkbox"/> Pirbuterol inhaler (Maxair) 2 inhalations</p> <p><input type="checkbox"/> Albuterol inhaled <i>by nebulizer</i> (Proventil, Ventolin)</p> <p style="padding-left: 20px;"><input type="checkbox"/> 0.63 mg/3 mL</p> <p style="padding-left: 20px;"><input type="checkbox"/> 1.25 mg/3 mL</p> <p><input type="checkbox"/> Levalbuterol inhaled <i>by nebulizer</i> (Xopenex)</p> <p style="padding-left: 20px;"><input type="checkbox"/> 0.31 mg/3 mL</p> <p style="padding-left: 20px;"><input type="checkbox"/> 0.63 mg/3 mL</p> <p style="padding-left: 20px;"><input type="checkbox"/> 1.25 mg/3 mL</p> <p><input type="checkbox"/> May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.</p>	<p>IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED</p> <p>If after 10 minutes:</p> <ul style="list-style-type: none"> • Symptoms are improved, student may return to classroom after notifying parent/guardian. • If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student's ability to remain in school for the day. • <i>If student continues to worsen CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).</i>
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<p><u>ANAPHYLAXIS TREATMENT</u> Give or self-administer epinephrine when Student experiences allergy symptoms, such as hives, difficulty breathing (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath).</p> <p><input type="checkbox"/> The Student has severe allergies to the following: _____</p> <p><input type="checkbox"/> Epinephrine injection (please specify):</p> <p style="padding-left: 20px;"><input type="checkbox"/> EpiPen 0.3 mg <input type="checkbox"/> Twinject 0.3 mg</p> <p style="padding-left: 20px;"><input type="checkbox"/> EpiPen Jr. 0.15 mg <input type="checkbox"/> Twinject 0.15 mg</p> <p><input type="checkbox"/> May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.</p>	<p>IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED</p> <ul style="list-style-type: none"> • CALL 911 and closely observe the student. • Notify parent/guardian immediately. • Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility. • <i>If student does not improve or continues to worsen, INITIATE Nebraska's schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).</i>
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Possible adverse reactions to be reported to physician _____

Special instructions _____

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

Physician signature: _____ Date: _____

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

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

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

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

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

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

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

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

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

Sharing Plan: It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the Student’s person so the Student is not reported for a violation of the school’s drug policies). The school officials who may

be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

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

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

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

School Nurse or designee signature: _____

Date: _____

Asthma/Allergy Self-Management Log

Student Name _____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

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

Parents/Guardian _____ Phone _____

Teacher _____ Grade _____

Plan For _____ (Student) Dated: _____

DIABETES MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

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

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

Mother/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Father/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider: _____

Address: _____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts: _____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

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

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

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

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

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

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

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

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

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

1. Access to Prescription Diabetes Medication

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

2. Self-Administration of Prescription Diabetes Medication

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

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

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

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

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

F. Student Diabetes Action Plan

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

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

SUPPLIES TO BE CARRIED BY THE STUDENT

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

DOSAGE

Use: _____

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

Use: _____

Lancet device, lancets, gloves, etc.

Use: _____

Urine ketone strips

Use: _____

Insulin pump and supplies

Use: _____

Insulin pen, pen needles, insulin cartridges

Use: _____

Fast-acting source of glucose

Use: _____

Carbohydrate containing snack

Use: _____

Continuous Glucose Monitor

Use: _____

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

Possible adverse reactions to be reported to physician _____

Special instructions _____

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

Physician signature: _____ Date: _____

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

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

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

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

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

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

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

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

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

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

understanding of and ability to self-manage Student’s Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

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

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

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

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

School Nurse or designee signature: _____

Date: _____

Diabetes Self-Management Log (Optional)

Student Name _____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

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

Parents/Guardian _____ Phone _____
 Teacher _____ Grade _____

InstructionSeizure Safe Schools

Each school building will have a “seizure action plan” if the following criteria are met: (1) at least one student in that building has been identified as having a seizure disorder; and (2) that student’s parent or guardian and health care provider have worked with the school to develop a seizure action plan.

Every building with a seizure action plan will have at least one employee who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms.

In accordance with state law, except in the case of an emergency, prior to the administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms by a school employee, a student's parent or guardian must:

1. Provide the school with a written authorization to administer the medication at school;
2. Provide a written statement from the student's health care practitioner containing the following information:
 - a. The student's name;
 - b. The name and purpose of the medication;
 - c. The prescribed dosage;
 - d. The route of administration;
 - e. The frequency that the medication may be administered; and
 - f. The circumstances under which the medication may be administered.
3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and
4. Collaborate with school employees to create a seizure action plan.

If permitted by the student's seizure action plan, a student shall be allowed to possess the supplies, equipment, and medication necessary to treat a seizure disorder in accordance with such seizure action plan.

Any authorization provided by a parent or guardian shall be effective only for the school year in which it is provided and shall be renewed each following school year.

Legal Reference: Neb. Statute 79-3201 to 3207

Date of Adoption: August 12, 2024

InstructionBehavioral Points of Contact

The Superintendent is delegated the authority to designate one or more behavioral awareness and health points of contact for each school building in the District. The behavioral awareness and health point of contact may be an administrator, nurse, psychologist, or another appropriate staff member. Each behavioral awareness and health point of contact will be trained in behavioral awareness and health and have knowledge of community service providers and other resources that are available for the students and families in the District. The District will maintain or have access to a registry of local mental health and counseling resources for students and parents.

The points of contact will be listed on the District's website and in the student handbook.

The Superintendent shall report the designated behavioral awareness and health points of contact to the Nebraska State Department of Education each year when requested by the Department.

In addition, all District employees who interact with students, as determined by the Superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The Superintendent or designee shall be responsible for coordinating this training.

Legal Reference: Neb. Rev. Stat. § 79-11,159
LB 705, § 4 (2023)

Date of Adoption: August 12, 2024

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InstructionGeneral Policy Statement

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

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

The professional staff is responsible for the development of educational and activities programs which meet the objectives of McCook Public Schools.

Date of Adoption: August 12, 2024

InstructionScope of Instructional Program

- A) The District shall provide instruction suitable to the needs of all who are legally eligible to attend school in the District.
- B) Except for special types of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one (1) year. Such a program of instruction shall be organized into schools or other administrative units as follows:
 - 1. The elementary schools shall provide for the instruction of children kindergarten through fifth grade.
 - 2. The junior high school shall provide for the instruction of children in grades six (6) through eight (8).
 - 3. The secondary school shall provide for the instruction of children in grades nine (9) through twelve (12).
 - 4. Based on need, the alternative school may provide instruction to children in grades six (6) through twelve (12).

Instruction appropriate to the needs of the community and individuals may be provided for adults and others beyond the age required to attend school.

Departures from the above noted organizational plan for instruction may be made by the Superintendent upon approval of the Board of Education.

Date of Adoption: August 12, 2024

Instruction

The Program of Instruction

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

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

Legal Reference: Rule 10; ESSA

Date of Adoption: August 12, 2024

InstructionSchool Instructional Hours

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

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

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

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

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

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

Date of Adoption: August 12, 2024

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

The District will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into the school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Legal Reference: LB 1329 (2024)

Date of Adoption: August 12, 2024

InstructionSchool Day for Students

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

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

Date of Adoption: August 12, 2024

Instruction

Emergencies

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

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

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

Date of Adoption: August 12, 2024

InstructionFire Drills

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

The frequency of fire drills shall be as follows:

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

The manner of conducting fire drills shall be as follows:

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

Crisis Plans

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

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

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

Date of Adoption: August 12, 2024

Instruction

Emergency Dismissal or Cancellation

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

Date of Adoption: August 12, 2024

InstructionCeremonies, Observances, and the Pledge of Allegiance

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the Superintendent on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session. In addition, appropriate exercises may be held for Flag Day and State Fire Day.

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

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

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Date of Adoption: August 12, 2024

InstructionSafe Schools Policy

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

Date of Adoption: August 12, 2024

Instruction

Curriculum Review and Materials Adoption Cycle

MATERIALS or TEXTBOOK ADOPTION SCHEDULE

EVALUATION	IMPLEMENTATION	SUBJECT
2024-2025	2025-2026	Language Arts (K-5),
2025-2026	2026-2027	Foreign Language, Fine Arts
2026-2027	2027-2028	Social Studies (K-8)
2027-2028	2028-2029	Career Ed.
2028-2029	2029-2030	Math
2029-2030	2030-2031	Science, Health
2030-2031	2031-2032	Language Arts (6-12)
		Repeat the Cycle

- Other material adoptions will take place based on need.

Date of Adoption: August 12, 2024

InstructionObjectives of the Instructional Program

McCook Public Schools has designated as its objectives the following:

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

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

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

Date of Adoption: August 12, 2024

Instruction

Curriculum & Program Decisions

The Board of Education recognizes that changing student needs, the improvement of education methodology, and the development of new knowledge require that the school's curriculum be revised periodically.

It is the policy of the McCook School District that no course of study shall be eliminated, or added without the approval of the Board of Education. This policy tends to stabilize the content of courses, reduce the possibility of numerous changes with requirements of new textbooks and materials, and to maintain continuity and consistency within the school district's educational program. The District will also seek input from community members when making curriculum decisions.

Proposals to add new courses or programs or to delete existing courses or programs shall be considered by the Programs Committee of the Board upon the recommendation of the Superintendent. The Board's Programs Committee shall make a recommendation regarding such proposals to the full Board, which shall act upon the Programs Committee's recommendation.

The building principal may approve the revision of a unit(s) of instruction within an individual course, providing the objectives of the revised unit(s) are consistent with the existing course goals.

Subject to any overriding federal or state curriculum directives, the District shall retain complete authority, control and discretion in the establishment and regulation of its curriculum. As such, District classrooms or other instructional areas are not open or public forums. District classrooms or other instructional areas are reserved for the intended purpose of teaching the prescribed curriculum. Curriculum includes the range of courses or instructional programs that the District makes available to students; the course of study, the sequence of study, course objectives, course content, textbooks, all classroom or other instructional area materials and displays, the use of outside or supplemental materials, teaching methods, instructional practices, instructional plans, testing, testing protocols, assessment of student achievement, classroom assessment, the District assessment program, assessment of learning climate, the school improvement process (SIP), District research, student grading and student progress reports, graduation and promotion requirements; and the totality of activities, materials, procedures and instructional resources used throughout the District.

Staff shall follow the District curriculum. The Superintendent or a designee shall approve all modifications to District curriculum. Staff shall also follow all administrative curriculum directives.

Legal Reference: NDE 10

Date of Adoption: August 12, 2024

Instruction

Curriculum - Development and Adoption

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

Major program adoptions and/or major course revisions may be proposed by district staff and administration and approved, rejected or revised and approved by the Superintendent and Programs Committee before being submitted to the Board of Education for final approval.

Minor program adoptions and/or course revisions may be proposed by district staff and administration and approved, rejected or revised and submitted to the Superintendent and Programs Committee for final approval

Date of Adoption: August 12, 2024

InstructionCurriculum – Assessments1. State Assessments.

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

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

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

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

2. Achieving Valid Assessments.

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

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

The following specific assessment expectations and rules apply:

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

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

b. Teaching for Success on Assessments.

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

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

c. Conditions for Successful Assessments.

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

assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

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

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

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

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

Date of Adoption: August 12, 2024

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts standards that were adopted by the State Board in September, 2021;
- Mathematics standards that were approved by the State Board in September, 2022;
- Science standards that were adopted by the State Board in September, 2017; and
- Social Studies standards that were adopted by the State Board in November, 2019.

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

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

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

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

Date of Adoption: August 12, 2024

InstructionReading Instruction and Improvement

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

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

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

- (1) The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:
 - (a) Be provided to any student identified as having a reading deficiency;
 - (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
 - (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding

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

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

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

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

Legal Reference: Nebraska Reading Improvement Act, Neb. Rev. Stat. Sec. 79-2601

Date of Adoption: August 12, 2024

InstructionAssessment Security1. State Assessment

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

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

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

Assessment results are to be reported by the school buildings/district in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction.

The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments

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

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and state assessments.

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.

Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- b. **Teaching for Success on Assessments.**

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

 - i. **Teach the Content.** Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
 - ii. **Practice Tests.** Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are to conduct reviews (drills) using district approved practice assessments.
- c. **Conditions for Successful Assessments.**
 - i. **Communications.** Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
 - ii. **Climate.** Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.
 - iii. **Security.** Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. **Full Participation.** Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be

exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.

Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan, IEP and/or testing protocols.

f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

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

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

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

Date of Adoption: August 12, 2024

StudentsCollection of Information Relating to Dyslexia

The District will collect and maintain the following information relating to dyslexia during each school year:

- (1) Testing for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (2) The number of students identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act and Policy 6213;
- (3) The number of students identified in Paragraph (2) that have shown growth on the measure used to identify the reading issue; and
- (4) All other data required by law and/or the District's special education obligations.

By July 1st of each year, the District will provide the Nebraska State Department of Education with information collected about dyslexia, as requested by the Department.

Any student or parent/guardian with questions or concerns about dyslexia are encouraged to contact the District's Director of Special Education.

Legal Reference: LB 298 (2023)

Date of Adoption: August 12, 2024

Instruction

Experimental/Innovative Program

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

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

Date of Adoption: August 12, 2024

Instruction

Curriculum Guides

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

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

Date of Adoption: August 12, 2024

InstructionHomework

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

Date of Adoption: August 12, 2024

InstructionPurpose of Homework

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

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

Date of Adoption: August 12, 2024

InstructionGuidance

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

The guidance program includes five (5) basic services:

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

Date of Adoption: August 12, 2024

Instruction

Field Trips

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

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

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

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

Date of Adoption: August 12, 2024

InstructionActivities

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

Date of Adoption: August 12, 2024

InstructionActivity Funds Management

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

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

Date of Adoption: August 12, 2024

Instruction

Activities

School Colors

The official colors of McCook Public Schools shall be red and white. An additional color or colors may be used trim and accent, but the predominant colors shall remain red and white.

Date of Adoption: August 12, 2024

InstructionActivitiesConcussions1. Training.

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

2. Education.

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

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

3. Response to Concussions.

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

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

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

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

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

4. Responsibility of Coaches.

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

5. Students and Parents.

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

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

Date of Adoption: August 12, 2024

Concussions: Return to Learn Protocol

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

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

Any student, parent or guardian who suspects that the student sustained a concussion must immediately inform the student’s coach or building administrator. If a student is suspected of having a concussion, the student may not be permitted to participate or practice in any school-sponsored activity.

The District encourages full cooperation and support from both students and parents in each student’s return to learn protocol.

¹ <https://cdn.education.ne.gov/wp-content/uploads/2019/08/Return-to-Learn-Bridging-the-Gap-7.31.2019.pdf>

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

BRIDGING THE GAP

From
CONCUSSION
To the
CLASSROOM

February 2014



NEBRASKA DEPARTMENT OF EDUCATION

*Return
to
Learn*



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



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

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

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

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

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

Nova Adams, Educational Liaison, Madonna Rehabilitation Hospital

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

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

Crystal Kjar, Lincoln Southwest High School, Head Athletic Trainer

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

Kody Moffatt, MD, Pediatrics and Pediatric Sports Medicine

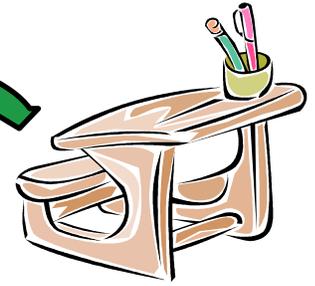
Peg Ogea-Ginsburg, Nebraska Department of Health and Human Services, Office of Injury Prevention

Peggy Reisher, Executive Director, Nebraska Brain injury Association

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



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



What is a Brain Injury?

Acquired Brain Injury (ABI)

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

Traumatic Brain Injury (TBI)

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

Concussions

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



**A CONCUSSION
IS
A BRAIN INJURY!**

Incidence of Youth Concussions in Nebraska

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

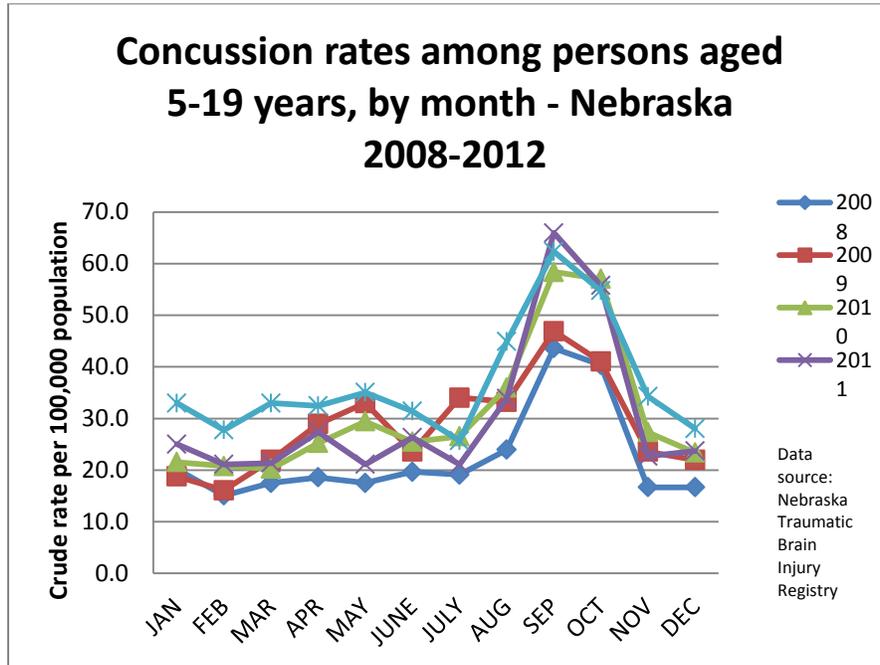
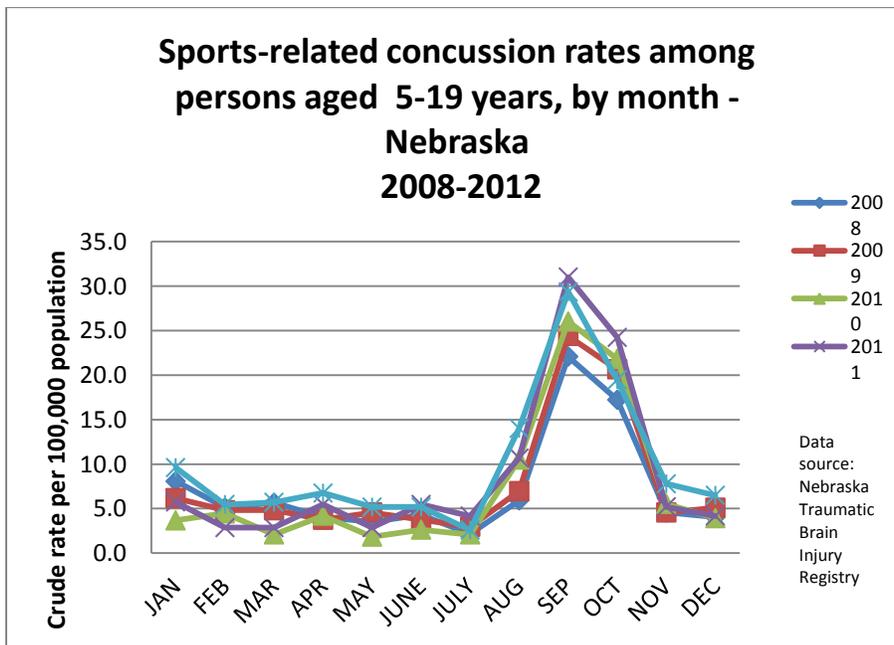


Figure 2. Sports-related concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012



Nebraska Department of Health and Human Services, 2013

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

Why are Concussions Such a Big Deal?

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



Symptoms of TBI/Concussion

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

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

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



Thinking/Cognitive Red Flags

Look for increased difficulty with:

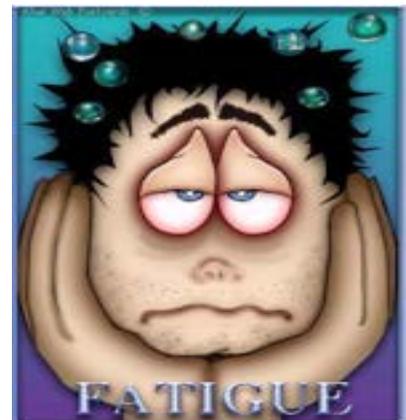
- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance



Sleep Red Flags

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

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





Physical Red Flags

Look for increased difficulty with:

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



Social Emotional Red Flags

Look for increased difficulty with:

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



Return to Activity = Return to Learn + Return to Play

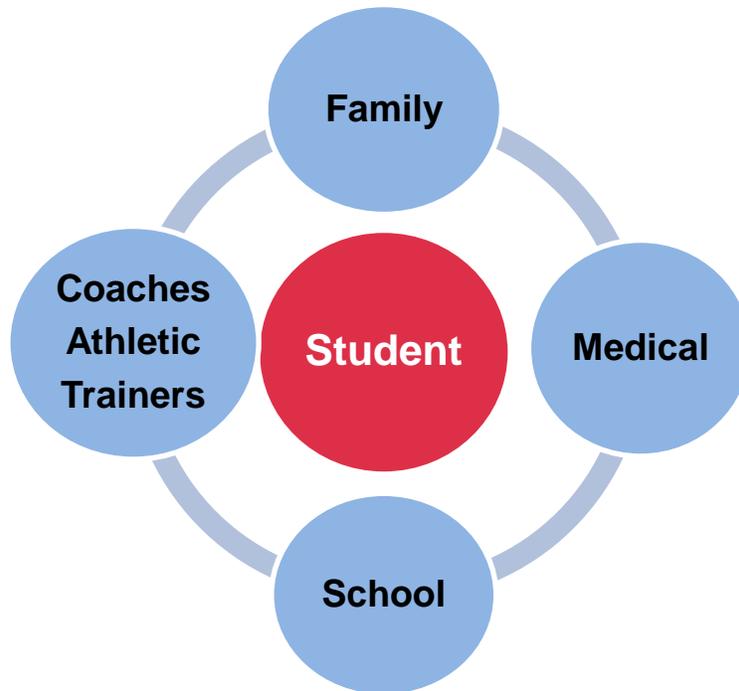


- The Center for Disease Control estimates that 1.7 million traumatic brain injuries occur annually and that 75% of those injuries are mild TBIs (concussions). Concussions occur from sports, falls, playground and bicycle accidents as well as motor vehicle accidents.
- Attention has been given to sports-related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

Concussion Management: Recommended Best Practice for Nebraska Schools

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

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



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



The Concussion Management Team

Members may include:

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

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

Essential members*

Concussion Management Team (CMT) Responsibilities:

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

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

Return to Learn BEFORE Return to Play!

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

Brain Injury Regional School Support Teams (BIRSST)

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



Tips for Teachers

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

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



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

Tips for Parents

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

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



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

References

1. Centers for Disease Control and Prevention - *Returning to School After a Concussion: A Fact Sheet for School Professionals*.
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2. Giza C., Kutcher J., *et al.* Summary of evidence-based guideline update: Evaluation and management of concussion in sports. *Neurology*, 2013: 10.1212/WNL.0b013e31828d57dd.
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WHAT CAN YOU DO TO CHANGE THE CULTURE OF CONCUSSION IN NEBRASKA?

- ✓ Educate
- ✓ Communicate
- ✓ Collaborate



- Parents
- Students
- Schools
- Physicians

Wear your helmet!



BRIDGING THE GAP

From
CONCUSSION
To the
CLASSROOM

February 2014



NEBRASKA DEPARTMENT OF EDUCATION

*Return
to
Learn*



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



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

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

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

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

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

Nova Adams, Educational Liaison, Madonna Rehabilitation Hospital

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

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

Crystal Kjar, Lincoln Southwest High School, Head Athletic Trainer

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

Kody Moffatt, MD, Pediatrics and Pediatric Sports Medicine

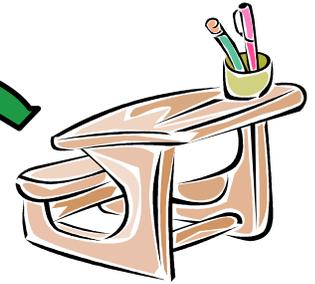
Peg Ogea-Ginsburg, Nebraska Department of Health and Human Services, Office of Injury Prevention

Peggy Reisher, Executive Director, Nebraska Brain injury Association

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



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



What is a Brain Injury?

Acquired Brain Injury (ABI)

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

Traumatic Brain Injury (TBI)

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

Concussions

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



**A CONCUSSION
IS
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Incidence of Youth Concussions in Nebraska

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

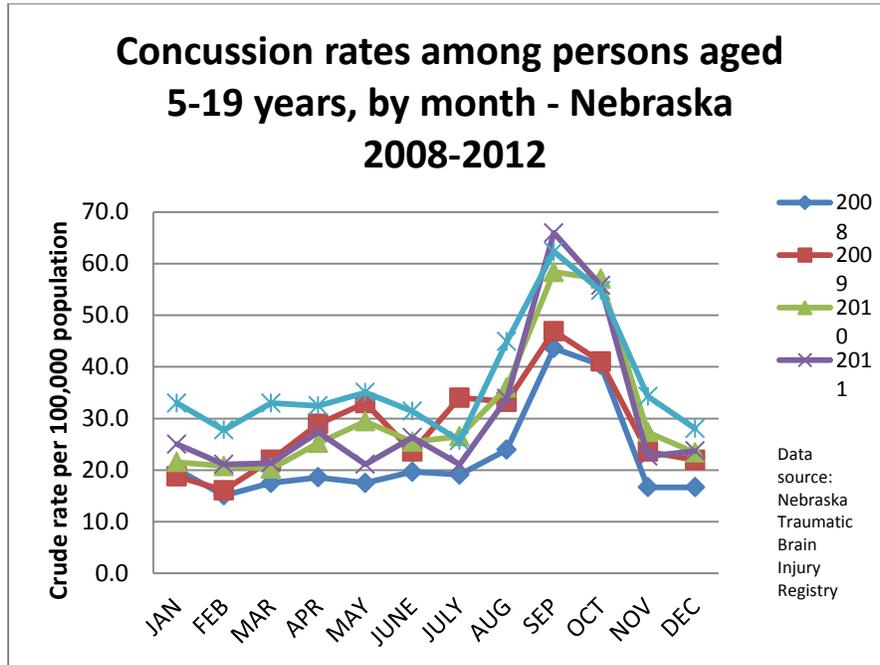
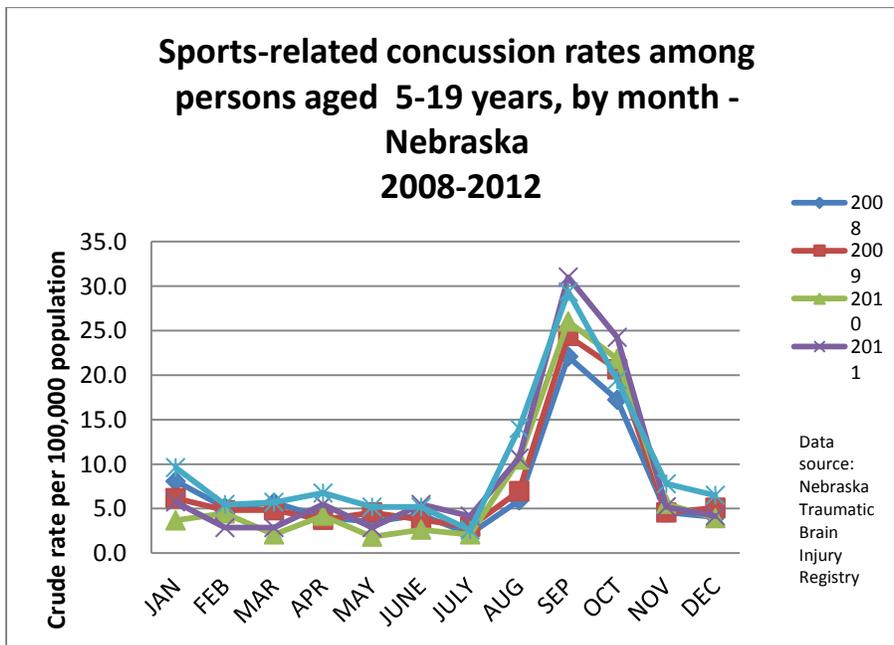


Figure 2. Sports-related concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012



Nebraska Department of Health and Human Services, 2013

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

Why are Concussions Such a Big Deal?

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



Symptoms of TBI/Concussion

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

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

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



Thinking/Cognitive Red Flags

Look for increased difficulty with:

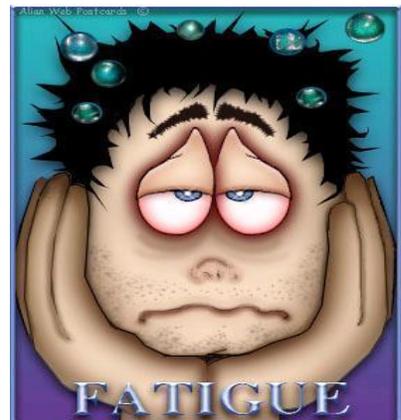
- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance



Sleep Red Flags

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

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





Physical Red Flags

Look for increased difficulty with:

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



Social Emotional Red Flags

Look for increased difficulty with:

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



Return to Activity = Return to Learn + Return to Play

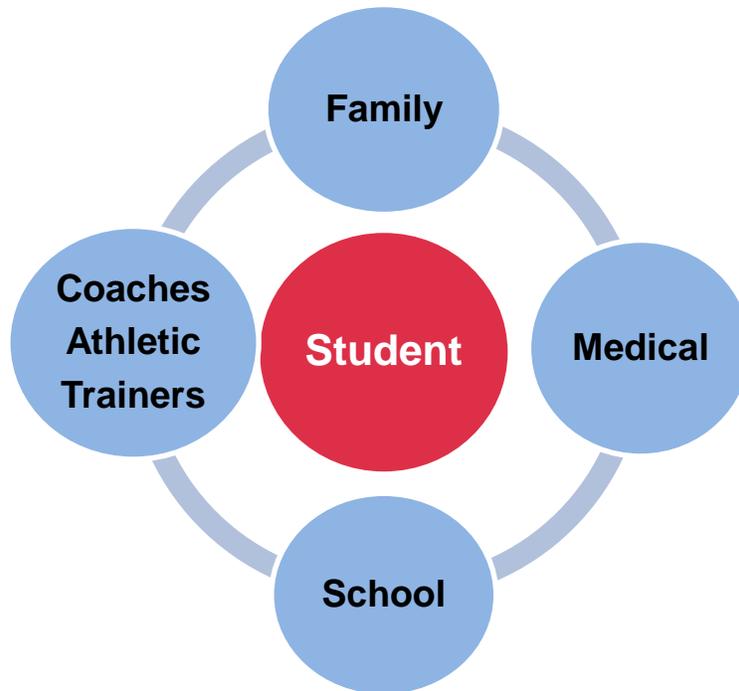


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BRIDGING THE GAP
From CONCUSSION To The CLASSROOM

APPENDICES

Nebraska Concussion Awareness Act – Quick Facts

Concussion Resources

Return to Academics Progression

Return to Play Progression

Post-Concussion Symptom Checklist

Tips for Teachers

NE Concussion Management Recommended Best Practice

Information from Teachers for CMT

BIRSST Team Map and Team Contacts

Nebraska Concussion Awareness Act – Quick Facts

Return to Play

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

CONCUSSION RESOURCES

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

6. REAP Guidelines

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

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

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

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

8. Colorado Department of Education

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

- [Concussion Management Guidelines 2012](#)

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

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

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

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

13. Information for Parents

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

RETURN TO ACADEMICS PROGRESSION

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

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

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

3	SCHOOL – Part Time Maximum adjustments Shortened day/schedule Built-in breaks	<ul style="list-style-type: none"> ➤ Provide quiet place for scheduled mental rest ➤ Lunch in quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics ➤ Provide extra time, help, and adjustment of assignments
---	---	---

Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.

4	SCHOOL – Part Time Maximum adjustments Shortened day/schedule	<ul style="list-style-type: none"> ➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help, and modification of assignments
---	--	---

Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.

5	SCHOOL – Part Time Minimal adjustments	<ul style="list-style-type: none"> ➤ No standardized testing; routine tests are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenging subjects
---	--	---

Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

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

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

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RETURN TO PLAY PROGRESSION

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

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

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

Post-Concussion Symptom Checklist

Name: _____

Date: _____

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

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

Do symptoms worsen with physical activity? Yes_____ No_____ Not Applicable_____

Do symptoms worsen with thinking/cognitive activity? Yes_____ No_____ Not Applicable_____

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

TIPS FOR TEACHERS

Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

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

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

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

Pediatrics: originally published online October 27, 2013.

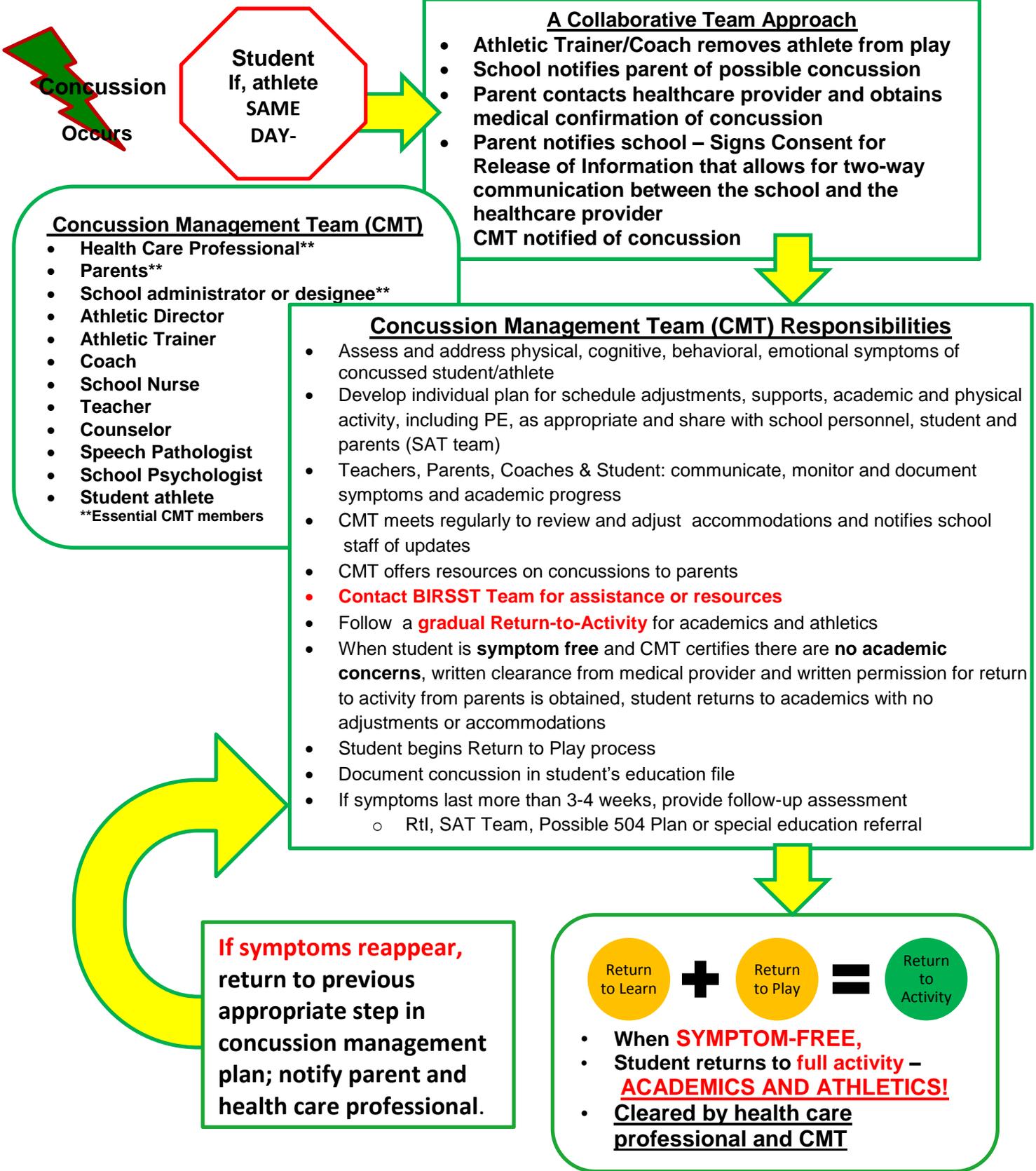
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

Oregon Concussion Awareness and Management Program (OCAMP)

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

NE Concussion Management Recommended Best Practices

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



Information from Teachers for CMT

Date: Student Name:

Date of Concussion:

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

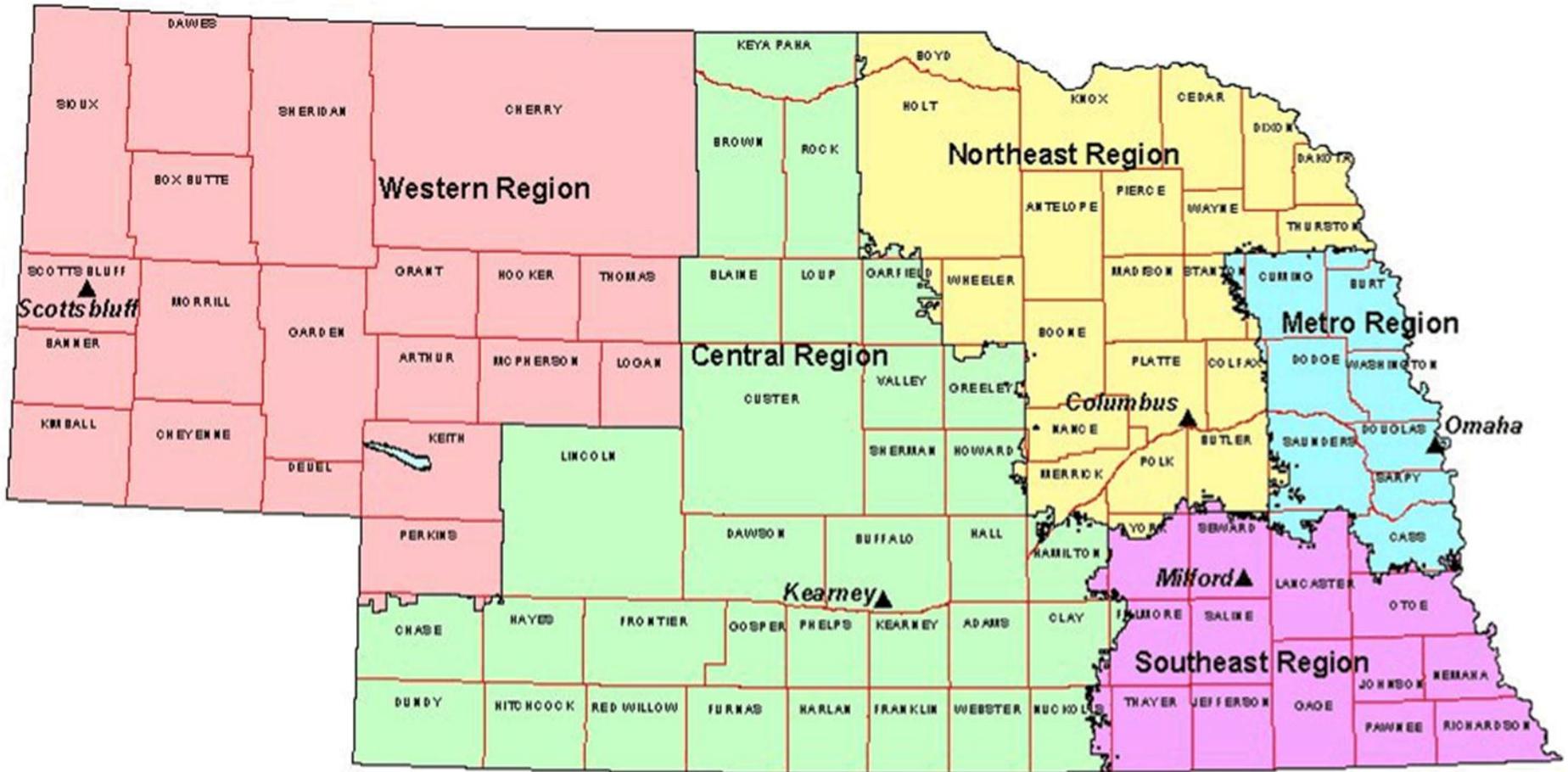
Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please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

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

BIRSST - Brain Injury School Support Team Contacts 2013-2014

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

BIRSST Region Map – 2013-2014



BRIDGING THE GAP
From CONCUSSION To The CLASSROOM

APPENDICES

Nebraska Concussion Awareness Act – Quick Facts

Concussion Resources

Return to Academics Progression

Return to Play Progression

Post-Concussion Symptom Checklist

Tips for Teachers

**NE Concussion Management Recommended Best
Practice**

Information from Teachers for CMT

BIRSST Team Map and Team Contacts

Nebraska Concussion Awareness Act – Quick Facts

Return to Play

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

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Steps	Progression	Description
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2	HOME – Light Mental Activity	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Up to 30 minutes mental exertion ➤ No prolonged concentration

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

3	SCHOOL – Part Time Maximum adjustments Shortened day/schedule Built-in breaks	<ul style="list-style-type: none"> ➤ Provide quiet place for scheduled mental rest ➤ Lunch in quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics ➤ Provide extra time, help, and adjustment of assignments
---	---	---

Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.

4	SCHOOL – Part Time Maximum adjustments Shortened day/schedule	<ul style="list-style-type: none"> ➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help, and modification of assignments
---	--	---

Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.

5	SCHOOL – Part Time Minimal adjustments	<ul style="list-style-type: none"> ➤ No standardized testing; routine tests are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenging subjects
---	--	---

Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

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

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

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RETURN TO PLAY PROGRESSION

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

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

Post-Concussion Symptom Checklist

Name: _____ Date: _____

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

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

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

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

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

TIPS FOR TEACHERS

Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

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

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

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

Pediatrics: originally published online October 27, 2013.

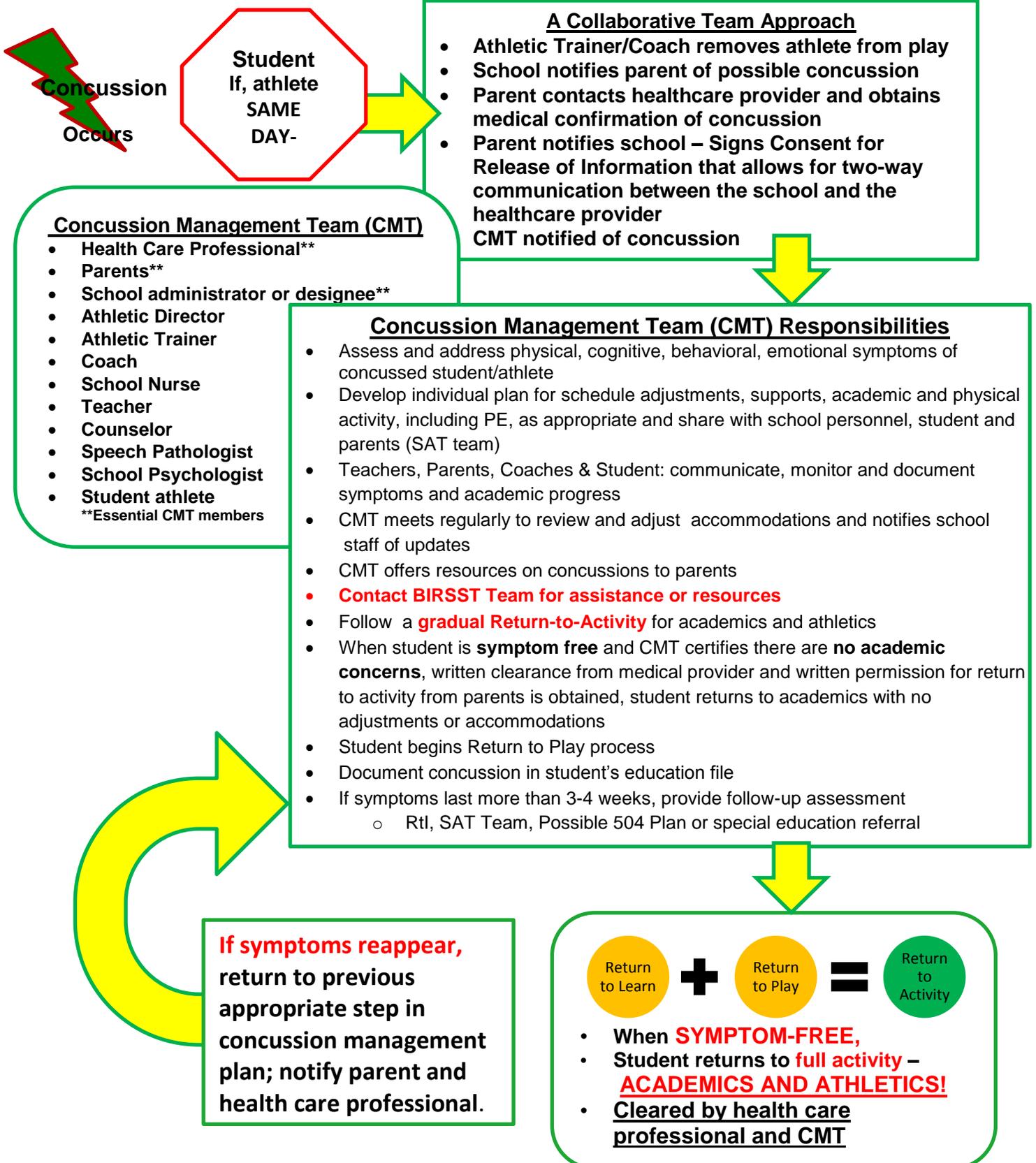
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

Oregon Concussion Awareness and Management Program (OCAMP)

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

NE Concussion Management Recommended Best Practices

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



Information from Teachers for CMT

Date: Student Name:

Date of Concussion:

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

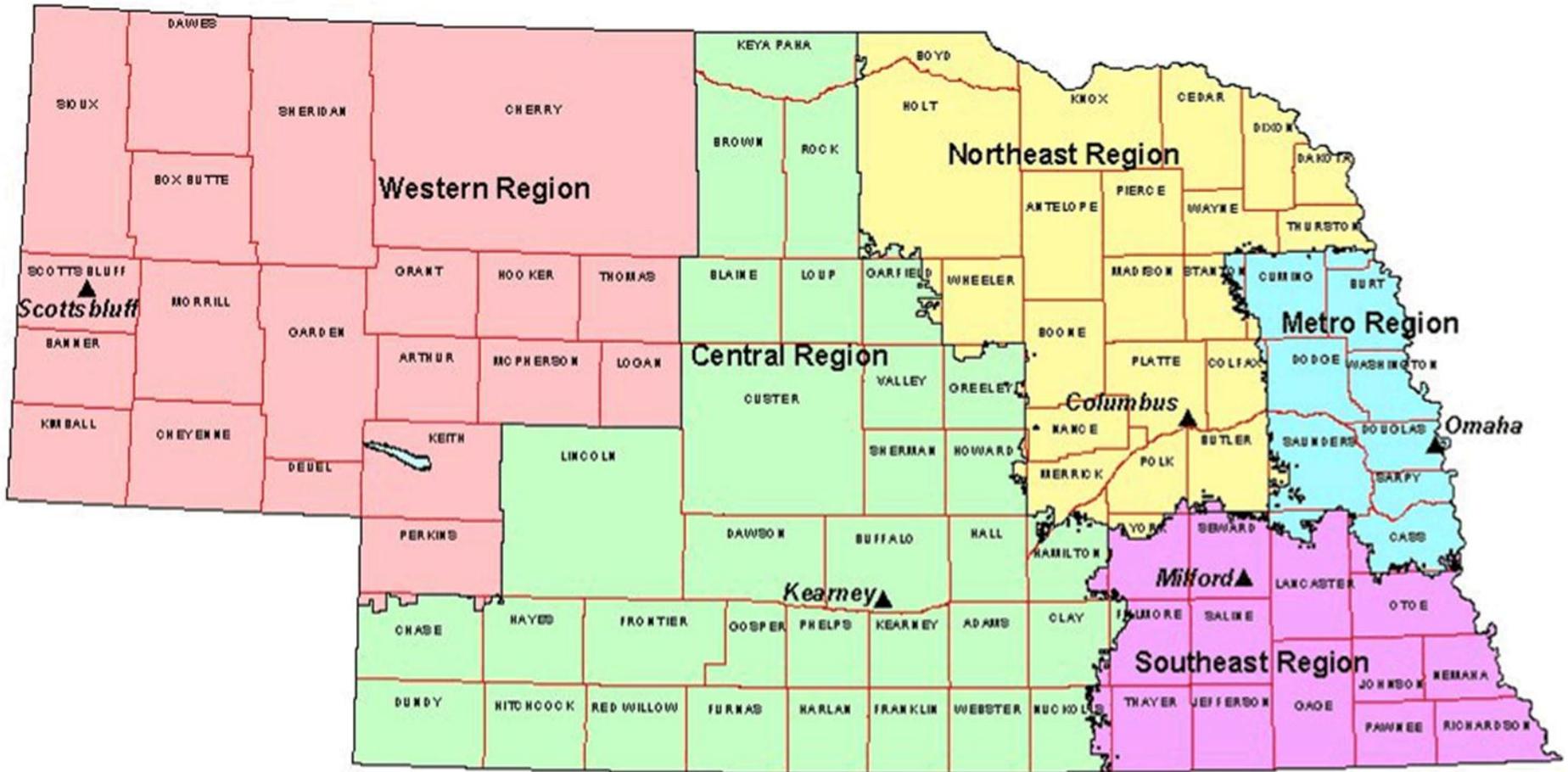
Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please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

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

BIRSST - Brain Injury School Support Team Contacts 2013-2014

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

BIRSST Region Map – 2013-2014



InstructionInitiations, Hazing, Secret Clubs and Outside Organizations

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

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

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

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

Legal Reference: Neb. Rev. Stat. Sections 79-2,101 to 79-2,102
 Student Discipline Act, Neb. Rev. Stat. Sections 79-254 to 79-296
 Neb. Rev. Stat. Sections 28-311.06 to 28-311.07

Date of Adoption: August 12, 2024

InstructionStudent Participation in Athletic Contests Between Schools

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

The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

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

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

Date of Adoption: August 12, 2024

Instruction

Activities

Return to Learn From Cancer

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

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

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

Date of Adoption: August 12, 2024

InstructionPlagiarism, Copyrights and PatentsPlagiarism

Plagiarism by staff or students is considered academic dishonesty, is prohibited, and may result in disciplinary action, including termination from employment or expulsion from school.

Plagiarism is the use or close imitation of the work, language or ideas of another and the representation of them as one's own original work. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to plagiarism. Teachers will instruct students in appropriate research and citation practices.

Copyrights and Patents

It is the intent of the District to adhere to the provisions of the U.S. Copyright Law and the Patent Act. All individuals within the District, including administrators, teachers, other staff members, and students, are prohibited from using, copying or transmitting materials not specifically allowed by fair use, copyright or patent law, licenses or contractual agreements or permission. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to copyright and patent rules, fair use, District licenses or contractual agreements and permissions. Individuals within the District who are uncertain as to whether a material is copyrighted must seek prior clarification from a supervisor or administrator before copying or transmitting such materials.

Anyone who disregards this copyright and patent policy is in violation of the law and this policy, assumes all responsibility for infringement, including possible civil liability and criminal prosecution and may be subject to disciplinary action including termination from employment. The District does not assume any legal responsibility for any infringement of copyrights, patents, or other proprietary rights.

All staff shall also respect the copyright, patent and proprietary rights of any materials accessed through the District's network system or technology resources. Staff may not use or duplicate copyrighted or patented materials, graphics, software (including District-owned or -licensed software) or other proprietary materials without permission from the copyright or patent holder, unless the use falls within fair use parameters, licenses or contractual agreements or permissions, whether for personal use or for the use of others.

Persons who secure permission, licenses or other contractual agreements shall maintain adequate records regarding the use of copyrighted or patented materials.

Legal Reference: 17 U.S.C. § 101

Date of Adoption: August 12, 2024

InstructionArtificial IntelligenceIntroduction

McCook Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Date of Adoption: August 12, 2024

Instruction

Commencement

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

Date of Adoption: August 12, 2024

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

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

B) Criteria for Instructional Materials

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

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

C) Criteria for Media Materials

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

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

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

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

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

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

To provide qualified professional personnel to serve teachers and students.

D) Procedures for Reconsideration of Materials

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

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.
2. Formal complaints about instructional materials must be presented in writing. A written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall decide what to do with the materials.
4. The administrators shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with

the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant. The administrator's recommendation and all accompanying rationale shall be forwarded to the Superintendent.

5. Any materials identified in a complaint may remain in use pending its review by the Superintendent. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities.
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the Superintendent, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided.
7. If the parent(s) are not satisfied with the Superintendent's decision regarding the complaint, they may submit a written request for the Board of Education to review the material(s). The Board of Education has the authority to enforce the Superintendent's decision or to review the material(s) as a whole, by committee, or to establish a review committee comprised of staff and community members who would provide a recommendation to the Board. The Board may choose to accept or reject the committee's recommendation. The Board's decision concerning the use of the material(s) will be final.

Date of Adoption: August 12, 2024

InstructionTextbook Loans

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

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

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

Date of Adoption: August 12, 2024

InstructionParent Requests for Exclusion

Parents may request that their child be excused from the study of a given book, instructional unit or particular literary work. The Superintendent or designee shall determine whether to grant such requests based on legal requirements relating to the request, the reason given for the request, the effect of the request on the student's educational development and the educational program, and the availability of alternative materials or instruction for the student. The Superintendent or designee's decision shall be final and not subject to appeal. The Superintendent or designee may develop and implement forms consistent with this policy.

Date of Adoption: August 12, 2024

InstructionRecognition of Religious Beliefs and Customs

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

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

Date of Adoption: August 12, 2024

InstructionAcknowledgment of Religious Holidays

The practice of the McCook Public School District shall be as follows:

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

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

Date of Adoption: August 12, 2024

InstructionReligion in the Curriculum

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

Date of Adoption: August 12, 2024

InstructionPurpose of Religion in the Curriculum

The practice of McCook Public Schools shall be as follows:

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

Date of Adoption: August 12, 2024

Instruction

Multicultural Education

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

Statement of Philosophy and Mission

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

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

Implementation of Multicultural Education

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

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

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

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

Date of Adoption: August 12, 2024

InstructionEqual Opportunity: Instruction Program

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

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

Date of Adoption: August 12, 2024

InstructionControversial Issues

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

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

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

Date of Adoption: August 12, 2024

InstructionControversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

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

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Do not manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that individual students or the class reach an agreement.
6. If you plan to address a controversial topic in your classroom, notify your Principal in advance. Similarly, if a controversial topic or discussion arises during instructional time, promptly notify your Principal. Students or parents who are upset about a controversial topic may contact the Principal, and the Principal needs to be prepared to have that conversation with parents.
7. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
8. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Date of Adoption: August 12, 2024

InstructionParental/Community Involvement in Schools

Red Willow County School District 17, a/k/a McCook Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

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

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

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

Date of Adoption: August 12, 2024

InstructionCombined District and School Title I Parent and Family Engagement Policy

McCook 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.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. Sections 6318 and 7801(32)

Date of Adoption: August 12, 2024

InstructionFree and Reduced Price Meals

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

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

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

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

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

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

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

Date of Adoption: August 12, 2024

InstructionSpecial Education

It shall be the policy of McCook Public Schools to provide special education services to all district students who are legally qualified for such services. Such services and procedures for such things as, but not limited to, identification of students requiring services, convening IEPs, conducting manifestation determinations, establishing placements and alternative placements, changes of placement, and carrying out discipline shall all be carried out in accordance with applicable State and Federal regulations, statutes, and case authorities.

The Board of Education affirms the following:

FREE APPROPRIATE PUBLIC EDUCATION34 CFR 300.17

McCook Public Schools ensures that a free appropriate public education is available to all children with disabilities from birth through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school.

FULL EDUCATIONAL OPPORTUNITY GOAL34 CFR 300.109

McCook Public Schools has a goal of providing full educational opportunity for all children with disabilities birth through the school year when the student reaches age 21 consistent with the state's Full Educational Opportunity Goal.

CHILD FIND34 CFR 300.111

All children with disabilities residing in McCook Public Schools, including children with disabilities who are homeless children or wards of the State and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. This includes Part C infants, toddlers and children with disabilities ages birth through age three. Other children in child find; child find must also include-children who are suspected of being a child with a disability under [§300.8](#) and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children.

ELIGIBILITY34 CFR 300.08, 34 CFR 300.304 through 300.311

McCook Public Schools ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006. Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedures shall be the sole criterion for determining an appropriate educational program for a child.

INDIVIDUALIZED EDUCATION PROGRAM

34 CFR 300.320 through 300.328

McCook Public Schools ensures that an individualized education program (IEP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

INDIVIDUALIZED FAMILY SERVICES PLAN (IFSP)

34 CFR 300.340; 480 NAC 10-100; 92 NAC 52-007

McCook Public Schools ensures that an individualized family service plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 52-007.

EARLY INTERVENTION TRANSITION

34 CFR 303.148

McCook Public Schools ensures that children participating in Early Intervention Services experience a smooth and effective transition to services provided under Part B of the IDEA.

PARTICIPATION IN ASSESSMENTS

34 CFR 300.160

McCook Public Schools ensures that children with disabilities are included in district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the school district develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in district-wide assessments and develops and conducts those alternate assessments. McCook Public Schools will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

LEAST RESTRICTIVE ENVIRONMENT (34 CFR 300.114); NATURAL ENVIRONMENTS (34 CFR 303.26)

To the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If placement in a public or nonpublic residential program is necessary to provide special education and related services to a child with a disability, the program including non-medical care and room and board must be at no cost to the

parents of the child. McCook Public Schools ensures that children with disabilities have available to them the variety of educational programs and services available to non-disabled children, including art, music, industrial arts, consumer and homemaking education and vocational education. For infants and toddlers, services will be provided in the child's natural environments, including home and community settings that are natural or normal for the child's age peers who have no disabilities.

CHILDREN IN NONPUBLIC SCHOOLS

34 CFR 300.130 through 300.148

To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC 51. McCook Public School's policy relating to childfind activities applies with respect to children with disabilities who are enrolled in nonpublic, including parochial, elementary and secondary schools. Children with disabilities in nonpublic schools and facilities are provided special education and related services in accordance with an individualized education program, at no cost to their parents, if the child is placed in, or referred to nonpublic school or facilities by McCook Public Schools as a means of carrying out the requirements of IDEA or any other applicable law requiring the provision of special education and related services to all children with disabilities. Children served by nonpublic schools or facilities as a result of a referral by the McCook Public Schools will have all the rights they would have if served by the McCook Public Schools. McCook Public Schools is not required to pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if McCook Public Schools made a free appropriate public education available to the child and the parents elected to place the child in such nonpublic school or facility. If the parents of a child with a disability, who previously received special education and related services under the authority of the McCook Public Schools, enroll the child in a nonpublic preschool, elementary or secondary school without the consent of or the referral by the McCook Public Schools, a court or a hearing officer may require the McCook Public Schools to reimburse the parents for the cost of the enrollment if the court or hearing officer find that the McCook Public Schools had not made available a free appropriate public education to the child in a timely manner prior to that enrollment. The cost of the reimbursement may be reduced or denied if at the most recent IEP team meeting that the parents attended prior to the removal of the child from the McCook Public Schools, the parents did not inform the IEP team that they were rejecting the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense; or at least 10 business days (including any holidays that occur on a business day), prior to the removal of the child from the school district, the parents did not give written notice to the McCook Public Schools of the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required if the parent is illiterate and cannot write in English, if compliance with the requirement could likely result in physical or serious emotional harm to the child, if the school prevented the parent from providing the information or if the parents had not received notice required by 92 NAC 51-009 of the parents' responsibility to provide notice to the McCook Public Schools. The reimbursement may also be reduced or denied if prior to the parents removal of the child from McCook Public Schools, the school district informed the parents, through the notice requirements described in 92 NAC 51-009, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation. The reimbursement may also be reduced or denied upon a judicial finding of unreasonableness with respect to actions taken by the parents.

PROCEDURAL SAFEGUARDS

34 CFR 501

McCook Public Schools ensures that children with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009.

CONFIDENTIALITY34 CFR 300.610 and §§300.611 through 300.627

McCook Public Schools complies with the requirements contained in 92 NAC 51-009 relating to the confidentiality of records and information.

TRANSPORTATION34 CFR 300.34(c)(1b); 34 CFR 300.107; 34 CFR 300.8(c)(12)

McCook Public Schools District ensures that transportation will be provided to any special education student who qualifies for special education transportation under Neb. Rev. Stat. 79-1129.

PERSONNEL STANDARDS34 CFR 300.156

McCook Public Schools ensures that all personnel are appropriately and adequately prepared subject to IDEA requirements and McCook Public Schools will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide special education and related services to children with disabilities.

PERFORMANCE GOALS AND INDICATORS34 CFR 300.157

McCook Public Schools will use performance goals and indicators established by the state to assess progress toward achieving those goals that are consistent to the extent appropriate with any other goals and academic standards for children. McCook Public Schools will provide the Nebraska Department of Education with information necessary to enable the state to assess progress toward achieving the goals established by the state

PROHIBITION OF MANDATORY MEDICATION34 CFR 300.174

McCook Public Schools and special education and related service providers are prohibited from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.

OVERIDENTIFICATION AND DISPROPORTIONALITY34 CFR 300.646.

McCook Public Schools has in effect policies and procedures designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

ACCESS TO INSTRUCTIONAL MATERIALS

34 CFR 300.172

McCook Public Schools, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to:

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

SUSPENSION AND EXPULSION

34 CFR 300.170

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

INDEPENDENT EDUCATIONAL EVALUATIONS (IEEs)

34 CFR 300.003.30, 34 CFR 300.006.07

McCook Public Schools has a cap of \$5,000 on total expenses related to independent educational evaluations. This includes travel expenses, evaluation costs incurred by qualified evaluators in all areas of suspected disability and attending any MDT and/or IEP meetings.

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

Date of Adoption: August 12, 2024

InstructionFirearm Policy

It shall be the policy of the McCook Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or Reserve Officers' Training Corps, peace officers, or qualified law enforcement officers or qualified retired law enforcement officers, as defined by and pursuant to state and federal law. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by someone other than a minor or prohibited person, as defined by law, and are enclosed in a case or inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

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

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

Date of Adoption: August 12, 2024

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

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

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

otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

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

B. Computer Acceptable Use Policy

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

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

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

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

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

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

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

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

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

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

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

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

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

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

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

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

Legal Reference: Children's Internet Protection Act, 47 USC Sec. 254
Children's Online Privacy Protection Act, 15 U.S.C. Sec. 6501
FCC Order adopted August 10, 2011
47 USC Sec. 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. Sec. 49-14,101.01 (Political Accountability and Disclosure Act)
LB 512 (2017).

Date of Adoption: August 12, 2024

McCook Public Schools
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

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

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

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

Employee's Name _____

Employee's Signature _____ Date: _____

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

McCook Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

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

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

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

Student's Name _____

Student's Signature _____ Date: _____

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

McCook Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT’S AGREEMENT

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

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

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

Student's Name _____

Parent's Signature _____ Date: _____

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

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New ConstructionFacilities - Purpose

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

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Planning

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

Date of Adoption: August 12, 2024

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

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

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

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

Date of Adoption: August 12, 2024

New ConstructionFacilities - Remodeling

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

1. The Superintendent shall share building modifications with the facilities committee and seek the committee's approval before beginning the project. The programs committee shall report building modifications to the full Board of Education in open session of a regular or special public meeting.
2. Superintendent requests for building modifications shall be considered in terms of priorities.
3. Safety and health of students and staff will be considered when remodeling is undertaken.
4. Priorities have been established by the Board of Education when considering remodeling project needs.
 - a. Correction of safety and health deficiencies
 - b. Housing of students
 - c. Projects must meet program requirements, including outdoor space
 - d. Projects needed to maintain the integrity of current McCook Public Schools' buildings
 - e. Repair/renovation of ancillary facilities
 - f. Parking
 - g. Security

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Selection of Architect/Engineer

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

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Financing of Construction - Building Fund

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

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

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

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$99,999.99, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Awarding Contracts

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

Date of Adoption: August 12, 2024

New Construction

Facilities - Change Orders

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

Date of Adoption: August 12, 2024

New Construction and Improvements to Existing BuildingsDesign-Build Under the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Sec. 13-2901 et seq.

1. **Introduction:** The School District is authorized to enter into Design-Build Contracts for School District construction projects by adhering to the procedures set forth in the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901 et seq. (the “Act”). Pursuant to the Act, the Board of Education hereby adopts the following policies for entering into a Design-Build Contract and the general terms of such contract.

2. **Terms Defined:**

A. “Design-Build Contract” means a contract developed under the terms and conditions of this policy which is subject to qualification-based selection between the School District and a Design-Builder to furnish (a) architectural, engineering, and related design services for a construction project pursuant to the Act, and (b) labor, materials, supplies, equipment, and construction services for a construction project pursuant to the Act.

B. “Design-Builder” means the legal entity which proposes to enter into a Design-Build Contract pursuant to the Act and this policy.

C. “Letter of Interest” means a statement indicating interest to enter into a Design-Build Contract for a project pursuant to the Act and this policy.

D. “Performance-Criteria Developer” means any person licensed or any organization issued a certificate of authorization to practice architecture or engineering pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Sections 81-3401 et seq., who is selected by the School District to assist the School District in the development of Construction Project Performance Criteria, Requests for Proposals, evaluation of Proposals, evaluation of the construction under a Design-Build Contract to determine adherence to the Project Performance Criteria, and any additional services requested by the School District to represent its interests in relation to a construction project.

E. “Project Performance Criteria” means the performance requirements of the construction project suitable to allow the Design-Builder to make a Proposal. Performance requirements include the following, if required by the construction project: capacity, durability, standards, ingress and egress requirements, description of the site, surveys, soil and environmental information concerning the site, interior space requirements, material quality standards, design and construction schedules, site development requirements, provisions for utilities, storm water retention and disposal, parking requirements, applicable governmental code requirements, and other criteria for the intended use of the construction project.

F. “Proposal” means an offer in response to a Request for Proposals by a Design-Builder to enter into a Design-Build Contract for a School District construction project pursuant to the Act and this policy.

G. “Qualification-Based Selection Process” means a process of selecting a Design-Builder based first on the qualifications of the Design-Builder and then on the Design-Builder’s proposed approach to the design and construction of the School District construction project.

H. “Request for Letters of Interest” means the documentation or publication by which the School District solicits Letters of Interest.

I. “Request for Proposals” means the documentation by which the School District solicits Design-Builder Proposals.

3. ***Board Selection of Design-Build Method and Process and Direction to Prepare Request for Proposals:*** The Board of Education of the School District shall adopt a resolution to select the Design-Build under the Act as the method and process of construction delivery of the specific project and authorize and direct the School District Administration in conjunction with the Performance-Criteria Developer retained for the specific project to prepare a Request for Proposals in accordance with the Act and this policy. The resolution shall require the affirmative vote of at least two-thirds (2/3rds) of the Board of Education.

4. ***Procedures for Selecting and Hiring a Performance-Criteria Developer:*** Prior to proceeding with any School District construction project using the Design-Builder method under the Act, the School District shall retain the services of a Performance-Criteria Developer under the following procedures:

A. In the event that the estimated fee for the professional services of a Performance-Criteria Developer is less than Forty Thousand Dollars (\$40,000), the School District shall informally solicit proposals or statements of qualifications from persons licensed or organizations issued a certificate of authorization to practice architecture or engineering pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., and select a Performance-Criteria Developer that, in the sole opinion of the School District, is best suited to the specific School District construction project. The School District shall negotiate and enter into a written Performance-Criteria Developer contract with the selected person/firm.

B. In the event that the estimated fee for the professional services of a Performance-Criteria Developer exceeds Forty Thousand Dollars (\$40,000), the School District shall select a Performance-Criteria Developer based on the following procedures, which are to be consistent with the Nebraska Consultants’ Competitive Negotiation Act, Neb. Rev. Stat. Section 81-1700 et seq.

(1) Public notice of a request for qualifications for the position of Performance-Criteria Developer shall be given in a manner consistent with School District policy. In addition, known persons and/or firms engaged in the lawful practice of their profession who desire to provide professional services will be encouraged to submit a proposal or statement of qualifications.

(2) Proposals or statements of qualifications shall be objectively evaluated and discussions with qualified persons/firms shall be conducted regarding the person's/firm's qualifications, approach to the project, and ability to furnish the services of performance-criteria developer. If necessary, person(s)/firm(s) may be asked to provide public presentations.

(3) Qualified persons/firms shall be ranked in order of preference after considering such factors as (i) the ability of professional personnel, (ii) past performance, (iii) willingness to meet time and budget requirements, (iv) location, recent, current and projected workloads of the persons/firms, and (v) the volume of work previously awarded to the person/firm.

(4) The School District shall attempt to negotiate a Performance-Criteria Developer contract with the highest ranked qualified person/firm and may enter into a Performance-Criteria Developer contract after negotiations. If the School District is unable to negotiate a satisfactory contract with the highest ranked person/firm, the McCook Public School District may terminate negotiations with that person/firm. The McCook Public School District may then undertake negotiations with the second highest ranked person/firm and may enter into a performance-criteria developer contract after negotiations. If the Board of Education is unable to negotiate a satisfactory contract with the second highest ranked person/firm, the Board may undertake negotiations with the third highest ranked person/firm, if any, and may enter into a performance-criteria developer contract after negotiations.

C. The procedures in subparagraphs A and B above shall include the requirement that the Performance-Criteria Developer (a) is a person licensed or an organization issued a certificate of authorization to practice architecture or engineering in the State of Nebraska pursuant to the Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., (b) is ineligible to be included as a provider of any services in a Proposal as a Design-Builder for the construction project on which it has acted as Performance-Criteria Developer, and (c) is not employed by or does not have a financial or other interest in a Design-Builder who will submit a Proposal.

D. The Procedure shall also provide that the Performance-Criteria Developer shall assist the School District in the development of project Performance Criteria, Letters of Interest, Requests for Proposals, evaluation of the Proposals, evaluation of design and construction under the Design-Build Contract to determine adherence to the Performance Criteria, and any additional services requested by the School District to represent its interests in relation to the construction project.

5. ***Procedures for the Preparation and Content of Request for Letters of Interest and Procedures and Standards to be Used to Prequalify Design-Build Candidates:*** The School District shall prepare and issue a Request for Letters of Interest for the position of Design-Builder under the Act and in accordance with this section and shall prequalify Design-Builders on the basis of Letter of Interest responses received from such firms submitted in accordance with this section.

A. The Request for Letters of Interest shall be (a) published in a newspaper of general circulation within the School District at least thirty (30) days prior to the deadline for receiving Letters of Interest and (b) sent by first-class mail to any Design-Builder upon request.

B. The Request for Letters of Interest shall include, at a minimum, a description the School District construction project in sufficient detail to permit a Design-Builder to submit a Letter of Interest, which may include a description of the scope and nature of the construction project, the project site, the schematic design (if any has been prepared), the preliminary project schedule and estimated budget.

C. Letters of Interest shall be reviewed by the School District, in consultation with the Performance-Criteria Developer. The School District will evaluate prospective Design-Builders based on the information submitted to the School District in the Letters of Interest.

D. The School District shall select as prequalified at least three (3) prospective Design-Builders who submitted Letters of Interest; provided that if only two (2) Design-Builders have submitted Letters of Interest, the School District shall select as prequalified at least two (2) prospective Design-Builders. The selected Design-Builders then shall be considered prequalified and eligible to receive a Request for Proposals.

6. ***Procedures for the Preparation and Content of Request for Proposals:*** The School District shall prepare the Request for Proposals for the position of Design-Builder under the Act and in accordance with this section. The Request for Proposals shall be sent only to the prequalified Design-Builders. At least thirty (30) days prior to the deadline for receiving and opening Proposals, notice of the Request for Proposals shall be published in a newspaper of general circulation within the School District and filed with the State Department of Education. The Request for Proposals shall include, at a minimum, the following components:

A. The Notice of the Request for Proposals.

B. An Invitation to submit Proposals. Such invitation shall (1) identify the School District as the project owner, (2) contain the day and hour upon which such Proposals are due and shall be received; (3) that Proposals shall be sealed; (4) that Proposals shall not be opened until expiration of the time allowed for submitting Proposals; and (5) the hour at which such Proposals shall be opened in the presence of the proposers, or representatives of the proposers.

C. These Policies adopted by the School District;

D. A project statement, which contains information about the scope and nature of the project, the project site, the schedule, and the estimated construction budget and other budget parameters.

E. The Project Performance Criteria.

F. Instructions to prospective Design-Builder firms, which shall state that the following requirements, at a minimum, must be contained in any submitted Proposal:

- (1) A description of the Design-Builder's project team and organization of such team;
 - (2) Fee proposal, if required by the School District as part of the Request for Proposals;
 - (3) A description of the limitations, if any, on expenses to be reimbursed;
 - (4) Proof of insurance coverage and bonding required by law and the Construction Manager at Risk Contract;
 - (5) A written statement of the Design-Builder's proposed approach to the design and construction of the project, which may include graphic materials illustrating the proposed approach to design and construction but shall not include price proposals;
 - (6) A written acknowledgement that the Design-Builder agrees to the following conditions:
 - (i) an architect or engineer licensed to practice in Nebraska will participate substantially in those aspects of the offering which involve architectural or engineering services;
 - (ii) at the time of the design-build offering, the Design-Builder will furnish to the School District a written statement identifying the architect or engineer who will perform the architectural or engineering work for the design-build project;
 - (iii) the architect or engineer engaged by the Design-Builder to perform the architectural or engineering work with respect to the design-build project will have direct supervision of such work and may not be removed by the Design-Builder prior to the completion of the project without the written consent of the School District;
 - (iv) a Design-Builder offering design-build services with its own employees who are design professionals licensed to practice in Nebraska will (a) comply with the Engineers and Architects Regulation Act by procuring a certificate of authorization to practice architecture or engineering and (b) submit proof of sufficient professional liability insurance; and (c) the rendering of architectural or engineering services by a licensed architect or engineer employed by the Design-Builder will conform to the Engineers and Architects Regulation Act and rules and regulations adopted under the act;
- G. Information of pre-Proposal conference, if any required, and attendance requirements at such conference.
- H. Proposal procedures, including:
- (1) Questions and clarification or interpretations of the Proposal documents;

- (2) Method of handling addenda to Proposal documents;
- (3) Procedure for modification or withdrawal of Proposals;
- (4) Proposal due date and opening including date, time, location and methods of submittal of Proposals;

I. Evaluation procedure, including the criteria for evaluation of Proposals, the relative weight of each criterion, the interview process, the contract negotiation process and the contract execution process.

J. The proposed Agreement between the School District and the Design-Builder, including General Conditions of the Contract for Construction. Such Agreement may set forth an initial determination of the manner by which the Design-Builder selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding.

K. Payment and performance bonds and guaranteed maximum price bond requirements for the Design-Builder;

L. Insurance requirements, which shall provide that the Design-Builder shall purchase from and maintain in a company or companies lawfully authorized to do business in the State of Nebraska such insurance as will protect the Design-Builder from claims which may arise out of or result from the Design-Builder's operations under the contract and for which the Design-Builder may be legally liable, whether such operations be by the Design-Builder or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

M. Special notice requirements, if any, which may include but not be limited to the following:

(1) THIS PROJECT IS BEING CONDUCTED UNDER AND IS SUBJECT TO THE PROVISIONS OF THE POLITICAL SUBDIVISIONS CONSTRUCTION ALTERNATIVES ACT, Neb. Rev. Stat. Sec. 13-2901 et. seq.

(2) This School District is an equal opportunity institution and actively recruits well-qualified and diverse individuals and firms, including women and minorities, for architectural and engineering services and for contractor services. The School District requires that all responders/bidders/proposers for public work provide written assurances, affirm and agree that (a) they are an equal opportunity employer, (b) they actively recruit a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, they will actively continue and implement this policy throughout any awarded public work. The School District or any of its responders/bidders/proposers for public work shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status,

pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

(3) By submitting a Proposal, each proposer agrees to waive any claim it has, or may have, against the School District and the Architects retained by the School District, and their respective employees, arising out of, or in connection with, the administration, evaluation, or recommendation of any Proposal; waiver of any requirements under the Proposal Documents; or the Contract Documents; acceptance or rejection of any Proposals; and award of the Contract.

(4) The School District reserves the right (a) to terminate the Proposal process at any time; (b) to reject any or all Proposals; and (c) to waive formalities and minor irregularities in the Proposals received.

(5) The School District reserves the right to conduct a pre-award survey of any firm under consideration to confirm any of the information furnished by the firm or to require other evidence of managerial, financial, technical and other capabilities, the positive establishment of which is determined by the School District to be necessary for the successful performance of the contract.

(6) The proposing firm's signature on the Proposal is the proposing firm's guarantee that the content of the Proposal has been arrived at without collusion with other eligible prospering firm or firms and without effort to preclude the School District from obtaining the lowest competitive price.

N. Other information, which may include the following:

(1) A description of the general scope of services to be provided by the Design-Builder.

(2) Project financing phase informational services, if any;

(3) Pre-construction phase services including consultation of design, materials and systems, long lead items, contractor availability and recruitment, preliminary project schedule and preliminary cost estimation, and review of construction documents and conduct value engineering assessments with respect to constructability, material and construction techniques and building systems, sequencing of construction, separation or combining of bid packages.

(4) Cost estimation and preliminary guaranteed maximum price submittals to the School District;

(5) Construction administration and supervision services including identification and preparation of bid packages, recruitment and prequalification of prospective proposers for such bid packages, conduct of bid process for each bid package, review of and recommendations to the School District with regard to Proposals submitted, and administration

of construction contracts, day-to-day supervision of the work with a qualified site superintendent and project manager;

7. ***Procedures for Preparing and Submitting Proposals:*** Only Design-Builders prequalified under this policy may submit Proposals. The School District only will accept, consider and evaluate Proposals submitted by prequalified Design-Builders and will not accept, consider or evaluate any Proposals submitted by firms not prequalified. Proposals submitted by interested Design-Builder firms must include all of the elements required by the Request for Proposals. Proposals shall be required to be submitted in the form and method specified in the Request for Proposals, as determined by the School District. All Proposals must be submitted on or before the time and date and at the location specified in the Request for Proposals. All submitted Proposals become the property of the School District. Proposals must also contain the following certification or substantially similar language:

The proposer provides written assurances, affirms and agrees that (a) the proposer is an equal opportunity employer, (b) the proposer actively recruits a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, the proposer will actively continue and implement this policy throughout any awarded public work. The proposers shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status

8. ***Procedures for Evaluating Proposals in Accordance with Neb. Rev. Stat. Sections 13-2908 and 13-2911:*** The School District shall evaluate and rank each Proposal on the basis of best meeting the criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee pursuant to Neb. Rev. Stat. Sec. 13-2911 and this section.

A. Referral to Selection Committee: In evaluating Proposals in accordance with Neb. Rev. Stat. Sec. 13-2908, the School District shall refer the proposals for recommendation to a selection committee.

B. Make-up of Selection Committee: The selection committee shall be a group of at least five (5) persons designated by the School District. Members of the selection committee shall include at least one (1) person from each of the following groups:

- (1) A member or members of the Board of Education;
- (2) A member or members of School District administration and/or staff;
- (3) The Performance-Criteria Developer;
- (4) A person having special expertise relevant to selection of a Construction Manager under the Act; and

(5) A resident of the School District other than an individual included in subdivisions (1) through (4) of this subsection.

C. **Members No Pecuniary Interest:** A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a Design-Builder who has a Proposal being evaluated and shall not be employed by the School District or the Performance-Criteria Developer.

D. **Evaluation Criterion:** The selection committee and the School District shall evaluate Proposals taking into consideration the criteria enumerated in subdivisions (1) through (8) of this subsection, with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:

No.	Evaluation Criteria	Maximum Percent Value
1	The financial resources of the Design-Builder to complete the project.	Ten percent (10%) of total points
2	The ability of the proposed personnel of the Design-Builder to perform.	Thirty percent (30%) of total points
3	The character, integrity, reputation, judgment, experience, and efficiency of the Design-Builder.	Thirty percent (30%) of total points
4	The quality of performance on previous projects.	Thirty percent (30%) of total points
5	The ability of the Design-Builder to perform within the time specified.	Thirty percent (30%) of total points
6.	The previous and existing compliance of the Design-Builder with laws relating to the contract.	Ten percent (10%) of total points
7.	OPTIONAL – The ability and resources of the Design-Builder to recruit qualified contractors for the Project, including but not limited to local contractors.	Twenty percent (20%) of total points
8.	OPTIONAL – The Design-Builder’s proposed efforts schedule for the Project.	Twenty percent (20%) of total points
	TOTAL (No more than 100%).	100%

E. **Determination of Evaluation Criteria Percentage Values:** The Board of Education, in the resolution adopted to select the Design-Builder under the Act as the method

and process of construction delivery of the specific project, shall identify and describe the exact percentage of total points for each of the evaluation criteria described above, ensuring that the total percentage does not exceed 100%.

F. Examination of Proposals: Following the opening of the Proposals, the selection committee will examine the Proposals and supporting documentation submitted by all candidates. The evaluation of the Design-Builder for the Project shall be based upon a careful and objective consideration of the Proposals and the ability of each firm submitting a Proposal to perform the services described in the Request for Proposals and the requirements of any federal, state, local laws and regulations and School District policies and regulations that are applicable to the Project.

G. Interviews of Candidates: To further assist the selection committee in evaluating each Proposal to determine which candidate best meets the criteria in the Request for Proposals, the selection committee and the Board of Education may, at either's election, determine to interview such candidate(s).

H. Recommendation of Selection Committee to Board of Education: After examining and evaluating all Proposals and interviewing selected candidate(s), if elected, the selection committee shall rank each Proposal on the basis of best meeting the Proposal evaluation criteria. The selection committee shall make a formal, written recommendation to the Board of Education based on the highest ranking Proposal. The selection committee shall provide to the Board of Education the full rankings.

I. Records of Selection Committee: The selection committee shall keep and maintain permanent records of the selection committee proceedings including, but not limited to, records of the minutes of meetings, and documentation received or disclosed in open session of the meetings. The selection committee shall appoint a board member or district employee to keep the minutes of the selection committee meetings. The minutes of each meeting shall include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member. The records of the selection committee shall be placed on public file with the central administration office. The records of the selection committee in evaluating Proposals and making recommendations shall be considered public records for purposes of section 84-712.01.

J. Board of Education Action. After receiving the formal recommendation of the Selection Committee, the Board of Education shall examine the Proposals and supporting documentation submitted by all proposing Design-Builder candidates. Each Proposal will be evaluated and ranked by the Board of Education on the basis of best meeting the evaluation criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee.

K. Rejection of Proposals: The School District shall have the right to reject any and all Proposals. The School District may subsequently solicit new Proposals using the same or different project performance criteria.

9. ***Procedures for Design-Builder Contract Negotiations:***

A. The School District may only proceed to negotiate and enter into a Design-Build Contract if there are at least two (2) proposals from pre-qualified Design-Builders.

B. Negotiations with Highest Ranked Design-Builder: The School District shall attempt to negotiate a Design-Build Contract with the highest ranked Design-Builder and may enter into a Design-Build Contract after negotiations. The negotiations shall include a final determination of the manner by which the Design-Builder selects a subcontractor.

C. Negotiations with Second Highest Ranked Design-Builder: If the School District is unable to negotiate a satisfactory contract with the highest ranked Design-Builder, the School District may terminate negotiations with that Design-Builder. The School District may then undertake negotiations with the second highest ranked Design-Builder and may enter into a Design-Build Contract after negotiations. If the School District is unable to negotiate a satisfactory contract with the second highest ranked Design-Builder, the School District may undertake negotiations with the third highest ranked Design-Builder, if any, and may enter into a Design-Build Contract after negotiations.

D. Requirement of Execution of Written Contract: No contractual rights shall be created between the Design-Builder and the School District until a written contract has been negotiated, agreed upon, approved by the Board of Education of the School District, and executed by all parties thereto.

E. Filing of Design-Build Contract: The School District shall file a copy of all Design-Build Contract documents with the State Department of Education within thirty (30) days after their full execution. Within thirty (30) days after completion of the project, the Design-Builder shall file a copy of all contract modifications and change orders with the department.

F. Unsuccessful Negotiations with Design-Build Candidates: If the School District is unable to negotiate a satisfactory contract with any of the ranked Design-Builders, the School District may either revise the Request for Proposals and solicit new proposals or cancel the Request for Proposals process.

G. Modification of Design-Build Contract: A Design-Build Contract may be conditioned upon later refinements in scope and price and may permit the School District in agreement with the Design-Builder to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the Request for Proposals.

10. ***Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of the Design-Build Contract:***

A. Protest Relation to Solicitation:

(1) A Design-Builder seeking to protest the policies adopted by the Board of Education pursuant to the Act, and the form or content of the Request for Letters of Interest or the form or content of the Request for Proposals promulgated by the School District, or the notice of the Request for Letters of Interest or the Request for Proposals, or any prequalification or pre-Proposal process or procedures, must file such protest within fourteen (14) calendar days from the date of the publication of the notice of the Letters of Interest or Request for Proposals, as the case may be.

(2) A Design-Builder candidate seeking to protest the Letters of Interest or Proposal opening process used by the School District must file such protest within seven (7) calendar days from the date of the Letters of Interest or Proposal opening, as the case may be.

(3) A Design-Builder candidate seeking to protest the process and procedures used by the selection committee in evaluating and/or ranking the Design-Builder candidates must file such protest within seven (7) calendar days from the date the selection committee makes its recommendation to the Board of Education or the Board of Education's acceptance of the recommendation of the selection committee.

B. Negotiation or Execution of Design-Build Contract: A Design-Builder candidate seeking to protest the process and procedures used by the School District in the negotiation or execution of the Design-Build Contract must file such protest within seven (7) calendar days from the date the Board of Education takes action to approve the Design-Build Contract.

C. Form and Filing of Protests: All protests under this subparagraph shall be filed with the Office of the Superintendent of Schools during normal business hours. Such protest must be in writing and received at or before the close of business on the last day provided for the receipt of such proposals. For purposes of this paragraph the term "received" shall mean the actual in hand receipt of all protests and attendant documents. Facsimile transmittals, e-mail or other electronic or telephonic transmittals shall not be accepted and receipt of protest documents, or change in protest documents, in such manner will not be accepted. Protests shall be public records, and shall not be considered proprietary and confidential.

D. Action on Protests: The Board of Education shall take action on any protest filed pursuant to subparagraph A and B above within Forty-five (45) days of receipt of such protest, and shall provide the decision of the Board of Education in writing to the protesting party.

11. *Procedures for the Evaluation of Construction Under the Design-Build Contract by the Performance-Criteria Developer to Determine Adherence to the Performance Criteria:* The Performance-Criteria Developer shall be the School District's representative for purposes of evaluating the design and construction under the Design-Build Contract to determine adherence by the Design-Builder to the Project Performance Criteria established for the project. The procedures to be followed by the School District, Performance-Criteria Developer and the Design-Builder for purposes of such evaluation shall be as follows:

A. The Performance-Criteria Developer shall review and evaluate the construction methods and materials, including any shop drawings and submittals, used by the Design-Builder to determine adherence with the Project Performance Criteria.

B. The Performance-Criteria Developer shall be a representative of and shall advise and consult with the School District during the performance of the Design-Build Contract by the Design-Builder. The Performance-Criteria Developer shall have authority to act on behalf of the School District with regard to any issue arising regarding the performance of the Design-Build Contract by the Design-Builder. The Design-Builder shall provide the Performance-Criteria Developer with copies of all construction documents, including, but not limited to, all plans and specifications, shop drawings, requests for information from contractors, and warranties for equipment and materials.

C. The Performance-Criteria Developer, as a representative of the School District shall visit the site at intervals appropriate to the stage of the Design-Build Contractor's operations, when services are needed or necessary, or as otherwise directed by the School District (1) to become familiar with and to keep the School District informed about the progress and quality of the portion of the work completed, (2) to guard the School District against defects and deficiencies in the work, and (3) to determine in general if the work is being performed in a manner establishing that the work, when fully completed, will be in accordance with the performance criteria for the project.

D. The Performance-Criteria Developer shall be responsible for the Performance-Criteria Developer's negligent acts or omissions and those of the Performance-Criteria Developer's personnel providing services, but shall not have control over or charge of and shall not be responsible for acts or omissions of the Design-Builder, subcontractors, or their agents or employees, or of any other persons or entities performing portions of the work.

E. The Performance-Criteria Developer shall at all times have access to the work wherever it is in preparation or progress.

F. The School District shall endeavor to communicate with the Design-Builder through or in conjunction with the Performance-Criteria Developer about matters arising out of or relating to the project.

G. Upon issuance by the Design-Builder of a certificate of substantial completion, the Performance-Criteria Developer shall conduct a final inspection and evaluation of the project to confirm that all components of the work have been completed in accordance with the performance criteria established for the project.

Legal Reference: Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Sec. 13-2901 et seq.; Nebraska Consultants' Competitive Negotiation Act, Neb. Rev. Stat. Sec. 81-1701 et seq.; and Sec. 84-712

Date of Adoption: August 12, 2024

New Construction and Improvements to the Existing BuildingsConstruction Management at Risk Under the Nebraska Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901, et. seq.

1. ***Introduction:*** The School District is authorized to enter into Construction Management at Risk Contracts for School District construction projects by adhering to the procedures set forth in the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901 et seq. (the "Act"). Pursuant to the Act, the Board of Education hereby adopts the following policies for entering into a Construction Management at Risk Contract and the general terms of such contract.

2. ***Terms Defined:***

A. "Construction Management at Risk Contract" means a contract developed under the terms and conditions of this policy by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the School District, (b) acts as a construction consultant to the School District during the design phase of the project when the School District's architect or engineer designs the project, and (c) is the builder during the construction phase of the project, subject to the School District's bidding requirements established by this policy and other School District policies, and the Construction Management at Risk Contract.

B. "Construction Manager" means the legal entity which proposes to enter into a Construction Management at Risk Contract pursuant to the Act and this policy.

C. "Proposal" means an offer in response to a Request for Proposals by a Construction Manager to enter into a Construction Management at Risk Contract for a School District construction project pursuant to the Act and this policy.

D. "Request for Proposals" means the documentation by which the School District solicits Construction Manager Proposals.

3. ***Board Selection of Construction Manager at Risk Method, and Process and Direction to Prepare Request for Proposals:*** The Board of Education of the School District shall adopt a resolution to select the Construction Manager under the Act as the method and process of construction delivery of the specific project and authorize and direct the School District Administration in conjunction with the architecture or engineering firm retained for the specific project to prepare a Request for Proposals in accordance with the Act and this policy. The resolution shall require the affirmative vote of at least two-thirds (2/3rds) of the Board of Education.

4. ***Duties of Architect and/or Engineer for the Project:*** Prior to proceeding with any School District construction project using the Construction Manager method under the Act, the School District shall retain the services of an architect and/or engineer, pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., for such construction project, to provide design services including the preparation of plans, specifications, and estimates, and observe construction. Additionally, such architect and/or engineer services

shall include assistance, consultation and participation in preparing the Request for Proposals, evaluation of Proposals received for the Construction Manager position, and participation on the selection committee for the Construction Manager provided for in the Act and this policy.

5. ***Procedures for the Preparation and Content of Request for Proposals:*** The School District shall prepare the Request for Proposals for the position of Construction Manager under the Act and in accordance with this section. At least thirty (30) days prior to the deadline for receiving and opening Proposals, notice of the Request for Proposals shall be published in a newspaper of general circulation within the School District and filed with the State Department of Education. The Request for Proposals shall include, at a minimum, the following components:

- A. The Notice of the Request for Proposals.
- B. An Invitation to submit Proposals. Such invitation shall (1) identify the School District as the project owner, (2) contain the day and hour upon which such Proposals are due and shall be received; (3) that Proposals shall be sealed; (4) that Proposals shall not be opened until expiration of the time allowed for submitting Proposals; and (5) the hour at which such Proposals shall be opened in the presence of the proposers, or representatives of the proposers.
- C. These Policies adopted by the School District;
- D. General information about the project which will assist the School District in its selection of the Construction Manager.
- E. A project statement, which contains information about the scope and nature of the project, the project site, the schedule, and the estimated construction budget.
- F. Instructions to prospective Construction Manager firms, which shall state that the following requirements, at a minimum, must be contained in any submitted Proposal:
 - (1) A description of the Construction Manager's project team and organization of such team;
 - (2) Fee proposal, if required by the School District as part of the Request for Proposals;
 - (3) A description of the limitations, if any, on expenses to be reimbursed;
 - (4) Proof of insurance coverage and bonding required by law and the Construction Manager at Risk Contract;
- G. Information of pre-Proposal conference, if any required, and attendance requirements at such conference.
- H. Proposal procedures, including:
 - (1) Questions and clarification or interpretations of the Proposal documents;

- (2) Method of handling addenda to Proposal documents;
- (3) Procedure for modification or withdrawal of Proposals;
- (4) Proposal due date and opening including date, time, location and methods of submittal of Proposals;

I. Evaluation procedure, including the criteria for evaluation of Proposals, the relative weight of each criterion, the interview process, the contract negotiation process and the contract execution process.

J. The proposed Agreement between the School District and the Construction Manager, including General Conditions of the Contract for Construction where the Construction Manager is at risk. Such Agreement may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding.

K. Payment and performance bonds and guaranteed maximum price bond requirements for the Construction Manager;

L. Insurance requirements, which shall provide that the Construction Manager shall purchase from and maintain in a company or companies lawfully authorized to do business in the State of Nebraska such insurance as will protect the Construction Manager from claims which may arise out of or result from the Construction Manager's operations under the contract and for which the Construction Manager may be legally liable, whether such operations be by the Construction Manager or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

M. Special notice requirements, if any, which may include but not be limited to the following:

(1) THIS PROJECT IS BEING CONDUCTED UNDER AND IS SUBJECT TO THE PROVISIONS OF THE POLITICAL SUBDIVISIONS CONSTRUCTION ALTERNATIVES ACT, Neb. Rev. Stat. Sec. 13-2901 et. seq.

(2) This School District is an equal opportunity institution and actively recruits well-qualified and diverse individuals and firms, including women and minorities, for architectural and engineering services and for contractor services. The School District requires that all responders/bidders/proposers for public work provide written assurances, affirm and agree that (a) they are an equal opportunity employer, (b) they actively recruit a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, they will actively continue and implement this policy throughout any awarded public work. The School District or any of its responders/bidders/proposers for public work shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

(3) By submitting a Proposal, each proposer agrees to waive any claim it has, or may have, against the School District and the Architects retained by the School District, and their respective employees, arising out of, or in connection with, the administration, evaluation, or recommendation of any Proposal; waiver of any requirements under the Proposal Documents; or the Contract Documents; acceptance or rejection of any Proposals; and award of the Contract.

(4) The School District reserves the right (a) to terminate the Proposal process at any time; (b) to reject any or all Proposals; and (c) to waive formalities and minor irregularities in the Proposals received.

(5) The School District reserves the right to conduct a pre-award survey of any firm under consideration to confirm any of the information furnished by the firm or to require other evidence of managerial, financial, technical and other capabilities, the positive establishment of which is determined by the School District to be necessary for the successful performance of the contract.

(6) The proposing firm's signature on the Proposal is the proposing firm's guarantee that the content of the Proposal has been arrived at without collusion with other eligible prospering firm or firms and without effort to preclude the School District from obtaining the lowest competitive price.

N. Other information, which may include the following:

(1) A description of the general scope of services to be provided by the Construction Manager.

(2) Project financing phase informational services, if any;

(3) Pre-construction phase services including consultation of design, materials and systems, long lead items, contractor availability and recruitment, preliminary project schedule and preliminary cost estimation, and review of construction documents and conduct value engineering assessments with respect to constructability, material and construction techniques and building systems, sequencing of construction, separation or combining of bid packages.

(4) Cost estimation and preliminary guaranteed maximum price submittals to the School District;

(5) Construction administration and supervision services including identification and preparation of bid packages, recruitment and prequalification of prospective proposers for such bid packages, conduct of bid process for each bid package, review of and recommendations to the School District with regard to Proposals submitted, and administration of construction contracts, day-to-day supervision of the work with a qualified site superintendent and project manager;

(6) Preparation and submittal of Guaranteed Maximum Price (GMP) for the project(s).

6. ***Procedures and Standards to be Used to Pre-qualify Construction Manager Candidates:*** The procedures and standards to be used to pre-qualify Construction Managers will be to evaluate prospective Construction Managers based upon the information submitted to the School District in response to the Request for Proposals, and an evaluation of such information by the selection committee based upon the criteria for evaluation of Proposals and the relative weight to be given each criterion.

7. ***Procedures for Preparing and Submitting Proposals:*** Proposals submitted by interested construction management firms must include all of the elements required by the Request for Proposals. Proposals shall be required to be submitted in the form and method specified in the Request for Proposals, as determined by the School District. All Proposals must be submitted on or before the time and date and at the location specified in the Request for Proposals. All submitted Proposals become the property of the School District. Proposals must also contain the following certification or substantially similar language:

The proposer provides written assurances, affirms and agrees that (a) the proposer is an equal opportunity employer, (b) the proposer actively recruits a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, the proposer will actively continue and implement this policy throughout any awarded public work. The proposers shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

8. ***Procedures for Evaluating Proposals in Accordance with Neb. Rev. Stat. Sections 13-2910 and 13-2911:*** The School District shall evaluate and rank each Proposal on the basis of best meeting the criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee pursuant to Neb. Rev. Stat. Section 13-2911 and this section.

A. **Referral to Selection Committee:** In evaluating Proposals in accordance with Neb. Rev. Stat. Section 13-2910, the School District shall refer the Proposals for recommendation to a selection committee.

B. **Make-up of Selection Committee:** The selection committee shall be a group of at least five (5) persons designated by the School District. Members of the selection committee shall include at least one (1) person from each of the following groups:

- (1) A member or members of the Board of Education;
- (2) A member or members of School District administration and/or staff;
- (3) A representative of the School District's architect or engineer;
- (4) A person having special expertise relevant to selection of a Construction Manager under the Act; and

(5) A resident of the School District other than an individual included in subdivisions (1) through (4) of this subsection.

C. **Members No Pecuniary Interest:** A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a Construction Manager who has a Proposal being evaluated and shall not be employed by the School District.

D. **Evaluation Criterion:** The selection committee and the School District shall evaluate Proposals taking into consideration the criteria enumerated in subdivisions (1) through (8) of this subsection, with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:

No.	Evaluation Criteria	Maximum Percent Value
1	The financial resources of the Construction Manager to complete the project.	Ten percent (10%) of total points
2	The ability of the proposed personnel of the Construction Manager to perform.	Thirty percent (30%) of total points
3	The character, integrity, reputation, judgment, experience, and efficiency of the Construction Manager.	Thirty percent (30%) of total points
4	The quality of performance on previous projects.	Thirty percent (30%) of total points
5	The ability of the Construction Manager to perform within the time specified.	Thirty percent (30%) of total points
6.	The previous and existing compliance of the Construction Manager with laws relating to the contract.	Ten percent (10%) of total points
7.	OPTIONAL – The ability and resources of the Construction Manager to recruit qualified contractors for the Project, including but not limited to local contractors.	Twenty percent (20%) of total points
8.	OPTIONAL – The Construction Manager’s proposed efforts schedule for the Project.	Twenty percent (20%) of total points
	TOTAL (No more than 100%).	100%

E. **Determination of Evaluation Criteria Percentage Values:** The Board of Education, in the resolution adopted to select the Construction Manager under the Act as the method and process of construction delivery of the specific project, shall identify and describe the exact percentage of total points for each of the evaluation criteria described above, ensuring that the total percentage does not exceed 100%.

F. Examination of Proposals: Following the opening of the Proposals, the selection committee will examine the Proposals and supporting documentation submitted by all candidates. The evaluation of the Construction Manager for the Project shall be based upon a careful and objective consideration of the Proposals and the ability of each firm submitting a Proposal to perform the services described in the Request for Proposals and the requirements of any federal, state, local laws and regulations and School District policies and regulations that are applicable to the Project.

G. Interviews of Candidates: To further assist the selection committee in evaluating each Proposal to determine which candidate best meets the criteria in the Request for Proposals, the selection committee and the Board of Education may, at either's election, determine to interview such candidate(s).

H. Recommendation of Selection Committee to Board of Education: After examining and evaluating all Proposals and interviewing selected candidate(s), if elected, the selection committee shall rank each Proposal on the basis of best meeting the Proposal evaluation criteria. The selection committee shall make a formal, written recommendation to the Board of Education based on the highest ranking Proposal. The selection committee shall provide to the Board of Education the full rankings.

I. Records of Selection Committee: The selection committee shall keep and maintain permanent records of the selection committee proceedings including, but not limited to, records of the minutes of meetings, and documentation received or disclosed in open session of the meetings. The selection committee shall appoint a board member or district employee to keep the minutes of the selection committee meetings. The minutes of each meeting shall include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member. The records of the selection committee shall be placed on public file with the central administration office. The records of the selection committee in evaluating Proposals and making recommendations shall be considered public records for purposes of section 84-712.01.

J. Board of Education Action. After receiving the formal recommendation of the selection committee, the Board of Education shall examine the Proposals and supporting documentation submitted by all proposing Construction Manager candidates. Each Proposal will be evaluated and ranked by the Board of Education on the basis of best meeting the evaluation criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee.

K. Rejection of Proposals: The School District shall have the right to reject any and all Proposals. The School District may subsequently solicit new Proposals using the same or different project performance criteria.

9. ***Procedures for Construction Manager at Risk Contract Negotiations:***

A. Negotiations with Highest Ranked Construction Manager: The School District shall attempt to negotiate a Construction Management at Risk Contract with the highest ranked Construction Manager and may enter into a Construction Management at Risk Contract after

negotiations. The negotiations shall include a final determination of the manner by which the Construction Manager selects a subcontractor.

B. **Negotiations with Second Highest Ranked Construction Manager:** If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with the highest ranked Construction Manager, the School District may terminate negotiations with that Construction Manager. The School District may then undertake negotiations with the second highest ranked Construction Manager and may enter into a Construction Management at Risk Contract after negotiations. If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with the second highest ranked Construction Manager, the School District may undertake negotiations with the third highest ranked Construction Manager, if any, and may enter into a Construction Management at Risk Contract after negotiations.

C. **Requirement of Execution of Written Contract:** No contractual rights shall be created between the Construction Manager and the School District until a written contract has been negotiated, agreed upon, approved by the Board of Education of the School District, and executed by all parties thereto.

D. **Filing of Construction Manager at Risk Contract:** The School District shall file a copy of all Construction Management at Risk Contract documents with the State Department of Education within thirty (30) days after their full execution. Within thirty (30) days after completion of the project, the Construction Manager shall file a copy of all contract modifications and change orders with the department.

E. **Unsuccessful Negotiations with Construction Manager Candidates:** If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with any of the ranked Construction Managers, the School District may either revise the Request for Proposals and solicit new Proposals or cancel the Request for Proposals process.

F. **Modification of Construction Manager at Risk Contract:** A Construction Management at Risk Contract may be conditioned upon later refinements in scope and price and may permit the School District in agreement with the Construction Manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the Request for Proposals.

10. ***Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of the Construction Manager at Risk Contract:***

A. **Protest Relation to Solicitation:**

(1) A Construction Manager candidate seeking to protest the policies adopted by the Board of Education pursuant to the Act and the form or content of the Request for Proposals promulgated by the School District, or the notice of the Request for Proposals, or any pre-Proposal process or procedures, must file such protest within fourteen (14) calendar days from the date of the publication of the notice of the Request for Proposals.

(2) A Construction Manager candidate seeking to protest the Proposal opening process used by the School District must file such protest within seven (7) calendar days from the date of the Proposal opening.

(3) A Construction Manager candidate seeking to protest the process and procedures used by the selection committee in evaluating and/or ranking the Construction Manager candidates must file such protest within seven (7) calendar days from the date the selection committee makes its recommendation to the Board of Education or the Board of Education's acceptance of the recommendation of the selection committee.

B. Negotiation or Execution of Construction Manager Contract: A Construction Manager candidate seeking to protest the process and procedures used by the School District in the negotiation or execution of the Construction Management at Risk Contract must file such protest within seven (7) calendar days from the date the Board of Education takes action to approve the Construction Management at Risk Contract.

C. Form and Filing of Protests: All protests under this subparagraph shall be filed with the Office of the Superintendent of Schools during normal business hours. Such protest must be in writing and received at or before the close of business on the last day provided for the receipt of such Proposals. For purposes of this paragraph the term "received" shall mean the actual in hand receipt of all protests and attendant documents. Facsimile transmittals, e-mail or other electronic or telephonic transmittals shall not be accepted and receipt of protest documents, or change in protest documents, in such manner will not be accepted. Protests shall be public records, and shall not be considered proprietary and confidential.

D. Action on Protests: The Board of Education shall take action on any protest filed pursuant to subparagraph A and B above within forty-five (45) days of receipt of such protest, and shall provide the decision of the Board of Education in writing to the protesting party.

Legal Reference: Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. 13-2901, et. seq.; 81-1701 et seq.; and 84-712

Date of Adoption: August 12, 2024

Community RelationsTitle IX - Discrimination

[Name] Public Schools, in response to federal and state regulations for Title IX of the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education, hereby adopts and re-affirms the following policy:

- 1) The Board of Education affirms its intent to comply with provisions of Title IX - Prohibiting Sex Discrimination in Education.
- 2) The publication of this statement re-affirms the District's efforts to comply with Title IX to inform citizens of non-discriminatory practices in the dissemination process.
- 3) The Board of Education hereby authorizes and directs the Superintendent of Schools, in conjunction with relevant personnel as determined by the Superintendent, to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination in the District. Such grievance procedures shall be developed and be made publicly available, and such forms as needed shall be developed and made available to the public.
- 4) The grievance procedures adopted and implemented by the Superintendent shall be followed by all individuals with concerns about discriminatory practices in the District, including suspected sex discrimination.

Legal Reference: Title IX

Date of Adoption: [Insert Date]

Business OperationsContracting for Services

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to [Name] Public Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of the performance of the contemplated contract; and (3) that any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

Legal Reference: Neb. Rev. Stat. Sec. 4-114
LB 1300 (2024)

Date of Adoption: [Insert Date]

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the Board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

At least annually, the administration will present to the Board the planned staff training as required by law. The Board will then approve those training requirements if the Board determines that the length of each training is reasonable.

Legal Reference: LB 1329 (2024)

Date of Adoption: September 9, 2024

Business OperationsMeal Charge Policy

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided or made available to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act (42 U.S.C. Sec. 1751);
U.S.D.A. Memorandum SP 57-2016.
LB 1329 (2024)

Date of Adoption: September 9, 2024

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$5,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$5,000 up to \$90,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. These purchasing limits or requirements will not apply in the event of a time-sensitive purchase, or a purchase where these requirements would not reasonably or practically apply, as long as the Superintendent obtains prior approval from the Board President, and the Board of Education subsequently ratifies said purchase at a subsequent Board meeting.
5. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or Superintendent shall be personally liable for payment for the supplies or equipment purchased.
6. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.
7. The District need not comply with the bidding requirements if the District purchases property from the Nebraska State Purchasing Bureau, so long as the Nebraska State

Purchasing Bureau competitively bid the purchase of property.

8. Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.
2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. Sec. 13-610
Neb. Rev. Stat. Sec. 49-1401, et seq

Date of Adoption: September 9, 2024

Community RelationsPublic Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine School District records, when permitted by law. The School District shall not make records of individual students, personnel, or other confidential material available, except as allowed by law or compelled by court order.

2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday, except legal holidays or other days the District is closed.

3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:

(a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.

(b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall determine a reasonable fee for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.

4. For residents of Nebraska and news media desiring to submit a public records request to the School District, a requester must submit a written request to the School District. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:

(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;

(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district; or

(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. If the response to the request is expected to require more than eight cumulative hours of staff time spent searching, identifying, physically redacting, or copying, the District may require the requester to furnish a deposit, as permitted under the Public Records Request Laws.

5. For nonresidents of Nebraska, a requester must submit a written request to the School District. The School District may then require the requester to submit a deposit, as permitted under the Public Records Request Laws.

Legal Reference: Neb. Rev. Stat. Sec. 84-712 et seq.

Date of Adoption: September 9, 2024

Business OperationsEmergency Response Mapping

McCook Public Schools will provide mapping data to public safety agencies for use in response to emergencies. The mapping data will be provided in an electronic or digital format and will contain all information identified in state statute and as reasonably requested by the public safety agencies.

At least annually, the District will certify to the appropriate public safety agencies that the mapping data provided to the public safety agencies is accurate or, if information has changed, provide the appropriate public safety agencies with updated mapping data.

Legal Reference: LB 1329 (2024)

Date of Adoption: September 9, 2024