Schuyler Community Schools
Board of Education Regular Meeting
Monday, July 14, 2025 6:31 PM
Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

I. Opening the Meeting
II. Call to Order
III. District Mission Statement
IV. Nebraska Open Meetings Law
V. Publication of Meeting
VI. Board Member Roll Call
VII. Pledge of Allegiance
VIII. Approval of Agenda
IX. Consent Agenda
IX.A. Minutes of the regular meeting of the board - June 9 and the board retreat - June 16.
IX.B. Financial Report
IX.B.1. Approval of $15,000 for the activities fund to be used for officials, fees, and other related costs. The details of these expenditures will be presented to the board at the next board meeting.
IX.C. New Hire Recommendations:
IX.C.1. Sarah Holtorf - Elem. - MA +7
X. Public Comment
XI. Discussion/Information Items
XI.A. Matt Sobota, from Schuyler Utilities, will present a request for an easement to run water lines from the well West of the district office.
XI.B. Plasma Cutter for our CTE programs at the high school.
XI.C. Handbooks:

Support Staff Handbook
Certified Staff Handbook
Student Handbook
Warrior Success Academy
Activities Handbook
Mentor Handbook
Emergency Operations Plan

XI.D. Discussion on whether bus routes continue for the 2025-2026 school year.
XI.E. Substitute Pay for 2025-2026 school year.
XI.F. KSB Board Policy Subscription Service

XI.G. Surplus items that are to be sold at auction

XI.G.1.

1. Copeland Compressors - 3
2. Hobart Potato Peeler
3. Basketball Wall Cushion x 2
4. 2 - Public Address Speakers - 19" wide x 25"high x 14" deep
5. 5 - Welding Machines
6. Table Saw & Generator
7. 2- Gym Lockers
8. 2- Four Computer Screen Stats
9. 26 - Avigilon Static Video Cameras & Parts
10. 15 - Avigilon Dynamic Video Cameras & Parts
11. 7 - Laptop Computer Travel Cases
12. 3- Project Tables
13. 2 - STEM Project Boards
14. 2 - VHS/DVD players
15. 6 - 30 Slot iPad Chargers
16. Toys / Balls & Assorted Activity Equipment
17. Porcelain Sinks / Urinal / Toilets
18. 192 Folding and 42 - Other Style and Size Chairs
19. 4 - Van Rear Seats
20. 4 - Folding Chair Carts
21. 32 - Folding Tables
22. 2 - Wrestling Mats (1 Mat Cart) & Volleyball Posts / Net
23. 3 - Track Hurdles & 3 - Basketball Hoops
24. Floor Scrubber & Bunn Coffee Maker
25. 17 - Classroom Desks without Top & Parts
26. 7 - Print Pictures and Frames
27. 5 - Room Dividers
28. Radio/DVD Player / Mixer / 2-Speakers
29. 3 - Folding Cafeteria Tables
30. Drink Cooler / Slushee Machine / Milk Cooler
31. Large U.S. Mailbox / Xylophone
32. Handheld Scanners / Microsoft Keyboards / 2- Computer Screens
33. 10 - Boxes of Toshiba Office Phones
34. Radio / CD / Two Speakers / Sound Mixer
35. Telescope
36. 1 - Large Paper Cutter / Digital Tablets / Box of Headphones
37. Cherry Wood File Cabinet & Desk
38. TV / Stereo Cabinet
39. 18 - Ceiling Lamps
40. 2 - Hill-Rom Hospital Beds
41. KORG Electric Piano
42. Schuyler Sign
43. 2- Label Maker w/ supplies

44. 3- iPad chargers
45. 18 - Metal & Wood Bookshelves /48 File Cabinets

XII. Action Items

XII.A.
Consider the utility easement for the City of Schuyler Utilities.

XII.B. Extend the partnership with the City of Schuyler for the School Resource Officer position for another year. This position will be reviewed every July.

XII.C. Make the following adjustments to the Activity Fund at Bank of the Valley.

Remove Dave Gibbons and Josh McPhillips from the account as authorized signers.

Add Samantha Ladwig and Seth Paesl to the account as authorized signers.

XII.D. Plasma cutter for the CTE program at the high school.

XII.E. Handbooks

Support Staff Handbook
Certified Staff Handbook
Student Handbook
Warrior Success Academy
Activities Handbook
Mentor Handbook
Emergency Operations Plan

XII.F. Bus Routes for 2025-2026

XII.G. Substitute Pay for 2025-2026 school year.

XII.H. KSB Board Policy Subscription Service

XII.I.Selling of Richland Property

XII.J. Surplus items that are to be sold at auction.

XIII. Information Items: Reports

XIII.A. Superintendent

XIII.A.1. Increase cost of activity ticket prices to match other schools in our conference.

XIII.A.2. Theme for 2025-2026

Believe
Build
Belong

XIII.B. Board Committee Reports

XIII.B.1. **Monday, July 7th @ 6:00 Building/Grounds/Transportation**
Monday, July 7th @ 7:00 Board Policy/Handbooks/Support Programs
Wednesday, July 9th @ 7:00 Budget/Finance/Negotiations

XIII.C. Schuyler Community Schools Foundation Report

XIV. Adjourn

Discussion: To view the meeting, please click the link below:

https://zoom.us/rec/share/q6Yzzkqv6dL6PWv4kd_-R1H_stUQahrvwzOSXRq93L0vqK5N6Jch47nIF82_bMDn.7Teywn0CO018iudz

Prepared by: Christina Bywater, Secretary to the Board

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited.

Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

Source: Laws 2004, LB 821, § 34.

84-1408. Declaration of intent; meetings open to public.

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

Source: Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.
Annotations

- Nebraska's public meetings laws do not apply to school board deliberations pertaining solely to disputed adjudicative facts. McQuinn v. Douglas Cty. Sch. Dist. No. 66, 259 Neb. 720, 612 N.W.2d 198 (2000).
- The primary purpose of the public meetings law is to ensure that public policy is formulated at open meetings. Marks v. Judicial Nominating Comm., 236 Neb. 429, 461 N.W.2d 551 (1990).
- The public meetings law is broadly interpreted and liberally construed to obtain the objective of openness in favor of the public, and provisions permitting closed sessions must be narrowly and strictly construed. Grein v. Board of Education of Fremont, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Although a committee was a subcommittee of a natural resources district board, it was not subject to the Open Meetings Act because there was never a quorum of board members in attendance and the committee did not hold hearings, make policy, or take formal action on behalf of the board. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- A county board of equalization is a public body whose meetings shall be open to the public. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

84-1409. Terms, defined.

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2; Laws 2021, LB83, § 11; Laws 2022, LB922, § 12.

Operative Date: July 21, 2022

Annotations

- A township is a political subdivision, and as such, a township board is subject to the provisions of the public meetings laws. Steenblock v. Elkhorn Township Bd., 245 Neb. 722, 515 N.W.2d 128 (1994).
- A county agricultural society is a public body to which the provisions of the Nebraska public meetings law are applicable. Nixon v. Madison Co. Ag. Soc'y, 217 Neb. 37, 348 N.W.2d 119 (1984).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of

having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).

- Although a committee was a subcommittee of a natural resources district board, it was not subject to the Open Meetings Act because there was never a quorum of board members in attendance and the committee did not hold hearings, make policy, or take formal action on behalf of the board. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- Although the Open Meetings Act does not define "subcommittee," a subcommittee is generally defined as a group within a committee to which the committee may refer business. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- The Open Meetings Act does not require policymakers to remain ignorant of the issues they must decide until the moment the public is invited to comment on a proposed policy. By excluding nonquorum subgroups from the definition of a public body, the Legislature has balanced the public's need to be heard on matters of public policy with a practical accommodation for a public body's need for information to conduct business. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- As an administrative agency of the county, a county board of equalization is a public body. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- The electors of a township at their annual meeting are a public body under the Open Meetings Act. State ex rel. Newman v. Columbus Township Bd., 15 Neb. App. 656, 735 N.W.2d 399 (2007).
- The meeting at issue in this case was a "meeting" within the parameters of subsection (2) of this section because it involved the discussion of public business, the formation of tentative policy, or the taking of any action of the public power district. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).
- Informational sessions in which the governmental body hears reports are briefings. Johnson v. Nebraska Environmental Control Council, 2 Neb. App. 263, 509 N.W.2d 21 (1993).

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

Source: Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

Annotations

- There is no absolute discovery privilege for communications that occur during a closed session. State ex rel. Upper Republican NRD v. District Judges, 273 Neb. 148, 728 N.W.2d 275 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. Wasikowski v. Nebraska Quality Jobs Bd., 264 Neb. 403, 648 N.W.2d 756 (2002).
- The public interest mentioned in this section is that shared by citizens in general and by the community at large concerning pecuniary or legal rights and liabilities. Grein v. Board of Education, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Hearing in closed executive session was contrary to this section since there was no showing of necessity or reason under subdivision (1)(a), (b), or (c), but did not result in reversal of board decision. Simonds v. Board of Examiners, 213 Neb. 259, 329 N.W.2d 92 (1983).
- Negotiations for the purchase of land need not be conducted at an open meeting but the deliberations of a city council as to whether an offer to purchase real estate

should be made should take place in an open meeting. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).

- Public meeting law was not violated where the Board of Regents of the University of Nebraska voted to hold a closed session to consider the university president's resignation, and also discussed the appointment of an interim president during such session. Meyer v. Board of Regents, 1 Neb. App. 893, 510 N.W.2d 450 (1993).

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or

(ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a

recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, the organization may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing. The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by virtual conferencing if the governing body's quarterly meetings are not held by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7)(a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the

public body gives reasonable advance publicized notice as described in subsection (1) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413.

(8) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (2)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (2)(b)(i) and (2)(b)(ii) of this section.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5; Laws 2020, LB148, § 3; Laws 2021, LB83, § 12; Laws 2022, LB742, § 1; Laws 2022, LB908, § 1; Laws 2022, LB922, § 13.
Note: The Revisor of Statutes has pursuant to section 49-769 correlated LB742, section 1, with LB908, section 1, and LB922, section 13, to reflect all amendments.
Note: Changes made by LB742 and LB908 became effective July 21, 2022. Changes made by LB922 became operative July 21, 2022.

Cross References

- **Intergovernmental Risk Management Act,** see section 44-4301.
- **Interlocal Cooperation Act,** see section 13-801.
- **Joint Public Agency Act,** see section 13-2501.

- **Municipal Cooperative Financing Act,** see section 18-2401.

Annotations

- Under subsection (1) of this section, the Legislature has imposed only two conditions on the public body's notification method of a public meeting: (1) It must give reasonable advance publicized notice of the time and place of each meeting and (2) it must be recorded in the public body's minutes. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- An emergency is "(a)ny event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition." Steenblock v. Elkhorn Township Bd., 245 Neb. 722, 515 N.W.2d 128 (1994).
- An agenda which gives reasonable notice of the matters to be considered at a meeting of a city council complies with the requirements of this section. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).
- When notice is required, a notice of a special meeting of a city council posted in three public places at 10:00 p.m. on the day preceding the meeting is not reasonable advance publicized notice of a meeting as is required by this section. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Teacher waived right to object to lack of public notice in board of education employment hearing by voluntary participation in the hearing without objection. Alexander v. School Dist. No. 17, 197 Neb. 251, 248 N.W.2d 335 (1976).
- A county board of commissioners and a county board of equalization are not required to give separate notices when the notice states only the time and place that the boards meet and directs a citizen to where the agendas for each board can be found. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- A county board of equalization is a public body which is required to give advanced publicized notice of its meetings. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Notice of recessed and reconvened meetings must be given in the same fashion as the original meeting. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- True notice of a meeting is not given by burying such in the minutes of a prior board proceeding. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- An agenda notice which merely stated "work order reports" was an inadequate notice under this section because it did not give interested persons knowledge that plans for a 345 kv transmission line through the district was going to be discussed and voted upon at the meeting. Inadequate agenda notice under this section meant there was a substantial violation of the public meeting laws; however, later actions by the board of directors cured the defects in notice, and such actions were in substantial compliance with the statute. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and

(f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the instate location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1; Laws 2021, LB83, § 13.

Annotations

- To preserve an objection that a public body failed to make documents available at a public meeting as required by subsection (8) of this section, a person who attends a public meeting must not only object to the violation, but must make that objection to the public body or to a member of the public body. Stoetzel & Sons v. City of Hastings, 265 Neb. 637, 658 N.W.2d 636 (2003).

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs

earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1; Laws 2021, LB83, § 14; Laws 2022, LB742, § 2.
Effective Date: July 21, 2022
Annotations

- If a person present at a meeting observes and fails to object to an alleged public meetings laws violation in the form of a failure to conduct rollcall votes before taking actions on questions or motions pending, that person waives his or her right to object at a later date. Hauser v. Nebraska Police Stds. Adv. Council, 264 Neb. 944, 653 N.W.2d 240 (2002).
- Subsection (2) of this section does not require the record to state that the vote was by roll call, but requires only that the record show if and how each member voted. Neither does the statute set a time limit for recording the results of a vote, after which no corrections of the record can be made. If no intervening rights of third persons have arisen, a board of county commissioners has power to correct the record of the proceedings had at a previous meeting so as to make them speak the truth, particularly where the correction supplies some omitted fact or action and is done not to contradict or change the original record but to have the record show that a certain action was taken or thing done, which the original record fails to show. State ex rel. Schuler v. Dunbar, 214 Neb. 85, 333 N.W.2d 652 (1983).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943,

and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).

- There is no requirement that a public body make a record of where notice was published or posted. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Source: Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

Annotations

- The Legislature has granted standing to a broad scope of its citizens for the very limited purpose of challenging meetings allegedly in violation of the Open Meetings Act, so that they may help police the public policy embodied by the act. Schauer v. Grooms, 280 Neb. 426, 786 N.W.2d 909 (2010).

- Any citizen of the state may commence an action to declare a public body's action void. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- The reading of ordinances constitutes a formal action under subsection (1) of this section. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. Wasikowski v. Nebraska Quality Jobs Bd., 264 Neb. 403, 648 N.W.2d 756 (2002).
- Under the Public Meetings Act, a county lacks capacity to maintain an action to declare its official conduct "void" for noncompliance with the act. County of York v. Johnson, 230 Neb. 403, 432 N.W.2d 215 (1988).
- When a petitioner under this section is successful in the district court, that court may allow attorney fees. Tracy Corp. II v. Nebraska Pub. Serv. Comm., 218 Neb. 900, 360 N.W.2d 485 (1984).
- Informal discussions between the Tax Commissioner and the State Board of Equalization in which instructions were clarified, with such clarification leading to the amendment of hearing notices, did not constitute a public meeting subject to the provisions of this section. Box Butte County v. State Board of Equalization and Assessment, 206 Neb. 696, 295 N.W.2d 670 (1980).
- The right to collaterally attack an order made in contravention of the Public Meeting Act must occur within a period of one year as is specifically provided by this section. Witt v. School District No. 70, 202 Neb. 63, 273 N.W.2d 669 (1979).
- Statutory change, requiring "publicized notice" for board of education employment hearings, occurring between dates meeting scheduled and conducted, held not to void proceedings. Alexander v. School Dist. No. 17, 197 Neb. 251, 248 N.W.2d 335 (1976).
- Voiding an entire meeting is a proper remedy for violations of the Open Meetings Act. Once a meeting has been declared void pursuant to Nebraska's public meetings law, board members are prohibited from considering any information obtained at the illegal meeting. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Actions by the board of directors were merely voidable under this section, and not void. Pursuant to subsection (3) of this section, the plaintiffs were awarded partial attorney fees because they were successful in having the court declare that the board of directors was in substantial violation of the statute, even though the plaintiffs did not get the relief requested of having the board's actions declared void. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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Source: http://nebraskalegislature.gov/laws/display_html.php?begin_section=84-1407&end_section=84-1414

Date: July 2022

Schuyler Community Schools: Public Notice

Board of Education Regular Meeting

Monday, July 14, 2025 @ 6:30 PM

Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

Notice is hereby given that a regular meeting of the Board of Education of School District No 19-0123 of Colfax County, Nebraska (also known as Schuyler Community Schools) will meet on Monday, July 14, 2025 at 6:30 PM in the Schuyler Community Schools Board Room at 2023 Colfax Street, Schuyler, NE 68661. This meeting will be open to the public. An agenda for such a meeting is kept continuously current, and is available for public inspection at the office of the Superintendent.

Schuyler Community Schools
Board of Education Retreat
Monday, June 16, 2025 5:35 PM
Cobblestone Inn and Suites
2218 Colfax St
Schuyler, NE 68661

Posting Locations:

- Schuyler Community Schools Website
- District Office Building Front Door
- Schuyler Post Office
- Colfax County Courthouse

Posted Date: 6/09/25

I. Opening the Meeting
Action Item

II. Call to Order
Action Item

III. District Mission Statement
Action Item
STRIVE - COMMIT - SUCCEED - District Mission Statement

Schuyler Community Schools in partnership with parents, students, and the community is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society - District Vision Statement

Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of the meeting to the public. Notice of this meeting was also given in advance to all members of the Board of Education

IV. Nebraska Open Meetings Law
Action Item
This meeting has been preceded by advance notice and is hereby declared to be in open session. A copy of the Open Meetings Act is posted in the front of the meeting room.

Nebraska Open Meetings Act:
http://nitc.nebraska.gov/documents/statutes/NebraskaOpenMeetingsAct_current.pdf

V. Publication of Meeting
Action Item

VI. Board Member Roll Call
Action Item

VII. Pledge of Allegiance
Action Item

VIII. Approval of Agenda
Action Item

IX. Public Comment
Action Item

X. Discussion/Information Items
Action Item

X.A. Presentation of achievement data and instructional programs by the administrative team.
Action Item

X.B. Stacie Higgins from NASB will present on board governance.
Action Item

X.C. Presentation on changes to accounting and financial practices by Business Manager Bill Robinson.
Action Item

X.D. Presentation on current and recommended financial and facility goals by Superintendent Bret Schroder.
Action Item

X.E. The board will work with the Superintendent on developing the fourth Guiding principle of the strategic plan.
Action Item

XI. Adjourn
Action Item

adjourn. This motion, made by Dr Renee Sayer and seconded by Amanda Jedlicka, Passed. Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia

Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

Schuyler Community Schools
Board of Education Regular Meeting
Monday, June 9, 2025 6:30 PM
Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

Posting Locations:

- Schuyler Sun
- District Office Building Front Door
- Schuyler Post Office
- Colfax County Courthouse

Posted Date:6/3/2025

I. Opening the Meeting
Action Item

II. Call to Order
Action Item

III. District Mission Statement
Action Item
STRIVE - COMMIT - SUCCEED - District Mission Statement

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V. Publication of Meeting
Action Item

VI. Board Member Roll Call
Action Item

VII. Pledge of Allegiance
Action Item

VIII. Approval of Agenda
Action Item

IX. Consent Agenda
Action Item

Discuss, Consider and Take Action on the consent agenda. This motion, made by Brian Vavricek and seconded by Dr Renee Sayer, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

IX.A. Minutes of the May 12, 2025 meeting of the board
Action Item

IX.B. Financial Report
Action Item

IX.B.1. Approval of $13,000 for the activities fund to be used for officials, fees, and other related costs. The details of these expenditures will be presented to the board at the next board meeting.
Action Item

IX.B.2. Approval of $5,000 for the anticipated (monthly) May bills yet to be paid out of General Fund which were not received by the publication of the board packet due to the early meeting this month. The details of these expenditures will be presented to the board at the next board meeting.
Action Item

IX.C. Retirements:
Action Item

IX.C.1.
We would like to thank **Ron Mundil** for 45 years of service to the Schuyler Community Schools and wish him well in his retirement.

Action Item

X. Public Comment
Action Item

XI. Discussion/Information Items
Action Item

XI.A. Computers
Action Item

XI.B. Scoreboard
Action Item

XI.C. Samantha Ladwig and Josh Rowan will present on updates to our safety plan including wearable fobs, emergency buttons, visitor sytem, and volunteer process.
Action Item

XII. Action Items
Action Item

XII.A. Scoreboard
Action Item

Make a motion to approve the scoreboard purchase as presented. This motion, made by Brian Vavricek and seconded by Virginia Semerad, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

XII.B. Computer Adoption
Action Item

Make a motion to approve the purchase of the apple computers for grades 6 - 12. This motion, made by Virginia Semerad and seconded by Dr Renee Sayer, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

XII.C. Grading Scale and Guidelines
Action Item

Make a motion to approve the grading scale and expectations as presented. This motion, made by Dr Renee Sayer and seconded by Brian Vavricek, Passed.

Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

XII.D.
Review and consider policy 502.03: Prekindergarten Programs
(Preschool or Early Childhood)
Action Item

Make a motion to approve policy 502.03 regarding PreKindergarten Programs. This motion, made by Dr Renee Sayer and seconded by Paul Pleskach, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

XII.E. Fisher's School - considerations of closing the school at the end of the 2025-2026 school year.
Action Item

Make a motion to close Fisher's School at the conclusion of the 2025-2026 school year. This motion, made by Amanda Jedlicka and seconded by Brian Vavricek, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

XII.F. Superintendents Contract
Action Item

Make a motion to approve the superintendent's contract as presented. This motion, made by Amanda Jedlicka and seconded by Brian Vavricek, Passed.
Dr Renee Sayer: Nay, Virginia Semerad: Nay, Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Brian Vavricek: Yea
Yea: 5, Nay: 2

XIII. Information Items: Reports
Action Item

XIII.A. Building/District Administrators
Action Item

XIII.B. Superintendent
Action Item

XIII.B.1. Congratulations to Samantha Ladwig on receiving the Assistant Principal of the Year for Region III.

The online auction for the Richland building begins June 18th and ends June 24th at

NebraskaLandCompany.com.

We will be having our board retreat on June 16th at 5:30 at the Cobblestone Inn.
Action Item

XIII.C. Board Committee Reports
Action Item
This committee is responsible for reviewing curriculum recommendations, textbook selection, requisitions/inventory, and instructional programs.

XIII.C.1.
Monday, June 2nd @ 6:00 Building/Grounds/Transportation

(Brian, Renee, Virginia)

Monday, June 2nd @ 7:00 Board Policy/Handbooks/Support Programs

(Paul, Renee, Rich)

Wednesday, June 4th @ 7:00 Budget/Finance/Negotiations

(Amanda, Paul, Rich)

****Monday, June 9th @ 6:00 American Civics, Assessment and Instruction**

(Amanda, Renee, Rich)

Action Item

XIII.D. Schuyler Community Schools Foundation Report
Action Item

XIV. Adjourn
Action Item

adjourn. This motion, made by Brian Vavricek and seconded by Dr Renee Sayer, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Paul Pleskach: Yea, Paul Pleskach: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 7, Nay: 0

COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
ALL FUNDS
For Month Ending June 31st, 2025

	2024-2025			
	Beginning	Monthly	Monthly	Ending
Fund/Account	Balance	Receipts	Disbursements	Balance
GENERAL FUND	$10,149,726.02	$1,815,017.57	2,277,305.76	$9,687,437.83
DEPRECIATION RESERVE FUND	$31,909.47	$31.47	$0.00	$31,940.94
DEPRECIATION FUND CD	$90,297.02	$330.26	$0.00	$90,627.28
EMPLOYEE BENEFIT FUND	$84,794.61	$5,364.58	$3,449.59	$86,709.60
Employee BENEFIT FUND CD	$14,216.37			$14,216.37
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND	$3,078,139.32	$23,669.52	$119,710.00	$2,982,098.84
SPECIAL BUILDING FUND	$634,349.86	$32,074.58	$0.00	$666,424.44
COOPERATIVE FUND	$27,101.85	$25.33	$0.00	$27,127.18
STUDENT FEE FUND	$68,839.33	$14,918.35	$105.00	$83,652.68
SCHOOL LUNCH FUND	$345,314.42	$103,765.27	$46,382.83	$402,696.86
BOND FUND	$830,123.39	$85,132.51	$0.00	$915,255.90
ACTIVITIES ACCOUNT	$579,493.43	$26,016.97	$64,523.59	$540,986.81
TOTAL ALL FUNDS	$15,934,305.09	$2,106,346.41	$2,511,476.77	$15,529,174.73

Checking Account: 1 MAIN CHECKING

Check Number: 49293 Check Type: Check Check Date: 07/14/2025 Vendor: ADVAFIRE ADVANCED FIRE & SAFETY, INC. Check Total: 1,876.82

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
2037062425	06/24/2025	24-486	Fire Extinguisher /Hood Inspection SES	01 2670 431 003	308.77
2038062425	06/24/2025	24-486	Hood Inspection SMS	01 2670 431 008	279.73
2039062425	06/24/2025	24-486	Hood Inspection SHS	01 2670 431 001	388.50
2852062425	06/24/2025	24-486	Fire Extinguisher Inspection School Vehi	01 2670 431 000	116.15
3196070725	07/07/2025	24-486	Fire Extinguisher Inspection Preschool	01 2670 431 009	67.86
7572062425	06/24/2025	24-486	Fire Extinguisher /Hood Inspection Dist	01 2670 431 000	205.36
9617062425	06/24/2025	24-486	Fire Extinguisher Inspection SHS	01 2670 431 001	264.90
9618062425	06/24/2025	24-486	Fire Extinguisher Inspection SMS	01 2670 431 008	245.55

Check Number: 49294 Check Type: Check Check Date: 07/14/2025 Vendor: AEDBRAN AED BRANDS Check Total: 463.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
179947	04/08/2025	FY24-25-1531	AED Brands	01 2130 610 003	463.00

Check Number: 49295 Check Type: Check Check Date: 07/14/2025 Vendor: AGIREPAIRI AGI REPAIR, INC Check Total: 419.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
AR018623	07/07/2025	FY24-25-1766	MacBook Air Screen Repair	01 2190 432 000	399.00
AR018623	07/07/2025	FY24-25-1766	Shipping	01 2190 432 000	20.00

Check Number: 49296 Check Type: Check Check Date: 07/14/2025 Vendor: ALBEALLA ALBERS ALL AROUND Check Total: 16,180.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
578	06/20/2025	24-482	Broken Water Main SMS	01 2610 610 008	16,180.75

Check Number: 49297 Check Type: Check Check Date: 07/14/2025 Vendor: AMAZCAPI AMAZON CAPITAL SERVICES Check Total: 26,812.83

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
116L-JCVH-6QJ3	07/02/2025	FY24-25-2121	Items for families and Sixpence office	01 3541 610 009 0601	7,317.04
116L-JCVH-6QJ3	07/02/2025	FY24-25-2121	Shipping	01 3541 610 009 0601	17.92
116L-JCVH-6QJ3	07/02/2025	FY24-25-2121	Promos & Discounts	01 3541 610 009 0601	(6.99)
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	SKYDUE 360 Rotating Plastic Desk Pen Org	01 1100 610 003	28.17
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Henoyso 48 Pcs Folders Take Home Heavy D	01 1100 610 003	737.82
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	24/7 Bags- Gallon Zip Storage Bags, 200	01 1100 610 003	119.95
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	2 Gallon Slider Storage Bags- 80 Count,	01 1100 610 003	123.95
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	S & H	01 1100 610 003	5.60
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	PROMOS/DISCOUNTS	01 1100 610 003	(20.23)
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	DYMO Authentic Lt Paper Labeling Tape fo	01 1100 610 003	16.60
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Wall File Organizer 14 Tier Organizer	01 1100 610 003	147.98
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	SUPEASY 2 Pack 10-Tier Wall File Organiz	01 1100 610 003	60.98
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Modern Peel and Stick Wallpaper 17.3"×7	01 1100 610 003	72.99
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	gianotter 4-Tier Paper Organizer With Ma	01 1100 610 003	63.72
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Whonline Fake Hanging Plants, Artificial	01 1100 610 003	16.69
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	HERKKA Clear Packing Tape, 12 Rolls Heav	01 1100 610 003	24.69
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Pink Erasers 100 Pack - Large Latex-Free	01 1100 610 003	37.90

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116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Seat Sack Large Chair Storage Pocket - 1	01 1100 610 003	388.50
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Seat Sack 17" Large Chair Storage Pocket	01 1100 610 003	379.00
116M-DW1T-M7Q4	06/09/2025	FY24-25-2010	Tz Tape 12mm 0.47 Inch Laminated Black o	01 1100 610 003	28.78
16JW-XPJL-VJ3V	06/29/2025	FY24-25-2116	Clear Label Protector roll	01 2230 610 000	17.99
16JW-XPJL-VJ3V	06/29/2025	FY24-25-2116	Targus Laptop Cooling Stand	01 2230 610 000	55.98
16JW-XPJL-VJ3V	06/29/2025	FY24-25-2116	Address Labels	01 2230 610 000	116.96
16JW-XPJL-VJ3V	06/29/2025	FY24-25-2116	Return address labels	01 2230 610 000	32.97
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Beach Balls	01 3541 610 009	19.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	S & H	01 3541 610 009	14.10
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	PROMOS/DISCOUNTS	01 3541 610 009	(6.99)
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Bookshelf	01 3541 610 009	1,357.80
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Playpen	01 3541 610 009	69.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Newborns Book	01 3541 610 009	76.60
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Stress Balls	01 3541 610 009	34.88
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Beach Balls	01 3541 610 009	35.96
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Tummy Time Mirror Toys	01 3541 610 009	49.95
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	59.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	89.97
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Princess Playhouse Tent	01 3541 610 009	34.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Baby Play Mat	01 3541 610 009	159.60
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Doll Stroller	01 3541 610 009	42.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Water Table	01 3541 610 009	65.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpacks for Girls	01 3541 610 009	55.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	144.95
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	144.95
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	59.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	29.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	119.96
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Spiderman Backpacks	01 3541 610 009	53.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpack for Girls	01 3541 610 009	55.00
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	111.96
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	167.94
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpack for Girls	01 3541 610 009	55.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpack for Boys	01 3541 610 009	55.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpack Set	01 3541 610 009	23.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	ThinkFun Roll and Play Board Game	01 3541 610 009	24.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Parachutes	01 3541 610 009	49.98
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Parachutes	01 3541 610 009	199.92
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Cube Roll Game	01 3541 610 009	25.47
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Backpack for Boys	01 3541 610 009	26.69
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Book Basket	01 3541 610 009	132.90

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16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Sandbox	01 3541 610 009	139.99
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Dice Game	01 3541 610 009	15.45
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Radio Flyer Wagon	01 3541 610 009	398.00
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Car Seat	01 3541 610 009	799.96
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Car Seat Mirror	01 3541 610 009	61.77
16YX-RTPH-T4Y9	06/01/2025	FY24-25-1884	Kitchenette	01 3541 610 009	114.99
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	gloves	01 2130 610 009	178.62
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	hand sanitizer packs of 12	01 2130 610 009	85.96
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	alcohol pads	01 2130 610 009	5.59
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	Clorox wipes	01 2130 610 009	63.98
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	cold pack	01 2130 610 009	59.23
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	hydrogen peroxide	01 2130 610 009	8.77
19DY-L6J4-4CJP	06/07/2025	FY24-25-2014	lip balm	01 2130 610 009	14.40
19VD-MXDN-HKVH	07/07/2025	FY24-25-2158	Plug Strips	01 2230 610 000	132.96
1CD4-3QQD-6CY4	06/02/2025	FY24-25-1999	100ft Cat6 Cable	01 2230 610 000	16.59
1CD4-3QQD-6CY4	06/02/2025	FY24-25-1999	Shipping	01 2230 610 000	6.99
1CFY-WWQ3-J3RJ	03/31/2025	FY24-25-1312	SPED-SUPPLIES	01 1200 610 008	916.00
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	STEM Bin Morning Work	01 1100 610 003	25.26
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Oven Mitts for Mothers Day 25/26	01 1100 610 003	29.99
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Crayons for all of Kindergarten	01 1100 610 003	129.60
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Headphones for all of Kindergarten	01 1100 610 003	197.32
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Carpet spots 25/26	01 1100 610 003	17.99
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Light Covers	01 1100 610 003	29.96
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Train Set	01 1100 610 003	34.99
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Dotters for Math	01 1100 610 003	35.99
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	Balance for Math	01 1100 610 003	22.78
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	STEM Bin Morning Work	01 1100 610 003	19.99
1CHN-DH46-KDVY	06/12/2025	FY24-25-1879	STEM Bin Morning Work	01 1100 610 003	12.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Classroom Timers for Teachers Kids Large	01 1200 610 000	24.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Nuanchu 60 Pcs Kids Foam Puzzle Floor Ma	01 1200 610 000	64.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Self Adhesive Dots,1700pcs(850 Pairs) 0.	01 1200 610 000	18.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Self Adhesive Coat Hooks for Hanging, He	01 1200 610 000	16.14
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Door Window Alarm, 90DB Door Alarms for	01 1200 610 000	11.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	24 Pcs Back to School Craft Color Your O	01 1200 610 000	14.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	S & H	01 1200 610 000	25.17
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	PROMO & DISCOUNT	01 1200 610 000	(1.20)
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Sensory Spinning Chair for Autistic Kids	01 1200 610 000	61.49
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	GoSports Premium Blocking Pads – Multisp	01 1200 610 000	49.99
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Padded Arm Guards Sleeves with Top and B	01 1200 610 000	47.98
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Forearm Guards	01 1200 610 000	73.30
1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	6P Child-Proof Door Lock Coolrunner Baby	01 1200 610 000	6.99

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1CWH-D9KP-WPP9	06/10/2025	FY24-25-2005	Frienda 8 Pcs Jumbo Door Stoppers Heavy	01 1200 610 000	23.99
1FWF-64NC-LPTC	06/12/2025	FY24-25-2005	CAP Barbell All Purpose Folding Anti Tea	01 1200 610 000	36.99
1FWF-64NC-LPTC	06/12/2025	FY24-25-2005	S & H	01 1200 610 000	1.31
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Elmer's All Purpose School Glue Sticks W	01 1100 610 008	10.89
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Shuttle Art 18 Colors Acrylic Paint Bott	01 1100 610 008	36.98
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Shuttle Art 16 Colors Watercolor Paint S	01 1100 610 008	29.98
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	S & H	01 1100 610 008	6.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Ribbli Rainbow Satin Ribbon 3/8 Inch x 1	01 1100 610 008	8.54
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Terry Washcloths – 12x12 Inches – Pack o	01 1100 610 008	9.69
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Amazon Brand - Mama Bear Gentle Fragranc	01 1100 610 008	56.01
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	12pcs Assorted EVA Sponge Painting Stamp	01 1100 610 008	8.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	900 Pcs Pony Beads Shapes for Bracelet?J	01 1100 610 008	7.69
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Hygloss Assorted Acrylic Yarn Set - 24 M	01 1100 610 008	16.90
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	360 Count Extra Heavy Duty Clear Plastic	01 1100 610 008	25.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	OWLKELA Dry Erase Erasers, Magnetic Whit	01 1100 610 008	9.98
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	McKesson Washcloth Wipes for Adults, Sce	01 1100 610 008	33.65
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Large Stiff Felt Sheets Bundle: LOTOFUN	01 1100 610 008	11.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	YIHONG 6 Piece Plastic Mixing Bowls Set,	01 1100 610 008	19.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	MEEDEE Rainbow Ribbon Solid Color Assort	01 1100 610 008	9.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Colgate Extra Soft Kids Toothbrushes, Ad	01 1100 610 008	7.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Papablic Toddler Sonic Electric Kids Too	01 1100 610 008	13.56
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Papablic Toddler Sonic Electric Toothbru	01 1100 610 008	13.56
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Colgate Kids Cavity Protection Fluoride	01 1100 610 008	18.99
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Old Spice Aluminum Free Antiperspirant D	01 1100 610 008	35.18
1G3H-79X1-TJXR	06/06/2025	FY24-25-2004	Suave Fresh Vibes Deodorant Stick Berry	01 1100 610 008	18.32
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Labeol Diamond Art Kits for Kids Boys an	01 1100 610 003	17.98
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Fidget Toys Kids Magnetic Slider, ADHD S	01 1100 610 003	12.34
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	PROMOS/DISCOUNTS	01 1100 610 003	(6.99)
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	S & H	01 1100 610 003	26.66
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	NMKJHLK Metal Tin Signs Vintage School C	01 1100 610 003	11.88
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Hiceeden 4 Pack Plastic Project Case for	01 1100 610 003	19.98
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	bloom daily planners 2025-2026 (8.5" x 1	01 1100 610 003	27.39
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	BABORUI 2-in-1 Sensory Fidget Toys - 8 P	01 1100 610 003	27.98
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	550pcs Ferrite Putty, Fidget Toys, Fidge	01 1100 610 003	16.99
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	TKTM 3 Types Liquid Motion Bubbler Liqui	01 1100 610 003	16.50
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	MagMen Magnetic Travel Toys: Stretchy, F	01 1100 610 003	24.51
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	ODOXIA Weighted Lap Pad for Kids | Calmi	01 1100 610 003	37.95
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Ideal Alex Electronic Hot Potato - Party	01 1100 610 003	17.99
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Fidget Toys Kids Magnetic Slider, ADHD S	01 1100 610 003	17.98
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Decompress and Squeeze Dude Stretchy Gel	01 1100 610 003	13.99
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	5PCS Sensory Fidget Toys for Kids Adults	01 1100 610 003	10.99

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1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	ExcelMark Customized Name Stamper - Pers	01 1100 610 003	12.34
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Special Supplies Liquid Motion Bubbler T	01 1100 610 003	28.49
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Topotdor Boho Rainbow Round Rug,Washable	01 1100 610 003	35.99
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Feelings Chart Area Rug, Classroom Rug,	01 1100 610 003	58.95
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	JUNEBRUSHS 64pcs Motivational Quote Sili	01 1100 610 003	14.89
1G93-JCM6-YY4M	06/06/2025	FY24-25-1963	Jasonwell 65pcs Magnetic Tiles Building	01 1100 610 003	29.99
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am Me: A Book of Authenticity	01 2220 610 003	9.20
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Tera Barcode Scanner	01 2220 610 003	33.83
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	A Little SPOT of Emotion 8 Book Set	01 2220 640 003	45.49
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	What If Everybody Did That?	01 2220 640 003	7.14
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	My Secret Bully	01 2220 640 003	7.19
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am Peace: A Book of Mindfulness	01 2220 640 003	8.22
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	After the Fall (How Humpty Dumpty Got Ba	01 2220 640 003	8.31
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	The Recess Queen	01 2220 640 003	13.08
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Breathing Makes It Better	01 2220 640 003	13.56
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am We: A Book of Community	01 2220 640 003	14.10
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	The Whatifs	01 2220 640 003	14.39
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Taste Your Words	01 2220 640 003	15.06
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Diary of a Wimpy Kid: Cabin Fever	01 2220 640 003	63.96
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Who I Am: Words I Tell Myself	01 2220 640 003	11.95
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	A Little SPOT makes Friends	01 2220 640 003	11.99
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Bye-Bye Wi-Fi	01 2220 640 003	11.99
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Kindness is My Superpower	01 2220 640 003	12.79
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	A Chameleon's Guide to School Counseling	01 2220 640 003	12.87
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Don't Think about Purple Elephants	01 2220 640 003	12.99
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	All Are Welcome	01 2220 640 003	10.48
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Stick and Stone	01 2220 640 003	10.53
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	Each Kindness	01 2220 640 003	10.74
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	My Counselor is a Princess (The Wonder W	01 2220 640 003	10.99
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am Yoga (I Am Books)	01 2220 640 003	11.07
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	My Way to Good Choices	01 2220 640 003	11.69
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am One: A Book of Action	01 2220 640 003	8.36
1GCJ-3YNL-39JM	06/10/2025	FY24-25-1989	I Am Human: A Book of Empathy	01 2220 640 003	9.01
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	Big Smelly Bear	01 2220 640 003	13.99
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	Who Is Driving Your Bus?	01 2220 640 003	15.99
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	Millie Fierce	01 2220 640 003	16.50
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	Find Your Calm: A Mindful Approach to Re	01 2220 640 003	16.99
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	Stand in My Shoes: Kids Learning about E	01 2220 640 003	8.76
1HQ9-6DDY-KVG9	06/09/2025	FY24-25-1989	I Am Courage:A Book of Resilience (I Am	01 2220 640 003	9.15
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Diabetes cookies	01 2130 610 008	43.94
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	diabetic snacks	01 2130 610 008	19.34

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1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	diabetic supplies juice	01 2130 610 008	70.76
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	S & H	01 2130 610 008	6.99
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	PROMOS/DISCOUNTS	01 2130 610 008	(33.18)
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Exam gloves	01 2130 610 008	79.97
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Hand soap	01 2130 610 008	8.72
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Hand Sanitizer	01 2130 610 008	107.45
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Bandaids	01 2130 610 008	39.99
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Non-Adherent pads	01 2130 610 008	64.98
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	hydrogen peroxide	01 2130 610 008	8.77
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	oximeter	01 2130 610 008	59.34
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	trauma shears with led pen lights	01 2130 610 008	21.63
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Water jel	01 2130 610 008	62.28
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	lip balm	01 2130 610 008	27.42
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	flushable wipes	01 2130 610 008	17.60
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	hydrocotorisone cream	01 2130 610 008	13.92
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	tylenol	01 2130 610 008	20.38
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Childrens tylenol	01 2130 610 008	9.35
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	ibuprofen	01 2130 610 008	12.70
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	antacids pack of 2	01 2130 610 008	21.58
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	dry eye therapy	01 2130 610 008	21.44
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Blood pressure and sprague stethoscope k	01 2130 610 008	122.50
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	thermometer x 2	01 2130 610 008	36.98
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Cotton nose plugs	01 2130 610 008	7.59
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	cough drops cherry	01 2130 610 008	16.86
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	cough drops honey	01 2130 610 008	20.10
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	bacitracin zinc	01 2130 610 008	18.66
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	cold packs	01 2130 610 008	348.96
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Large cold packs	01 2130 610 008	56.97
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	hot packs	01 2130 610 008	221.94
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	eye pads	01 2130 610 008	14.81
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	drinking cups	01 2130 610 008	41.14
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	6 inch swabs	01 2130 610 008	9.99
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	gauze	01 2130 610 008	21.89
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	wound cleaner	01 2130 610 008	57.72
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Alcohol pads	01 2130 610 008	5.59
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Santizer wipes pack of 24	01 2130 610 008	127.96
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	Coban 120 pack	01 2130 610 008	52.37
1J44-DWFC-3GMC	06/07/2025	FY24-25-2012	self adhesive bandage wrap	01 2130 610 008	47.98
1J4R-HF3C-H1QV	06/05/2025	FY24-25-2021	Sumind 100 pcs luggage tags 10 colors- t	01 1100 610 001	31.99
1J4R-HF3C-H1QV	06/05/2025	FY24-25-2021	Loose leaf binder office book rings 1 in	01 1100 610 001	7.99
1J4R-HF3C-H1QV	06/05/2025	FY24-25-2021	Wooden hangers with locking bar walnut f	01 1100 610 001	145.18

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1J4R-HF3C-H1QV	06/05/2025	FY24-25-2021	20 pieces felt ukulele picks- mixed colo	01 1100 610 001	13.58
1JG4-GQYX-64WC	06/02/2025	FY24-25-1984	nametag holders for all year use	01 1100 610 003	56.99
1JG4-GQYX-64WC	06/02/2025	FY24-25-1984	play dough for letter and number activit	01 2130 610 003	21.37
1LLY-LCQD-T1T1	06/06/2025	FY24-25-2008	Simple Houseware 24 Pockets Large Clear	01 1100 610 008	56.16
1LLY-LCQD-T1T1	06/06/2025	FY24-25-2008	15 Pcs Adult Aprons Bulk with Pockets Ad	01 1100 610 008	32.99
1LLY-LCQD-YJV6	06/06/2025	FY24-25-2007	Furinno Luder Bookcase / Book / Storage	01 1200 610 000	108.64
1LLY-LCQD-YJV6	06/06/2025	FY24-25-2007	Citylife 6 Packs 17 QT Plastic Storage B	01 1200 610 000	59.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Classroom Folders - Karina and Susan	01 1190 610 009	125.96
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Play Doh Pack - Karina & Susan	01 1190 610 009	51.00
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Do-A-Dot Class Pack - Karina	01 1190 610 009	85.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Velcro Dots - Karina	01 1190 610 009	5.69
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Fisher Price School - Karina	01 1190 610 009	35.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Fisher Price Bus - Karina	01 1190 610 009	16.88
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Fisher Price People - Karina	01 1190 610 009	27.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Fisher Price Fire Truck - Karina	01 1190 610 009	14.24
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Sand Timers - Karina	01 1190 610 009	22.28
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Baby Dolls (2) - Karina	01 1190 610 009	32.90
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Craft Pom Poms - Karina	01 1190 610 009	9.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Googly Eyes - Karina	01 1190 610 009	6.89
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Craft Feathers - Karina	01 1190 610 009	7.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Drying Rack - Karina	01 1190 610 009	43.90
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Classroom Clock - Karina	01 1190 610 009	14.97
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Wooden Market Stand - Karina	01 1190 610 009	99.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Baby Doll Accessories - Karina	01 1190 610 009	8.49
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Classroom Bins (36 pack) - Karina	01 1190 610 009	69.99
1N4G-TMMY-GDWN	06/05/2025	FY24-25-1911	Jumbo Pets - Karina	01 1190 610 009	29.59
1NV4-RFFG-T49L	06/06/2025	FY24-25-1980	Apple Barrel Acrylic Craft Paint Set, Ma	01 6968 610 003	23.36
1P6R-RH6R-1KF9	06/13/2025	FY24-25-2065	Storage Bins	01 1100 610 003	141.98
1Q44-XR6C-XTXG	06/29/2025	FY24-25-2118	TV Carts	01 2230 610 000	193.98
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	2025-2026 Monthly Planner/Calendar - Mon	01 6968 610 003	9.98
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	Canvas Boards for Painting 8x10 Inch, 40	01 6968 610 003	59.58
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	Elmer's Liquid School Glue, Washable, 1	01 6968 610 003	38.88
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	Elmer's Liquid School Glue, Slime & Craf	01 6968 610 003	17.89
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	Sooez 6 Pack Extra Large Pencil Box, Pla	01 6968 610 003	20.88
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	BANCHELLE Fuse Beads Melting Beads Refil	01 6968 610 003	12.93
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	BANCHELLE Fuse Beads Melting Beads Refil	01 6968 610 003	12.93
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	4-Pack Art & Craft Organizer Storage Cas	01 6968 610 003	27.47
1Q4Y-JVG7-3NW1	06/04/2025	FY24-25-1980	Gorilla Mounting Putty, Natural Tan Colo	01 6968 610 003	11.01
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	Hand Sanitizer	01 2130 610 005	21.49
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	bandaids	01 2130 610 005	14.56
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	alcohol pads	01 2130 610 005	5.59

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1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	clorox wipes	01 2130 610 005	31.99
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	cold packs case of 125	01 2130 610 005	59.23
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	therometers	01 2130 610 005	27.98
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	cough drops cherry	01 2130 610 005	5.74
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	cough drops honey	01 2130 610 005	7.01
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	hydrogen peroxide	01 2130 610 005	8.77
1RXK-C3FV-7R4M	06/08/2025	FY24-25-2015	lip balm	01 2130 610 005	14.40
1TC1-QFL4-L4LG	07/03/2025	FY24-25-2121	Items for families and Sixpence office	01 3541 610 009 0601	1,651.70
1TC1-QFL4-L4LG	07/03/2025	FY24-25-2121	Shipping	01 3541 610 009 0601	104.51
1VH1-XTPT-XYF1	07/05/2025	FY24-25-2121	Items for families and Sixpence office	01 3541 610 009 0601	1,012.54
1VQR-LDHV-JCV1	06/12/2025	FY24-25-1884	Picnic Blankets	01 3541 610 009	239.92
1VQR-LDHV-JCV1	06/12/2025	FY24-25-1884	Backpacks for Girls	01 3541 610 009	65.98
1VQR-LDHV-JCV1	06/12/2025	FY24-25-1884	S & H	01 3541 610 009	0.24
1W7N-Q6VD-3JMV	06/03/2025	FY24-25-1998	Excalibur EXC10EL Electric Food Dehydrat	01 3551 610 008	1,131.42
1YNH-J6WR-T44W	06/06/2025	FY24-25-2027	C&AHOME Cube Storage Organizer, 16-Cube	01 1100 610 008	58.99
1YNH-J6WR-T44W	06/06/2025	FY24-25-2027	C&AHOME Cube Storage Organizer, 16-Cube	01 1100 610 008	59.99
1YNH-J6WR-T44W	06/06/2025	FY24-25-2027	S & H	01 1100 610 008	6.99
1YNH-J6WR-T44W	06/06/2025	FY24-25-2027	PROMOS/DISCOUNTS	01 1100 610 008	(21.01)
CM 11X6-MKP3-YTWF	06/10/2025	FY24-25-2005	Classroom Timers for Teachers Kids Large	01 1200 610 000	(0.28)
CM 19MN-4X16-YVLV	06/10/2025	FY24-25-2005	Self Adhesive Dots,1700pcs(850 Pairs) 0.	01 1200 610 000	(0.39)
CM 1QC1-C46V-XGX1	06/10/2025	FY24-25-2005	Sensory Spinning Chair for Autistic Kids	01 1200 610 000	(3.65)
CM 1R66-CTW4-YY3Q	06/10/2025	FY24-25-2005	RattanView 24 Pcs Craft Keychains	01 1200 610 000	(0.09)
CM 1RPY-WY61-YDJR	06/10/2025	FY24-25-2005	FOAM FLOOR PUZZLE	01 1200 610 000	(1.06)
CM 1RXK-C3FV-XGVW	06/10/2025	FY24-25-2005	Self Adhesive Coat Hooks for Hanging, He	01 1200 610 000	(0.21)
CM 1XT3-L16T-MQJH	06/09/2025		EQUIP & HARDWARE	01 2230 650 000	(305.90)

Check Number: 49298 Check Type: Check Check Date: 07/14/2025 Vendor: BOMGAARS BOMGAARS Check Total: 325.80

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5.16 Statement	06/16/2025	24-473	Drill bit set/Socket set	01 2610 610 000	97.98
5.16 Statement	06/16/2025	24-473	Gutter screw chgd by Rogelio	01 2610 610 001	1.89
5.16 Statement	06/16/2025	24-473	Cleaning Supplies SES	01 2610 610 003	23.96
5.16 Statement	06/16/2025	24-473	Maint Supplies SES	01 2610 610 003	6.57
5.16 Statement	06/16/2025	24-473	Squeegee chgd by Rogelio	01 2610 610 008	16.99
6.16 Statement	06/16/2025	24-473	Fasteners SHS	01 2610 610 001	4.00
6.16 Statement	06/16/2025	24-473	Hose chgd by Rogelio	01 2610 610 008	23.98
6.16 Statement	06/16/2025	24-473	Hose and nozzle chgd by Rogelio	01 2610 610 008	37.98
6.16 Statement -2	06/16/2025	24-473	Hose combo pack/clamps chgd by Gary	01 2610 610 000	12.97
6.16 Statement -2	06/16/2025	24-473	Coupling hose chgd by Gary	01 2610 610 000	7.99
6.16 Statement -2	06/16/2025	24-473	Cleaning Supplies SES	01 2610 610 003	13.98
6.16 Statement -2	06/16/2025	24-473	Box Fans SES	01 2610 610 003	33.97
6.16 Statement -2	06/16/2025	24-473	Straps SMS	01 2610 610 008	27.22
6.16 Statement -2	06/16/2025	24-473	Drill Bits SMS	01 2610 610 008	6.78

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6.16 Statement -2	06/16/2025	24-473	Bolts & Nuts SMS	01 2610 610 008	9.54

Check Number: 49299 Check Type: Check Check Date: 07/14/2025 Vendor: MARXBRAN BRANDON OR KATELYNN MARXSEN Check Total: 4,700.22

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Marxsen mileage24-25	07/08/2025	FY24-25-2105	MILEAGE TO PARENTS	01 2710 332 003	4,700.22

Check Number: 49300 Check Type: Check Check Date: 07/14/2025 Vendor: BSNSPOR BSN SPORTS LLC Check Total: 41.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
929855161	05/21/2025	FY24-25-1874	Voit 10 inch rubber balls	01 1100 610 001	33.24
929855161	05/21/2025	FY24-25-1874	Freight	01 1100 610 001	8.00

Check Number: 49301 Check Type: Check Check Date: 07/14/2025 Vendor: CAPPELAUTO CAPPEL AUTO SUPPLY Check Total: 23.28

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
708531	06/10/2025	24-463	Van # 2 Wiper blades	01 2710 626 000	23.28

Check Number: 49302 Check Type: Check Check Date: 07/14/2025 Vendor: CAROBIOL CAROLINA BIOLOGICAL SUPPLY CO Check Total: 32.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
53044131 RI	06/19/2025	250014	SUPPLIES	01 1100 610 001	21.60
5304735 RI	06/20/2025	250014	SUPPLIES	01 1100 610 001	2.70
53050226 RI	06/27/2025	250014	SUPPLIES	01 1100 610 001	8.10

Check Number: 49303 Check Type: Check Check Date: 07/14/2025 Vendor: CASEBUSI CASEY'S BUSINESS MASTERCARD Check Total: 150.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
July 25 Statement	07/01/2025	24-462	Gas Maint Pickup - Dist Bld	01 2650 626 000	78.00
July 25 Statement	07/01/2025	24-462	Gas Maint Pickup - Dist Bld	01 2650 626 000	75.00
July 25 Statement	07/01/2025	24-462	Credit	01 2650 626 000	(2.63)

Check Number: 49304 Check Type: Check Check Date: 07/14/2025 Vendor: CEDARBLUFF CEDAR BLUFFS EDUCATION FOUNDATION Check Total: 150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
CB52125	05/14/2025	FY24-25-1856	Glute/Ham machine	01 1100 610 001	150.00

Check Number: 49305 Check Type: Check Check Date: 07/14/2025 Vendor: COLUMNSOFT COLUMN SOFTWARE PBC Check Total: 8.42

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
28F81F98-0025	06/23/2025	FY24-25-2125	ADVERTISING	01 2510 540 000	8.42

Check Number: 49306 Check Type: Check Check Date: 07/14/2025 Vendor: COMFKEAR COMFORT INN Check Total: 539.80

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
CEC Hotel 2025	06/17/2025	FY24-25-1621	Hotel - Moomey - CEC Conference	01 1100 580 001	269.90
CEC Hotel 2025	06/17/2025	FY24-25-1621	Hotel - Pieke - CEC Conference	01 1100 580 001	269.90

Check Number: 49307 Check Type: Check Check Date: 07/14/2025 Vendor: CONTFIRE CONTINENTAL FIRE SPRINKLER COMPANY Check Total: 780.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
326444, x446, x447	06/12/2025	24-466	Annual Sprinkler System SHS	01 2670 431 001	260.00
326444, x446, x447	06/12/2025	24-466	Annual Sprinkler System SES	01 2670 431 003	260.00

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326444, x446, x447	06/12/2025	24-466	Annual Sprinkler System SMS	01 2670 431 008	260.00

Check Number: 49308 Check Type: Check Check Date: 07/14/2025 Vendor: CORNPUBL CORNHUSKER PUBLIC POWER DISTRICT Check Total: 486.09

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
JUNE 25 UTILITY FISH	07/01/2025		UTILITY ENERGY SERVICES	01 2610 621 005	349.48
JUNE 25 UTILITY RICH	07/01/2025		UTILITY ENERGY SERVICES	01 2610 621 002	136.61

Check Number: 49309 Check Type: Check Check Date: 07/14/2025 Vendor: CREATIVESI CREATIVE SITES Check Total: 30,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
10056	06/30/2025	FY24-25-2149	BCI Burke Synergy Play Structure	01 3541 450 009 0012	11,961.00
10056	06/30/2025	FY24-25-2149	Freight	01 3541 450 009 0012	1,490.00
10056	06/30/2025	FY24-25-2149	Engineered wood fiber	01 3541 450 009 0012	6,500.00
10056	06/30/2025	FY24-25-2149	Plastic border timbers	01 3541 450 009 0012	486.00
10056	06/30/2025	FY24-25-2149	Freight for Timbers	01 3541 450 009 0012	568.00
10056	06/30/2025	FY24-25-2149	Chain link fence 576LF	01 3541 450 009 0012	8,995.00

Check Number: 49310 Check Type: Check Check Date: 07/14/2025 Vendor: CULLWATE CULLIGAN OF COLUMBUS Check Total: 189.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
295253	06/30/2025		SUPPLIES	01 2510 610 000	93.50
295616	06/30/2025	24-483	Water Softener Fishers	01 2620 431 005	96.10

Check Number: 49311 Check Type: Check Check Date: 07/14/2025 Vendor: DAVIS1 EMILY DAVIS Check Total: 10,905.07

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Davis mileage 24-25	07/08/2025	FY24-25-2117	MILEAGE TO PARENTS	01 2710 332 003	10,905.07

Check Number: 49312 Check Type: Check Check Date: 07/14/2025 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 292.35

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
003056651317	06/02/2025	FY24-25-2029	Diapers and supplies	01 3541 610 009	169.72
003077750950	07/01/2025	FY24-25-2077	flour	01 1100 610 000 9031	1.89
004022471046	06/30/2025	FY24-25-2142	Formulas/diapers	01 3541 610 009 9660	120.74

Check Number: 49313 Check Type: Check Check Date: 07/14/2025 Vendor: DIEMUS4757 DIETZE MUSIC Check Total: 1,767.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
R54054-0	05/19/2025	FY24-25-1885	All-State Choir music packets	01 1100 610 001	255.15
R54988-1	05/30/2025	FY24-25-2017	3.5 mm TRSF-1/4" TRS	01 1100 610 001	17.80
R54988-1	05/30/2025	FY24-25-2017	3.5 mm TRSF-1/4" TRS	01 1100 610 001	17.80
R54988-1	05/30/2025	FY24-25-2017	Sax strap	01 1100 610 001	51.30
R54988-1	05/30/2025	FY24-25-2017	Woodblock	01 1100 610 001	20.70
R54988-1	05/30/2025	FY24-25-2017	Aztec Fire-marching band music	01 1100 610 001	48.00
R54988-1	05/30/2025	FY24-25-2017	Nights/White Satin marching band music	01 1100 610 001	52.00
R54988-1	05/30/2025	FY24-25-2017	Latin Closer- marching band music	01 1100 610 001	49.50
R54988-1	05/30/2025	FY24-25-2017	Oye como va music	01 1100 610 001	36.00
R54988-1	05/30/2025	FY24-25-2017	Selmr clarinet lyre	01 1100 610 001	50.40

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R54988-1	05/30/2025	FY24-25-2017	Yamaha Sax Lyre	01 1100 610 001	30.51
R54988-1	05/30/2025	FY24-25-2017	Selmer sax lyre	01 1100 610 001	26.34
R54988-1	05/30/2025	FY24-25-2017	Selmer Trumpet lyre	01 1100 610 001	24.30
R54988-1	05/30/2025	FY24-25-2017	Yamaha trumpet lyre	01 1100 610 001	45.00
R54988-1	05/30/2025	FY24-25-2017	Yamim clarinet ligature	01 1100 610 001	27.00
R54988-1	05/30/2025	FY24-25-2017	Bass drum lyre	01 1100 610 001	68.40
R54988-1	05/30/2025	FY24-25-2017	Selmr-Plastifolio	01 1100 610 001	252.00
R54988-1	05/30/2025	FY24-25-2017	VIC-american SD1	01 1100 610 001	35.10
R54988-1	05/30/2025	FY24-25-2017	Cork Grease	01 1100 610 001	12.60
R54988-1	05/30/2025	FY24-25-2017	Slide grease	01 1100 610 001	13.50
R54988-1	05/30/2025	FY24-25-2017	Yamaha clarinet lyre	01 1100 610 001	117.00
R54988-1	05/30/2025	FY24-25-2017	Clarinet reed	01 1100 610 001	90.00
R54988-1	05/30/2025	FY24-25-2017	Clarinet reed 3.0	01 1100 610 001	112.50
R54988-1	05/30/2025	FY24-25-2017	Alto sax reed 2.5	01 1100 610 001	104.40
R54988-1	05/30/2025	FY24-25-2017	Alto sax reed 3.0	01 1100 610 001	130.50
R54988-1	05/30/2025	FY24-25-2017	Bari Sax Reed	01 1100 610 001	44.10
R54988-1	05/30/2025	FY24-25-2017	Snare drum lyre	01 1100 610 001	35.10

Check Number: 49314 Check Type: Check Check Date: 07/14/2025 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 1,041.63

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9150101-0	06/02/2025	FY24-25-1987	Business Source Binder Pencil Pouch - 10	01 1100 610 003	30.00
9150101-0	06/02/2025	FY24-25-1987	Post-it® Super Sticky Notes - Energy Boo	01 1100 610 003	89.40
9150101-0	06/02/2025	FY24-25-1987	Sparco 3-hole Punched Filler Paper - 200	01 1100 610 003	2.73
9150101-0	06/02/2025	FY24-25-1987	1-Subject Notebook, Standard 8" x 10.5,	01 1100 610 003	25.00
9150101-0	06/02/2025	FY24-25-1987	Ticonderoga Pencil Cap Erasers - White -	01 1100 610 003	19.95
9150101-0	06/02/2025	FY24-25-1987	Business Source Round-ring View Binder -	01 1100 610 003	81.25
9150101-0	06/02/2025	FY24-25-1987	Oxford Letter Recycled Pocket Folder - 8	01 1100 610 003	24.12
9150101-1	06/05/2025	FY24-25-1987	Business Source Sheet Protectors - 3.3 m	01 1100 610 003	34.20
9150101-2	06/09/2025	FY24-25-1987	Crayola Classpack Coloured Pencils Assor	01 1100 610 003	42.00
9150101-3	06/09/2025	FY24-25-1987	Sparco 3-hole Punched Filler Paper - 200	01 1100 610 003	24.57
9160700-0	06/23/2025	FY24-25-2120	Cardstock White	01 1100 610 008	43.37
INV656959	06/05/2025	FY24-25-2139	XXCONTRACTED SERVICES	01 1100 430 000 0006	7.92
INV656959	06/05/2025	FY24-25-2139	XXCONTRACTED SERVICES	01 1100 430 003	168.39
INV656959	06/05/2025	FY24-25-2139	XXCONTRACTED SERVICES	01 1100 430 008	20.26
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 000 0006	6.03
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 000 0006	5.71
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 003	23.94
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 003	6.77
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 008	79.30
INV657294	06/09/2025	FY24-25-2141	XXCONTRACTED SERVICES	01 1100 430 008	8.74
INV657331	06/09/2025	FY24-25-0446	Bluetooth Headset	01 2510 610 000	297.98

Checking Account: 1 MAIN CHECKING

Check Number: 49315 Check Type: Check Check Date: 07/14/2025 Vendor: ESU7 EDUCATIONAL SERVICE UNIT #7 Check Total: 7,537.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7314-739	06/10/2025	FY24-25-1876	Kagan Training at ESU 7 June 3-4	01 2213 330 001	349.00
OnToCollege Sub	05/16/2025	FY24-25-2100	OnToCollege Subscription	01 1100 643 001	7,188.00

Check Number: 49316 Check Type: Check Check Date: 07/14/2025 Vendor: ESU7PROD EDUCATIONAL SERVICE UNIT 7 Check Total: 1,058.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
2025 Grad programs	05/31/2025	FY24-25-1637	2025 Graduation Programs	01 1100 610 001	158.00
LBeaumont print shop	05/31/2025	FY24-25-2037	Flashcards Addition	01 1100 610 003	150.00
MHolub print shop	05/31/2025	FY24-25-1670	3RD GR SUPPLIES	01 1100 610 003	750.00

Check Number: 49317 Check Type: Check Check Date: 07/14/2025 Vendor: ELECENGEQ ELECTRICAL ENGINEERING & EQUIPMENT CO Check Total: 146.99

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8871455-00	06/03/2025	24-453	Fuse Kitchen HVAC Unit SMS	01 2610 610 008	146.99

Check Number: 49318 Check Type: Check Check Date: 07/14/2025 Vendor: GOMEESME ESMERALDA GOMEZ-ARROYO Check Total: 7,208.73

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Gomez mileage 24-25	07/08/2025	FY24-25-2154	MILEAGE TO PARENTS	01 2710 332 003	7,208.73

Check Number: 49319 Check Type: Check Check Date: 07/14/2025 Vendor: ESU7SPED ESU #7 SPECIAL EDUCATION Check Total: 12,517.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
May 25 Services	05/20/2025	FY24-25-2086	Transition Services from ESU #7	01 1200 591 001	79.20
May 25 Services	05/20/2025	FY24-25-2086	EC SLP: 0-2 Services from ESU #7	01 6408 591 009 0002	1,614.00
May 25 Services	05/20/2025	FY24-25-2086	EC SLP: 3-4 Homebound ESU #7	01 6408 591 009 0034	1,320.00
May 25 Services	05/20/2025	FY24-25-2086	EC SLP: Preschool Services from ESU #7	01 6408 591 009 0034	9,503.83

Check Number: 49320 Check Type: Check Check Date: 07/14/2025 Vendor: GAGGNET GAGGLE.NET, INC Check Total: 7,475.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV07532	08/01/2025	FY24-25-2011	Gaggle Renewal	01 2230 350 000	7,475.00

Check Number: 49321 Check Type: Check Check Date: 07/14/2025 Vendor: GARTASSO GARTNER & ASSOCIATES CO INC Check Total: 790.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
22680	06/30/2025	24-461	HVAC Control Board SES	01 2620 610 003	790.00

Check Number: 49322 Check Type: Check Check Date: 07/14/2025 Vendor: GOPHYSICAL GO PHYSICAL THERAPY Check Total: 27,968.10

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
MAY 2025 Services	06/04/2025	FY24-25-2050	Secondary OT services	01 1200 340 001	192.50
MAY 2025 Services	06/04/2025	FY24-25-2050	Primary PT services	01 1200 340 003	911.75
MAY 2025 Services	06/04/2025	FY24-25-2050	Primary OT services	01 1200 340 003	3,980.85
MAY 2025 Services	06/04/2025	FY24-25-2050	Primary SLP services	01 1200 340 003	14,997.85
MAY 2025 Services	06/04/2025	FY24-25-2050	Primary SLPA services	01 1200 340 003	6,814.95
MAY 2025 Services	06/04/2025	FY24-25-2050	Secondary PT services	01 1200 340 008	447.95
MAY 2025 Services	06/04/2025	FY24-25-2050	PT Services for our 0-2 year olds	01 6408 395 009 0002	216.05
MAY 2025 Services	06/04/2025	FY24-25-2050	OT services for our 3-4 year olds	01 6408 395 009 0034	406.20

Checking Account: 1 MAIN CHECKING

Check Number: 49323 Check Type: Check Check Date: 07/14/2025 Vendor: HAMPINN HAMPTON INN KEARNEY Check Total: 438.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1749821375	06/13/2025	FY24-25-1725	Hotel for NCE...need for the night of Ju	01 1100 580 001	438.00

Check Number: 49324 Check Type: Check Check Date: 07/14/2025 Vendor: CALLROLL HILLTOP ROLLOFFS LLC Check Total: 282.21

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5488	06/10/2025	24-469	Rolloff Container Richland	01 2620 431 002	282.21

Check Number: 49325 Check Type: Check Check Date: 07/14/2025 Vendor: HOMELEAS HOMETOWN LEASING Check Total: 12,605.36

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
July 25	07/07/2025		LEASE/PURCHASE	01 1100 443 000	4,048.08
July 25	07/07/2025		LEASE/PURCHASE	01 1100 443 000	1,532.84
July 25	07/07/2025		LEASE/PURCHASE	01 1100 443 000	3,173.00
July 25	07/07/2025		LEASE/PURCHASE	01 1100 443 000	3,851.44

Check Number: 49326 Check Type: Check Check Date: 07/14/2025 Vendor: HOUGMIFF HOUGHTON MIFFLIN HARCOURT PUBLISHING CO Check Total: 11,347.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
837925	07/01/2025	FY24-25-1830	NWEA MAP Renewal	01 1100 643 000	11,347.75

Check Number: 49327 Check Type: Check Check Date: 07/14/2025 Vendor: JACKSERV JACKSON SERVICES INC Check Total: 1,114.57

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SHS	01 2620 610 001	123.11
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SHS	01 2620 610 001	131.96
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SHS	01 2620 610 001	203.15
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SHS	01 2620 610 001	131.88
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SES	01 2620 610 003	67.32
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SES	01 2620 610 003	67.29
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SES	01 2620 610 003	62.14
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SES	01 2620 610 003	67.37
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SMS	01 2620 610 008	66.44
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SMS	01 2620 610 008	66.49
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SMS	01 2620 610 008	61.01
June 25 Statement	06/30/2025	24-464	Monthly Uniforms Maint Staff SMS	01 2620 610 008	66.41

Check Number: 49328 Check Type: Check Check Date: 07/14/2025 Vendor: NICHJADE JADE NICHOLS Check Total: 5,482.66

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Nichols mileage24-25	07/08/2025	FY24-25-2109	MILEAGE TO PARENTS	01 2710 332 003	5,482.66

Check Number: 49329 Check Type: Check Check Date: 07/14/2025 Vendor: JOSTINC JOSTENS, INC Check Total: 21.49

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
37321769	06/20/2025	FY24-25-1928	2025 Diplomas	01 1100 610 001	8.54
37321769	06/20/2025	FY24-25-1928	S & H	01 1100 610 001	12.95

Checking Account: 1 MAIN CHECKING

Check Number	Check Type	Check Date	Vendor		Check Total
49330	Check	07/14/2025	CRUZJUAN	JUAN CRUZ	12,044.21

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Cruz mileage 24-25	07/08/2025	FY24-25-2127	MILEAGE TO PARENTS	01 2710 332 003	12,044.21

Check Number	Check Type	Check Date	Vendor		Check Total
49331	Check	07/14/2025	JUNILIBR	JUNIOR LIBRARY GUILD	2,186.26

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
713544	07/01/2025	FY24-25-1353	Junior Library Guild Subscription	01 2220 640 001	2,186.26

Check Number	Check Type	Check Date	Vendor		Check Total
49332	Check	07/14/2025	KONRAD	LINDSAY KONRAD	1,172.73

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Konrad mileage 24-25	07/08/2025	FY24-25-2103	March mileage	01 2713 332 009	100.05
Konrad mileage 24-25	07/08/2025	FY24-25-2103	April mileage	01 2713 332 009	577.60
Konrad mileage 24-25	07/08/2025	FY24-25-2103	May mileage	01 2713 332 009	495.08

Check Number	Check Type	Check Date	Vendor		Check Total
49333	Check	07/14/2025	KRACSAW	KRACL SAW SHOP/BRIAN KRACL	23.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
931611	06/18/2025	24-481	Replaced Chainsaw Rope Bld & Grounds	01 2610 610 001	23.40

Check Number	Check Type	Check Date	Vendor		Check Total
49334	Check	07/14/2025	LAKELEAR	LAKESHORE LEARNING MATERIALS	1,793.81

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
91135903	07/03/2025	FY24-25-2144	Count with me talking cookie jar 7	01 3541 610 009 9660	209.93
91135903	07/03/2025	FY24-25-2144	See-Inside Sorting bucket 7	01 3541 610 009 9660	139.93
91135903	07/03/2025	FY24-25-2144	Connective furniture Connector 2	01 3541 610 009 9660	49.98
91135903	07/03/2025	FY24-25-2144	Connective furniture-22	01 3541 610 009 9660	80.97
91135903	07/03/2025	FY24-25-2144	Connective straight panel	01 3541 610 009 9660	338.00
91135903	07/03/2025	FY24-25-2144	Connective wave panel	01 3541 610 009 9660	338.00
91135903	07/03/2025	FY24-25-2144	Toddler Career costume set	01 3541 610 009 9660	398.00
91165245	07/09/2025	FY24-25-2144	Medium Safety wall mirror	01 3541 610 009 9660	239.00

Check Number	Check Type	Check Date	Vendor		Check Total
49335	Check	07/14/2025	LEGOEDUC	LEGO EDUCATION	6,908.85

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1190659500	06/19/2025	FY24-25-1717	HAL Instructional Supplies LEGO® Educati	01 3135 630 003	6,269.05
1190659500	06/19/2025	FY24-25-1717	HAL Instructional Supplies BricQ Motion	01 3135 630 003	639.80

Check Number	Check Type	Check Date	Vendor		Check Total
49336	Check	07/14/2025	HEGGERTY	LITERACY RESOURCES LLC	2,780.36

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV-250520-0178198	07/01/2025	FY24-25-1701	Red Book (Spanish Kinder)	01 1100 640 000	89.00
INV-250520-0178198	07/01/2025	FY24-25-1701	Blue Book	01 1100 640 000	178.00
INV-250520-0178198	07/01/2025	FY24-25-1701	Shipping	01 1100 640 000	21.36
INV-250520-0178198	07/01/2025	FY24-25-1701	myHeggerty 1 year	01 1100 643 000	2,492.00

Check Number	Check Type	Check Date	Vendor		Check Total
49337	Check	07/14/2025	RAMILIZB	LIZBETH RAMIREZ	3,582.30

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
LRamirez mlg 24-25	07/08/2025	FY24-25-2111	MILEAGE TO PARENTS	01 2710 332 003	3,582.30

Checking Account: 1 MAIN CHECKING

Check Number: 49338 Check Type: Check Check Date: 07/14/2025 Vendor: ENCAMARI MARI ENCARNACION Check Total: 3,610.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Encarn mileage 24-25	07/08/2025	FY24-25-2107	MILEAGE TO PARENTS	01 2710 332 003	3,610.15

Check Number: 49339 Check Type: Check Check Date: 07/14/2025 Vendor: MARZANORES MARZANO RESOURCES LLC Check Total: 420.26

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
M224377	07/02/2025	FY24-25-2123	Supporting Beginning Teachers, 2nd Editi	01 1100 640 000	431.40
M224377	07/02/2025	FY24-25-2123	Books Discount	01 1100 640 000	(43.14)
M224377	07/02/2025	FY24-25-2123	Shipping	01 1100 640 000	32.00

Check Number: 49340 Check Type: Check Check Date: 07/14/2025 Vendor: MATHTRIG MATHESON TRIGAS Check Total: 165.55

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
52526506	06/30/2025		SUPPLIES	01 1100 610 001	165.55

Check Number: 49341 Check Type: Check Check Date: 07/14/2025 Vendor: MENARDS MENARDS Check Total: 809.16

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
30189	06/26/2025	24-480	D.O. Paint Front Office	01 2610 610 000	285.00
30833	07/10/2025	24-480 A	Paint Hallway SES	01 2610 610 003	524.16

Check Number: 49342 Check Type: Check Check Date: 07/14/2025 Vendor: MARC MID-AMERICAN RESEARCH CHEMICALS Check Total: 9,242.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
852022A-IN	06/19/2025	FY24-25-1970	West gym refinishing	01 2620 431 001	9,242.75

Check Number: 49343 Check Type: Check Check Date: 07/14/2025 Vendor: MIDWALAR MIDWEST ALARM SERVICES Check Total: 120.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
504505 & 501650	06/30/2025	24-465	Replace Batteries Fire Panel	01 2670 431 000	80.40
504505 & 501650	06/30/2025	24-465	Replace Batteries Fire Panel Richland	01 2670 431 002	40.20

Check Number: 49344 Check Type: Check Check Date: 07/14/2025 Vendor: PARMOL MOLLY PARSONS Check Total: 4,289.73

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Parsons mileage24-25	07/08/2025	FY24-25-2108	MILEAGE TO PARENTS	01 2710 332 003	4,289.73

Check Number: 49345 Check Type: Check Check Date: 07/14/2025 Vendor: MUELSPRI MUELLER SPRINKLERS Check Total: 6,961.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
46908	06/04/2025	24-467	Repaired Damage Sprinkler lines -Valves	01 2620 431 003	3,903.56
47059	06/04/2025	24-467	Repaired Damage Sprinkler lines -Valves	01 2620 431 003	2,857.81
47534 & 47535	06/03/2025	24-467	Annual Back Flow Inspection SHS	01 2620 431 001	100.00
47534 & 47535	06/03/2025	24-467	Annual Back Flow Inspection SES	01 2620 431 003	100.00

Check Number: 49346 Check Type: Check Check Date: 07/14/2025 Vendor: NASPA NASPA Check Total: 40.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
NASPA 25-26	07/07/2025	FY24-25-2159	Membership Renewal Bret Schroder	01 2320 330 000	40.00

Check Number: 49347 Check Type: Check Check Date: 07/14/2025 Vendor: EARLCHIL NE DEPT OF ED- EARLY CHILDHOOD TRAINING CTR Check Total: 20.00

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
213797	05/30/2025	FY24-25-2019	Introduction to GOLD for Admin.	01 1190 330 009	20.00

Check Number: 49348 Check Type: Check Check Date: 07/14/2025 Vendor: NASB NEBR ASSOC OF SCHOOL BOARDS Check Total: 137,171.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June Statement	06/01/2025	FY24-25-2071	WORKERS COMP CLASSIFIED	01 2570 270 000	12,219.00
June Statement	06/01/2025	FY24-25-2071	WORKERS COMP CERTIFIED	01 2570 271 000	12,219.00
June Statement	06/01/2025	FY24-25-2071	PROPERTY INSURANCE	01 2610 520 000	112,733.00

Check Number: 49349 Check Type: Check Check Date: 07/14/2025 Vendor: NCSA NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS Check Total: 9,724.54

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
86500	06/04/2025	FY24-25-2072	REGISTRATION FEES/PROF DEVEL	01 2410 330 000	75.00
86934	06/12/2025	FY24-25-1787	NCE Registration -Torpin	01 1100 330 001	300.00
86934	06/12/2025	FY24-25-1787	NCE Registration - Pieke	01 1100 330 001	300.00
86934	06/12/2025	FY24-25-1787	NCE Registration - Moomey	01 1100 330 001	300.00
N-53473	03/31/2025	FY24-25-2090	REGISTRATION FEES	01 2320 330 000	8,400.00
N-53473	03/31/2025	FY24-25-2090	TRAVEL	01 2320 580 000	54.13
N-53473	03/31/2025	FY24-25-2090	TRAVEL	01 2320 580 000	23.09
N-53473	03/31/2025	FY24-25-2090	TRAVEL	01 2320 580 000	11.20
N-53473	03/31/2025	FY24-25-2090	TRAVEL	01 2320 580 000	171.52
N-53473	03/31/2025	FY24-25-2090	TRAVEL	01 2320 580 000	89.60
V*86500	07/10/2025	FY24-25-2072	REGISTRATION FEES/PROF DEVEL	01 2410 330 000	(75.00)
V*86934	07/10/2025	FY24-25-1787	NCE Registration - Moomey	01 1100 330 001	(300.00)
V*86934	07/10/2025	FY24-25-1787	NCE Registration -Torpin	01 1100 330 001	(300.00)
V*86934	07/10/2025	FY24-25-1787	NCE Registration - Pieke	01 1100 330 001	(300.00)
V*N-53473	07/10/2025	FY24-25-2090	REGISTRATION FEES	01 2320 330 000	(8,400.00)
V*N-53473	07/10/2025	FY24-25-2090	TRAVEL	01 2320 580 000	(54.13)
V*N-53473	07/10/2025	FY24-25-2090	TRAVEL	01 2320 580 000	(23.09)
V*N-53473	07/10/2025	FY24-25-2090	TRAVEL	01 2320 580 000	(11.20)
V*N-53473	07/10/2025	FY24-25-2090	TRAVEL	01 2320 580 000	(171.52)
V*N-53473	07/10/2025	FY24-25-2090	TRAVEL	01 2320 580 000	(89.60)

Check Number: 49350 Check Type: Check Check Date: 07/14/2025 Vendor: NEBRPUBL NEBRASKA PUBLIC HEALTH ENVIRONMENTAL LABORATO Check Total: 31.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
592386	06/17/2025	24-478	Testing of Well Fishers	01 2620 431 005	31.00

Check Number: 49351 Check Type: Check Check Date: 07/14/2025 Vendor: NEBRSAFE NEBRASKA SAFETY CENTER@UNK Check Total: 270.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
57-14459	07/01/2025	24-487	Bus Level 1 Training	01 2710 330 000	270.00

Check Number: 49352 Check Type: Check Check Date: 07/14/2025 Vendor: OPTKNETW OPTK NETWORKS Check Total: 320.85

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 1 MAIN CHECKING

INV-052255	07/01/2025		TELEPHONE/INTERNET	01 2510 382 000	320.85

Check Number: 49353 Check Type: Check Check Date: 07/14/2025 Vendor: PAPETIGE PAPER TIGER SHREDDING Check Total: 333.45

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
221167	06/30/2025		CONTRACTED SERVICES	01 2510 340 000	233.45
221167	06/30/2025		CONT. OR SECURED SERVICE	01 2510 340 001	35.00
221167	06/30/2025		CONTRACTED SERVICES	01 2510 340 003	35.00
221167	06/30/2025		CONTRACTED SERVICES	01 2510 340 009	30.00

Check Number: 49354 Check Type: Check Check Date: 07/14/2025 Vendor: PARKONE PARKVIEW ONE STOP LLC Check Total: 791.39

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Pickup SHS	01 2650 626 000	65.50
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Pickup SHS	01 2650 626 000	94.26
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Van #9	01 2650 626 000	78.09
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint -Tractor Bld & Grds	01 2650 626 000	61.69
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Pickup - SHS	01 2650 626 000	67.13
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Van SHGS	01 2650 626 000	75.64
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Maint Pickup - SHS Bld 7 Grds	01 2650 626 000	98.47
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Van #3	01 2650 626 000	21.91
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Sped Van #1	01 2712 626 000	48.38
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Sped Van #1	01 2712 626 000	60.62
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Sped Van #1	01 2712 626 000	69.05
1564 & 1600- JUNE 25	06/30/2025	324-475	Gas Sped Van #1	01 2712 626 000	50.65

Check Number: 49355 Check Type: Check Check Date: 07/14/2025 Vendor: NUNLPATR PATRICIA NUNLEY Check Total: 9,128.32

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Nunley mileage24-25	07/08/2025	FY24-25-2112	MILEAGE TO PARENTS	01 2710 332 008	9,128.32

Check Number: 49356 Check Type: Check Check Date: 07/14/2025 Vendor: VISA PINNACLE BANK Check Total: 2,350.88

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Thinking of You card	01 2510 610 000	154.54
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Congratulations card	01 2510 610 000	154.54
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Discounts & Adjustments	01 2510 610 000	(221.53)
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Shipping	01 2510 610 000	6.95
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Happy Birthday card	01 2510 610 000	422.51
Acct x1332 CARDSDIR	07/02/2025	FY24-25-2130	Sympathy card	01 2510 610 000	154.54
Acct x1847 JULY 25	07/02/2025		FUEL	01 2650 626 000	90.00
Acct x1854 JULY 25	07/02/2025		FUEL	01 2650 626 000	70.00
Acct x1854 JULY 25	07/02/2025		FUEL	01 2650 626 000	56.00
Acct x1896 JULY 25	07/02/2025		FUEL	01 2650 626 000	33.06
Acct x1920 JULY 25	07/02/2025		FUEL	01 2650 626 000	36.16
Acct x1938 JULY 25	07/02/2025		FUEL	01 2650 626 000	33.38
Acct x1938 JULY 25	07/02/2025		FUEL	01 2650 626 000	39.55

Checking Account: 1 MAIN CHECKING

Acct x1938 JULY 25	07/02/2025		FUEL	01 2650 626 000	69.09
Acct x1953 JULY 25	07/02/2025		FUEL	01 2650 626 000	23.01
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	19.92
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	8.86
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	19.02
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	10.95
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	8.03
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	17.45
Acct x1961 JULY 25	07/02/2025		FUEL	01 2650 626 000	20.23
Acct x2730 APPLE	07/02/2025		DIST TECH SUPPLIES	01 2230 610 000	11.76
Acct x2730 Hotel 1	07/02/2025	FY24-25-1412	Hotel stay - Holiday Inn Lincoln Southwe	01 2130 610 003	129.00
Acct x2730 Hotel 2	07/02/2025	FY24-25-1434	Hotel x 1 Night	01 2210 580 008	127.24
Acct x2730 UPS	07/02/2025	FY24-25-2084	Shipping of Tech Equipment	01 2190 432 000	22.11
Acct x4899 NurseConf	07/02/2025	FY24-25-2033	Food from Nurse Conference	01 2130 580 000	78.41
Acct x6575 JULY 25	07/02/2025		BOE retreat meal - CHONA'S	01 2310 690 000 0006	334.74
Acct x6575 JULY 25	07/02/2025		CHAT GPT	01 2510 643 000	20.00
Acct x6575 JULY 25	07/02/2025		OWH E-Edition Subscription	01 2560 530 000	16.99
Acct x6575 JULY 25	07/02/2025		CREDIT	01 2560 530 000	(20.99)
Acct x6575 JULY 25	07/02/2025		OWH E-Edition Subscription	01 2560 530 000	0.99
Acct x8646 - Caseys	07/02/2025	FY24-25-1813	Pizza for June parent child group	01 3541 610 009	115.57
Acct x9918 SMS	07/02/2025	FY24-25-2093	posters for SMS	01 1100 610 008	288.80

Check Number: 49357 Check Type: Check Check Date: 07/14/2025 Vendor: PLANBOOKIN PLANBOOK INC. Check Total: 992.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1002364 6P	06/09/2025	FY24-25-2079	Planbook x 1	01 3541 610 009	16.00
1002364 FISH	06/09/2025	FY24-25-2080	2 teacher subscriptions	01 1100 610 005	32.00
1002364 SES	06/09/2025	FY24-25-2078	Planbook x 59 teachers	01 1100 610 003	944.00

Check Number: 49358 Check Type: Check Check Date: 07/14/2025 Vendor: PRESTOX PRESTO-X Check Total: 495.27

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
78460412-78460418	06/13/2025	24-470	Monthly Pest Control Dist Bld	01 2620 431 000	68.37
78460412-78460418	06/13/2025	24-470	Monthly Pest Control SHS	01 2620 431 001	71.15
78460412-78460418	06/13/2025	24-470	Monthly Pest Control Richlnad	01 2620 431 002	71.15
78460412-78460418	06/13/2025	24-470	Monthly Pest Control SES	01 2620 431 003	71.15
78460412-78460418	06/13/2025	24-470	Monthly Pest Control Fishers	01 2620 431 005	71.15
78460412-78460418	06/13/2025	24-470	Monthly Pest Control SMS	01 2620 431 008	71.15
78460412-78460418	06/13/2025	24-470	Monthly Pest Control Preschool	01 2620 431 009	71.15

Check Number: 49359 Check Type: Check Check Date: 07/14/2025 Vendor: PROCTIRE PROCHASKA TIRE LLC Check Total: 45.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
3446-2	06/27/2025	24-484	Flat Mower Tire Bld & Grds	01 2650 626 000	45.00

Check Number: 49360 Check Type: Check Check Date: 07/14/2025 Vendor: QCSUPP QC SUPPLY, LLC Check Total: 30.27

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 charges	06/30/2025	24-474	Quick Links SHS	01 2610 610 001	8.58
June 25 charges	06/30/2025	24-474	Bolts and Nuts SMS	01 2610 610 008	11.40
June 25 charges	06/30/2025	24-474	Bolts and Nuts SMS	01 2610 610 008	10.29

Check Number: 49361 Check Type: Check Check Date: 07/14/2025 Vendor: RAMIREZ RICARDO RAMIREZ Check Total: 939.65

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Ramirez mileage24-25	07/08/2025	FY24-25-2115	MILEAGE TO PARENTS	01 2710 332 005	939.65

Check Number: 49362 Check Type: Check Check Date: 07/14/2025 Vendor: REARLAWN REARDON LAWN & GARDEN Check Total: 332.13

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
16344	07/01/2025	24-438	Parts - Grasshopper Mower Bld & Grounds	01 2610 610 001	332.13

Check Number: 49363 Check Type: Check Check Date: 07/14/2025 Vendor: REINMOTO REINECKE MOTOR CO. Check Total: 117.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
44222 & 44147	06/30/2025	24-477	Maint -Pick up Lights - SMS	01 2650 626 000	65.00
44222 & 44147	06/30/2025	24-477	Service Van # 1 Air Cond	01 2710 626 000	52.00

Check Number: 49364 Check Type: Check Check Date: 07/14/2025 Vendor: MUNDRON RON MUNDIL Check Total: 21.18

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250709	06/10/2025	24-479	Steamer Dist Bld	01 2610 610 000	21.18

Check Number: 49365 Check Type: Check Check Date: 07/14/2025 Vendor: SAVVLEAR SAVVAS LEARNING COMPANY, LLC Check Total: 6,307.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7029037068	05/31/2025	FY24-25-2003	7th Grade EnVision Acclerated Math	01 6212 640 008	6,307.40

Check Number: 49366 Check Type: Check Check Date: 07/14/2025 Vendor: SCHMMUSI SCHMITT MUSIC COMPANY Check Total: 127.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
6151822	05/09/2025	FY24-25-1282	Instrument Repair	01 1100 610 008	127.00

Check Number: 49367 Check Type: Check Check Date: 07/14/2025 Vendor: SCHUCOOP SCHUYLER COOP ASSOCIATION Check Total: 315.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 charges	06/30/2025	24-476	Round Up - Bld & Grds	01 2630 610 001	199.15
June 25 charges	06/30/2025	24-476	Gas Van # 1	01 2710 626 000	68.86
June 25 charges	06/30/2025	24-476	Gas Van # 6	01 2710 626 000	47.97

Check Number: 49368 Check Type: Check Check Date: 07/14/2025 Vendor: SCHDEPT SCHUYLER DEPT OF UTILITIES Check Total: 31,893.77

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 000	496.45
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	24.15
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	1,311.79
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	27.62
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	770.34
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	541.02
JUNE 2025	06/25/2025		WATER, SEWER & GARBAGE	01 2610 410 001	35.70

Checking Account: 1 MAIN CHECKING

JUNE 2025	06/25/2025	WATER, SEWER & GARBAGE	01 2610 410 003	1,477.38	
JUNE 2025	06/25/2025	WATER, SEWER & GARBAGE	01 2610 410 008	782.16	
JUNE 2025	06/25/2025	WATER, SEWER & GARBAGE	01 2610 410 008	305.07	
JUNE 2025	06/25/2025	WATER, SEWER & GARBAGE	01 2610 410 009	476.80	
JUNE 2025	06/25/2025	UTILITY ENERGY SERVICES	01 2610 621 000	435.22	
JUNE 2025	06/25/2025	UTILITY ENERGY SERVICES	01 2610 621 001	8,591.90	
JUNE 2025	06/25/2025	UTILITY ENERGY SERVICES	01 2610 621 001	109.65	
JUNE 2025	06/25/2025	UTILITY ENERGY SERVICES	01 2610 621 003	6,965.13	
JUNE 2025	06/25/2025	UTILITY ENERGY SERVICES	01 2610 621 009	496.84	
JUNE 2025 UTILITIES	06/30/2025	UTILITY ENERGY SERVICES	01 2610 621 008	9,046.55	

Check Number: 49369 Check Type: Check Check Date: 07/14/2025 Vendor: SVOBSHAN SHANE SVOBODA Check Total: 4,175.28

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Svoboda mileage24-25	07/08/2025	FY24-25-2110	MILEAGE TO PARENTS	01 2710 332 001	4,175.28

Check Number: 49370 Check Type: Check Check Date: 07/14/2025 Vendor: MUNDSHEL SHELBY MUNDIL Check Total: 8,479.55

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Mundil mileage 24-25	07/08/2025	FY24-25-2113	MILEAGE TO PARENTS	01 2710 332 005	8,479.55

Check Number: 49371 Check Type: Check Check Date: 07/14/2025 Vendor: SHEVLINSUP SHEVLIN SUPPLY Check Total: 2,934.10

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8361	07/09/2025	24-437	Trash Liners SHS	01 2610 610 001	978.00
8361	07/09/2025	24-437	Trash Liners SES	01 2610 610 003	978.10
8361	07/09/2025	24-437	Trash Liners SMS	01 2610 610 008	978.00

Check Number: 49372 Check Type: Check Check Date: 07/14/2025 Vendor: SNYDHEAT PAUL DIRKSCHNEIDER Check Total: 8,628.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1656	04/06/2025	FY24-25-2085	Electrical wiring for UPS	01 2610 431 000	3,265.00
1665	06/05/2025	24-471	Air Dryer for Boiler SHS	01 2620 431 000	2,769.00
1666	06/05/2025	24-471	HVAC Offices SHS	01 2620 431 000	1,936.00
1675	06/22/2025	24-471	HVAC Unit SHS	01 2620 431 001	658.00

Check Number: 49373 Check Type: Check Check Date: 07/14/2025 Vendor: SPORTBOARD SPORTBOARDZ Check Total: 698.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000058	06/18/2025	FY24-25-2114	SCHS Honor Roll Board	01 2410 610 001	528.00
000058	06/18/2025	FY24-25-2114	Acrylic Sign Holders	01 2410 610 001	110.00
000058	06/18/2025	FY24-25-2114	S & H	01 2410 610 001	60.00

Check Number: 49374 Check Type: Check Check Date: 07/14/2025 Vendor: STASHO STACI SHONKA Check Total: 650.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Shonka mileage 24-25	07/08/2025	FY24-25-2104	MILEAGE TO PARENTS	01 2710 332 005	650.37

Check Number: 49375 Check Type: Check Check Date: 07/14/2025 Vendor: STANEKCONS JOEY STANEK Check Total: 3,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 1 MAIN CHECKING

6PenceDCModification	06/30/2025	FY24-25-2148	Building Modifications	01 3541 450 009 0012	3,000.00

Check Number: 49376 Check Type: Check Check Date: 07/14/2025 Vendor: TEACINNO TEACHER INNOVATIONS, INC Check Total: 992.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1002364	06/09/2025	FY24-25-2046	12 Month Subscription for 62 accounts	01 1100 643 003	992.00

Check Number: 49377 Check Type: Check Check Date: 07/14/2025 Vendor: TRUCCENT TRUCK CENTER COMPANIES Check Total: 2,917.52

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 Invoices	06/30/2025	24-472	Bus 71 Engine Light stays on	01 2730 431 000	2,142.71
June 25 Invoices	06/30/2025	24-472	Bus 71 C Stop Sign Repair	01 2730 431 000	774.81

Check Number: 49378 Check Type: Check Check Date: 07/14/2025 Vendor: VERIWIRE VERIZON WIRELESS Check Total: 657.96

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
6114963547	06/01/2025		TELEPHONE/INTERNET	01 2510 382 001	15.02
6114963547	06/01/2025		ORBIC SPEED MOBILE HOTSPOT	01 2510 382 001	74.99
6116931916	06/25/2025		DIST MAINT CELL PHONES	01 2510 382 000	352.55
6116931916	06/25/2025		SIXPENCE CELL PHONES	01 3541 382 009	215.40

Check Number: 49379 Check Type: Check Check Date: 07/14/2025 Vendor: VYVE VYVE BROADBRAND Check Total: 743.86

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Acct x2361 July 25	07/01/2025		TELEPHONE/INTERNET	01 2510 382 000	120.00
Acct x2363 July 25	07/01/2025		TELEPHONE/INTERNET	01 2510 382 000	110.00
Acct x2364 July 25	07/01/2025		TELEPHONE/INTERNET	01 2510 382 005	150.00
Acct x5950 July 25	07/01/2025		TELEPHONE/INTERNET	01 2510 382 001	363.86

Check Number: 49380 Check Type: Check Check Date: 07/14/2025 Vendor: WASTCONN WASTE CONNECTIONS OF NE, INC. Check Total: 1,343.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 000	190.56
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 001	540.24
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 003	270.12
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 005	78.26
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 008	228.97
7332675T054	07/01/2025		WATER, SEWER & GARBAGE	01 2610 410 009	35.00

Check Number: 49381 Check Type: Check Check Date: 07/14/2025 Vendor: WAYSTA WAYNE STATE COLLEGE Check Total: 65.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Fall Teacher Fair	07/01/2025	FY24-25-2153	Wayne State College Fall 2025 Education	01 2410 810 003	65.00

Check Number: 49382 Check Type: Check Check Date: 07/14/2025 Vendor: WILLMACG WILLIAM V. MACGILL & CO Check Total: 1,104.49

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IN0902332	06/24/2025	FY24-25-1886	Flexible Fabric X-Large Bandages - Latex	01 2130 610 003	34.14
IN0902332	06/24/2025	FY24-25-1886	Flexible Fabric Bulk Bandage Strips - La	01 2130 610 003	212.50
IN0902332	06/24/2025	FY24-25-1886	Spots with Island Dressing Pads - Latex-	01 2130 610 003	6.95
IN0902332	06/24/2025	FY24-25-1886	Self-Adherent Wrap 3" x 5 yards, green	01 2130 610 003	4.56

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IN0902332	06/24/2025	FY24-25-1886	Double-Tipped Cotton Swabs - Non-Sterile	01 2130 610 003	3.99
IN0902332	06/24/2025	FY24-25-1886	Antiseptic Spray Bottle	01 2130 610 003	3.85
IN0902332	06/24/2025	FY24-25-1886	Emergency Sickness Bags 5 pack	01 2130 610 003	12.50
IN0902332	06/24/2025	FY24-25-1886	Nice'n Clean Soft Baby Wipes, 7-3/4" x 7	01 2130 610 003	59.99
IN0902332	06/24/2025	FY24-25-1886	Economy Nitrile Exam Gloves, Small	01 2130 610 003	94.50
IN0902332	06/24/2025	FY24-25-1886	Professional Sphygmomanometers, Complete	01 2130 610 003	37.99
IN0902332	06/24/2025	FY24-25-1886	Reusable Occluders, Durable plastic occl	01 2130 610 003	7.60
IN0902332	06/24/2025	FY24-25-1886	Aerosol Deodorant, 5oz	01 2130 610 003	6.99
IN0902332	06/24/2025	FY24-25-1886	Eucerin Original Healing Lotion	01 2130 610 003	20.95
IN0902332	06/24/2025	FY24-25-1886	Kleenex Bundle Pack, 3 boxes, 160 count	01 2130 610 003	37.47
IN0902332	06/24/2025	FY24-25-1886	Always Ultra Thin Pads with wings, 36/ba	01 2130 610 003	25.98
IN0902332	06/24/2025	FY24-25-1886	Clorox Disinfecting Wipes	01 2130 610 003	9.95
IN0902332	06/24/2025	FY24-25-1886	Clorox Disinfectant Spray	01 2130 610 003	9.99
IN0902332	06/24/2025	FY24-25-1886	Economy Diphenhydramine Product - Compar	01 2130 610 003	3.49
IN0902332	06/24/2025	FY24-25-1886	Non-Pseudo Cough and Cold Relief	01 2130 610 003	8.49
IN0902332	06/24/2025	FY24-25-1886	Medikoff Throat Lozenges, Cherry	01 2130 610 003	39.95
IN0902332	06/24/2025	FY24-25-1886	Halls Throat Lozenges, Honey Lemon	01 2130 610 003	3.89
IN0902332	06/24/2025	FY24-25-1886	Starlight Peppermints, Individually wrap	01 2130 610 003	127.90
IN0902332	06/24/2025	FY24-25-1886	Mini deodorant, clear stick, 0.5oz	01 2130 610 003	5.94
IN0902332	06/24/2025	FY24-25-1886	Economy Antacid Chewable Tablets - Compa	01 2130 610 003	3.69
IN0902332	06/24/2025	FY24-25-1886	Economy Stomach Relief - Comparable to P	01 2130 610 003	3.99
IN0902332	06/24/2025	FY24-25-1886	Economy Ibuprofen 200mg tablets	01 2130 610 003	15.12
IN0902332	06/24/2025	FY24-25-1886	Economy Aspirin 325mg tablets	01 2130 610 003	2.49
IN0902332	06/24/2025	FY24-25-1886	Economy Acetaminophen Extra-Strength 500	01 2130 610 003	11.97
IN0902332	06/24/2025	FY24-25-1886	Economy Diphenhydramine Product - Compar	01 2130 610 003	5.25
IN0902332	06/24/2025	FY24-25-1886	Splinter Remover - Sterile	01 2130 610 003	3.19
IN0902332	06/24/2025	FY24-25-1886	Irrigate Eye Wash - Sterile Isotonic Buf	01 2130 610 003	3.89
IN0902332	06/24/2025	FY24-25-1886	Renu Advanced Formula Multi-Purpose Solu	01 2130 610 003	7.49
IN0902332	06/24/2025	FY24-25-1886	Contact Lens Case	01 2130 610 003	2.99
IN0902332	06/24/2025	FY24-25-1886	See Clear Eyeglass Wipes 5" x 7-3/4"	01 2130 610 003	6.99
IN0902332	06/24/2025	FY24-25-1886	Tooth Necklace - Latex-Free	01 2130 610 003	47.85
IN0902332	06/24/2025	FY24-25-1886	Neutrogena Kids Sunscreen Spray	01 2130 610 003	12.59
IN0902332	06/24/2025	FY24-25-1886	Cardinal Health Reusable Cold/Hot Packs	01 2130 610 003	74.16
IN0902332	06/24/2025	FY24-25-1886	InstaKool Instant Kit-Sized Cold Packs 5	01 2130 610 003	54.00
IN0902332	06/24/2025	FY24-25-1886	Economy Instant Hot Packs 5" x 9"	01 2130 610 003	38.50
IN0902332	06/24/2025	FY24-25-1886	Quick-Release Reusable Tourniquet	01 2130 610 003	2.50
IN0902332	06/24/2025	FY24-25-1886	Economy Flexible Foam Padded Splint 36"	01 2130 610 003	8.49
IN0902332	06/24/2025	FY24-25-1886	Rubbing Alcohol - 70%	01 2130 610 003	2.99
IN0902332	06/24/2025	FY24-25-1886	Hydrogen Peroxide	01 2130 610 003	1.85
IN0902332	06/24/2025	FY24-25-1886	Economy Triple Antibiotic Ointment	01 2130 610 003	4.29
IN0902332	06/24/2025	FY24-25-1886	Economy Hydrocortisone 1% Anti-Itch Crea	01 2130 610 003	3.67

Checking Account: 1 MAIN CHECKING

IN0902332	06/24/2025	FY24-25-1886	Zinc Oxide Ointment Skin Protectant	01 2130 610 003	1.99
IN0902332	06/24/2025	FY24-25-1886	Economy Clear Anti-Itch Lotion	01 2130 610 003	4.99

Check Number: 49383 Check Type: Check Check Date: 07/14/2025 Vendor: WOODENER WOODRIVER ENERGY LLC Check Total: 1,025.44

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 000	57.15
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 000	135.10
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 000	55.39
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 001	103.33
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 001	433.55
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 003	169.65
456395	07/02/2025		UTILITY ENERGY SERVICES	01 2610 621 008	71.27

Check Number: 49384 Check Type: Check Check Date: 07/14/2025 Vendor: YEPEZ1 ANNA YEPEZ Check Total: 5,278.77

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Yepez mileage 24-25	07/08/2025	FY24-25-2106	MILEAGE TO PARENTS	01 2710 332 001	5,278.77

Check Number: 49385 Check Type: Check Check Date: 07/14/2025 Vendor: NASB NEBR ASSOC OF SCHOOL BOARDS Check Total: 8,749.54

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
N-53473	03/31/2025		REGISTRATION FEES	01 2320 330 000	8,400.00
N-53473	03/31/2025		TRAVEL	01 2320 580 000	349.54

Check Number: 49386 Check Type: Check Check Date: 07/14/2025 Vendor: NCSA NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS Check Total: 975.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
86500-EC	06/04/2025	FY24-25-2072	REGISTRATION FEES/PROF DEVEL	01 2410 330 000	75.00
86934-EC	06/12/2025	FY24-25-1787	NCE Registration -Torrpin, Moomey, Pieke	01 1100 330 001	900.00

Check Number: 4097 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: CENTBUSI CENTURYLINK Check Total: 854.52

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
July 25 acct x0129	07/01/2025		TELEPHONE/INTERNET	01 2510 382 001	102.51
July 25 acct x1468	07/01/2025		TELEPHONE/INTERNET	01 2510 382 008	93.54
July 25 acct x3370	07/01/2025		TELEPHONE/INTERNET	01 2510 382 008	102.51
July 25 acct x4021	07/01/2025		TELEPHONE/INTERNET	01 2510 382 000	187.86
June 25 acct x4022	06/01/2025		TELEPHONE/INTERNET	01 2510 382 003	187.86
May/Jun25 Acct x9492	06/01/2025		TELEPHONE/INTERNET - June bill	01 2510 382 009	81.56
May/Jun25 Acct x9492	06/01/2025		TELEPHONE/INTERNET - May bill	01 2510 382 009	98.68

Check Number: 4098 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: COMMONLITI COMMONLIT, INC Check Total: 6,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV-010761	07/10/2025	FY24-25-2135	Jumpstart Day 1 PD	01 1100 320 001	6,000.00

Check Number: 4099 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: JJKELLERAS J.J. KELLER & ASSOCIATES, INC. Check Total: 1,699.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9110255509	07/09/2025	FY24-25-2137	Fleet Maintenance Database	01 2610 643 000	1,699.00

Checking Account: 1 MAIN CHECKING

Check Number: 4100 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: LUMENCENTU LUMEN - CENTURY LINK Check Total: 25.56

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
740757093	06/20/2025		TELEPHONE/INTERNET	01 2510 382 001	6.39
740757093	06/20/2025		TELEPHONE/INTERNET	01 2510 382 003	12.78
740757093	06/20/2025		TELEPHONE/INTERNET	01 2510 382 008	6.39

Check Number: 4101 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: NAVIGATE NAVIGATE360, LLC Check Total: 29,657.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV-39625	04/30/2025	FY24-25-2156	SAFETY/SECURITY	01 2150 000 000	5,000.00
INV-42535	07/01/2025	FY24-25-2101	Protect360 Bundle w/Emergency Management	01 2150 000 000	24,657.15

Check Number: 4102 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: ZULTYS ZULTYS, INC. Check Total: 6,067.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
725210	07/01/2025		TELEPHONE/INTERNET	01 2510 382 000	6,067.00

Check Number: 4103 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: GOPSPO GOPHER SPORT Check Total: 5,668.53

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IN451087	06/05/2025	FY24-25-2038	plates	01 1100 610 008	2,659.00
IN451087	06/05/2025	FY24-25-2038	bar	01 1100 610 008	239.00
IN451087	06/05/2025	FY24-25-2038	Delivery via liftgate	01 1100 610 008	105.00
IN451087	06/05/2025	FY24-25-2038	S & H & Processing	01 1100 610 008	405.72
IN452567	06/18/2025	FY24-25-2092	stationary rack with dumbbells	01 1100 610 008	1,899.00
IN452567	06/18/2025	FY24-25-2092	S & H & Processing	01 1100 610 008	360.81

Check Number: 4104 Check Type: Direct Deposit Check Date: 07/14/2025 Vendor: SOFTUNLI SOFTWARE UNLIMITED, INC Check Total: 14,840.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250628-161	06/28/2025	FY24-25-2143	K12Docs Annual Fee	01 2510 643 000	5,700.00
20250628-161	06/28/2025	FY24-25-2143	Negotiations Annual Fee	01 2510 643 000	400.00
20250628-161	06/28/2025	FY24-25-2143	SAS (AP, PR, GL) Annual Fee	01 2510 643 000	4,750.00
20250628-161	06/28/2025	FY24-25-2143	SAS-Online T3 Annual Fee	01 2510 643 000	2,790.00
20250628-161	06/28/2025	FY24-25-2143	Web Link Annual Fee	01 2510 643 000	700.00
20250628-161	06/28/2025	FY24-25-2143	Web Link Hosted Annual Fee	01 2510 643 000	500.00

*Denotes Expensed Invoice Item

Checking Account ID: 1 Total without Voids: 558,593.38

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number	Check Type	Check Date	Vendor		Check Total
41730	Check	07/14/2025	ARBITERSPO	ARBITER SPORTS	684.25

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250611	06/11/2025	FY24-25-2045	Subscription for our Activity Scheduler.	05 2900 610 001 2900	684.25

Check Number	Check Type	Check Date	Vendor		Check Total
41731	Check	07/14/2025	AWARENGR	AWARDS & ENGRAVING	300.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
14479-A	06/05/2025	FY24-25-1961	GENERAL ATHLETICS SUPPLIES	05 2900 610 000 2900	300.00

Check Number	Check Type	Check Date	Vendor		Check Total
41732	Check	07/14/2025	CLIFFKEEN	CLIFF KEEN	3,897.54

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV261827	06/09/2025	FY24-25-1648	Singlets middle school girls	05 2900 610 008 2800	3,897.54

Check Number	Check Type	Check Date	Vendor		Check Total
41733	Check	07/14/2025	NSIAAA	NSIAAA	150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
NIAAA # 362764277	06/18/2025	FY24-25-2096	NSIAAA dues	05 2410 330 008 2800	150.00

Check Number	Check Type	Check Date	Vendor		Check Total
41734	Check	07/14/2025	PORPHO	PORTA PHONE	1,149.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
25PP3442	06/13/2025	FY24-25-1849	New headset and reconditioning older one	05 2900 610 001 2300	1,149.00

Check Number	Check Type	Check Date	Vendor		Check Total
41735	Check	07/14/2025	WINLIN	WINDSTAR LINES INC	1,680.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
166243	06/17/2025	FY24-25-2031	Charter Bus for UNO and Bellevue Visit i	05 2900 610 001 9500	1,680.00

Check Number	Check Type	Check Date	Vendor		Check Total
41740	Check	07/14/2025	BOMGAARS	BOMGAARS	56.65

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
28864895/28865053	06/23/2025	FY24-25-1656	Flowers	05 2900 610 001 5825	52.15
28864895/28865053	06/23/2025	FY24-25-1656	dirt	05 2900 610 001 5825	4.50

Check Number	Check Type	Check Date	Vendor		Check Total
41741	Check	07/14/2025	FRIDA	FRIDA	227.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000053	06/19/2025	FY24-25-1988	ASP Uniform T-Shirts	05 2900 610 001 9031	195.00
000053	06/19/2025	FY24-25-1988	ASP Uniform T-Shirts XL+	05 2900 610 001 9031	32.00

Check Number	Check Type	Check Date	Vendor		Check Total
41742	Check	07/14/2025	HAUSPO	HAUFF SPORTS	4,695.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
160638	06/17/2025	FY24-25-0599	Schutt F7 2.0 VTD Helmet w/ facemask. T	05 2900 610 001 2300	3,000.00
160638	06/17/2025	FY24-25-0599	Shipping	05 2900 610 001 2300	120.00
170382	06/17/2025	FY24-25-1567	Practice Jerseys	05 2900 610 001 2100	770.00
170382	06/17/2025	FY24-25-1567	Practice Jerseys	05 2900 610 001 7150	805.00

Check Number	Check Type	Check Date	Vendor		Check Total
41743	Check	07/14/2025	ITSALLFUNN	ITS ALL FUN N GAMES INC.	200.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000006	06/22/2025	FY24-25-2028	Outdoor Games and Activities, 2 hrs	05 2900 610 001 9031	200.00

Check Number	Check Type	Check Date	Vendor		Check Total
41744	Check	07/14/2025	AMAZCAPI	AMAZON CAPITAL SERVICES	97.77

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1F4K-FPDX-GNW1	07/09/2025	FY24-25-2134	Green skort	05 2900 610 001 5050	13.99
1F4K-FPDX-GNW1	07/09/2025	FY24-25-2134	Black skort	05 2900 610 001 5050	23.99
1L1W-YYP6-KXVK	06/17/2025	FY24-25-2069	Protein for summer weights	05 2900 610 001 2755	59.79

Check Number: 41745 Check Type: Check Check Date: 07/14/2025 Vendor: ANYFIT ANYTIME FITNESS Check Total: 874.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250707	07/07/2025	FY24-25-2155	July Membership dues	05 2570 280 000 2900	874.00

Check Number: 41746 Check Type: Check Check Date: 07/14/2025 Vendor: AWARENGR AWARDS & ENGRAVING Check Total: 510.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
14538	06/30/2025	FY24-25-2122	Engrave 2025 Class B State Soccer Plaque	05 2900 610 001 2900	30.00
14538	06/30/2025	FY24-25-2122	Fine Arts and Athletics Acrylics	05 2900 610 001 2900	480.00

Check Number: 41747 Check Type: Check Check Date: 07/14/2025 Vendor: AWARUNLI AWARDS UNLIMITED, INC. Check Total: 348.87

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
316506	06/30/2025	FY24-25-2136	Awards for Home HS Cross Country Invite	05 2900 610 001 2900	292.87
316506	06/30/2025	FY24-25-2136	Medals for MS Cross Country Invite	05 2900 610 008 2800	56.00

Check Number: 41748 Check Type: Check Check Date: 07/14/2025 Vendor: BSNSPOR BSN SPORTS LLC Check Total: 1,315.50

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
929931208	06/30/2025	FY24-25-1631	Letter Jackets	05 2900 610 001 5050	1,315.50

Check Number: 41749 Check Type: Check Check Date: 07/14/2025 Vendor: CASWA CASH-WA Check Total: 61.42

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
14607143	07/09/2025	FY24-25-1778	Popcorn yellow PC 12.5/4-LY	05 2900 610 003 5620	61.42

Check Number: 41750 Check Type: Check Check Date: 07/14/2025 Vendor: CENCOMSB CENTRAL COMMUNITY COLLEGE Check Total: 737.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
002064858	07/07/2025	FY24-25-2151	College Credits	05 2900 610 001 3110	737.00

Check Number: 41751 Check Type: Check Check Date: 07/14/2025 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 72.99

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
005095280914	07/01/2025	FY24-25-2070	Hamburger Buns	05 2900 610 001 9031	49.75
005095280914	07/01/2025	FY24-25-2070	Great Value Hamburger Dill Chip Pickles,	05 2900 610 001 9031	7.38
005095280914	07/01/2025	FY24-25-2070	Great Value Bottle Water, 40ct	05 2900 610 001 9031	11.97
005095280914	07/01/2025	FY24-25-2070	Small (if any) plastic serving tongs for	05 2900 610 001 9031	3.89

Check Number: 41752 Check Type: Check Check Date: 07/14/2025 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 1,036.19

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9148/381-3	07/01/2025	FY24-25-1959	CLI Wiggle Eyes - 100 Piece	05 2900 610 001 9031	3.50
9148/381-3	07/01/2025	FY24-25-1959	Prang Flourescent Paint - 6/set	05 2900 610 001 9031	87.38
9148/381-3	07/01/2025	FY24-25-1959	Model Magic Variety Pack - 30 pack	05 2900 610 001 9031	33.04
9148381-0	07/01/2025	FY24-25-1959	Sharpie Fine Point Perm Marker - Assorte	05 2900 610 001 9031	9.66
9148381-0	07/01/2025	FY24-25-1959	Post It Lined Notes	05 2900 610 001 9031	17.99

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

9148381-0	07/01/2025	FY24-25-1959	Post It Lined Notes	05 2900 610 001 9031	16.69
9148381-0	07/01/2025	FY24-25-1959	FriXion Gen Pen - 8ct	05 2900 610 001 9031	16.99
9148381-0	07/01/2025	FY24-25-1959	Marker	05 2900 610 001 9031	15.39
9148381-0	07/01/2025	FY24-25-1959	Q-Tips 750 pack	05 2900 610 001 9031	11.56
9148381-0	07/01/2025	FY24-25-1959	Crayola One - Model Magic - 75 Carton WH	05 2900 610 001 9031	45.00
9148381-0	07/01/2025	FY24-25-1959	Crayola Model Magic - Assorted Primary -	05 2900 610 001 9031	46.99
9148381-0	07/01/2025	FY24-25-1959	CloroxPro Disinfecting Wipes - 6ct	05 2900 610 001 9031	36.02
9148381-0	07/01/2025	FY24-25-1959	Elmers Glue Sticks - 12ct	05 2900 610 001 9031	8.00
9148381-0	07/01/2025	FY24-25-1959	Pacon Colorful Card stock sheets, 100pk	05 2900 610 001 9031	13.00
9148381-0	07/01/2025	FY24-25-1959	Sparco White Kraft Paper Bags - 100pack	05 2900 610 001 9031	38.73
9148381-0	07/01/2025	FY24-25-1959	Elmers Glue Sticks Bulk 30 box	05 2900 610 001 9031	80.00
9148381-0	07/01/2025	FY24-25-1959	Sharpie perm. Markes - 1. doz	05 2900 610 001 9031	30.78
9148381-0	07/01/2025	FY24-25-1959	Stanley Dual Temp Glue Sticks - 24pk	05 2900 610 001 9031	16.00
9148381-1	07/01/2025	FY24-25-1959	Artstraws Classpack - 1800 box	05 2900 610 001 9031	65.95
9148381-1	07/01/2025	FY24-25-1959	Creativity Plastic Modeling Tools - 7 pa	05 2900 610 001 9031	7.80
9148381-1	07/01/2025	FY24-25-1959	Prang Const. Paper Assorted - 500 pack	05 2900 610 001 9031	115.85
9148381-2	07/01/2025	FY24-25-1959	Prang Liquid Tempera Paint - 12/set	05 2900 610 001 9031	104.02
9148381-2	07/01/2025	FY24-25-1959	Paper Mate Pens - 16pk	05 2900 610 001 9031	27.76
9148381-2	07/01/2025	FY24-25-1959	Zebra Highlighters 15 pack	05 2900 610 001 9031	38.36
9148381-2	07/01/2025	FY24-25-1959	Creativity Street Upper Case Letter Bead	05 2900 610 001 9031	65.73
9148381-2	07/01/2025	FY24-25-1959	Arm & Hammer Baking Soda - 1lb	05 2900 610 001 9031	6.54
9148381-2	07/01/2025	FY24-25-1959	Zebra Stick Pens - 60pk	05 2900 610 001 9031	58.28
9151423-0	07/01/2025	FY24-25-1959	Sharpie Accent highlighter - 10ct	05 2900 610 001 9031	14.19
9163806-0	07/01/2025	FY24-25-1959	Desk pad	05 2900 610 001 9031	4.99

Check Number: 41753 Check Type: Check Check Date: 07/14/2025 Vendor: VISA PINNACLE BANK Check Total: 390.90

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9918 VISA JUNE 2025	07/09/2025	FY24-25-2164	Gas for FFA Club	05 2650 626 001 5200	41.20
ASP June 2025	07/07/2025	FY24-25-1616	Summer Camp Supplies	05 2900 610 003 9031	123.22
VISA 8463 June 2025	07/07/2025	FY24-25-2128	Flowers for Yair Garcia Funeral	05 2900 610 000 2900	75.00
VISA 9918 JUNE 2025	07/09/2025	FY24-25-2132	Top Golf Officer Retreat.	05 2900 610 001 5200	151.48

Check Number: 41754 Check Type: Check Check Date: 07/14/2025 Vendor: VARSPI VARSITY SPIRIT FASHIONS & SUPPLIES, LLC Check Total: 19,818.05

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
15605836	07/09/2025	FY24-25-1747	Cheer Uniforms 2025	05 2900 610 001 5050	19,818.05

*Denotes Expensed Invoice Item

Checking Account ID: 5 Total without Voids: 38,302.13

Checking Account: 6 LUNCH FUND ACCOUNT

Check Number	Check Type	Check Date	Vendor		Check Total
8265	Check	07/14/2025	AMAZCAPI	AMAZON CAPITAL SERVICES	110.62

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
16FD-HW3R-W4TW	06/13/2025	FY24-25-2067	NON-FOOD SUPPLIES	06 3100 610 008	18.50
16FD-HW3R-W4TW	06/13/2025	FY24-25-2067	GORILLA CABINET LINER	06 3100 610 008	24.86
1VH1-XTPT-CMWN	07/02/2025	FY24-25-2126	NON-FOOD SUPPLIES	06 3100 610 008	48.98
1X7Q-KMR1-Q4DR	06/25/2025	FY24-25-2088	NON-FOOD SUPPLIES	06 3100 610 008	11.29
1X7Q-KMR1-Q4DR	06/25/2025	FY24-25-2088	NON-FOOD SUPPLIES	06 3100 610 008	6.99

Check Number	Check Type	Check Date	Vendor		Check Total
8266	Check	07/14/2025	BIMBBAKE	BIMBO BAKERIES USA	134.55

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Statement #45717	06/30/2025	FY24-25-2133	SCHS FOOD	06 3100 630 001	134.55

Check Number	Check Type	Check Date	Vendor		Check Total
8267	Check	07/14/2025	CANCINO	MIGUEL CANCINO	13.85

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IC Lunch Refund 2025	06/09/2025	FY24-25-2058	Refund lunch money	06 3100 890 000	13.85

Check Number	Check Type	Check Date	Vendor		Check Total
8268	Check	07/14/2025	CASHWA	CASH-WA DISTRIBUTING	20,035.44

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 Statement	07/03/2025	FY24-25-2074	NON-FOOD SUPPLIES	06 3100 610 008	346.88
June 25 Statement	07/03/2025	FY24-25-2074	Credit	06 3100 610 008	(26.21)
June 25 Statement	07/03/2025	FY24-25-2074	NON-FOOD SUPPLIES	06 3100 610 008	388.98
June 25 Statement	07/03/2025	FY24-25-2074	delivery fee	06 3100 610 008	11.75
June 25 Statement	07/03/2025	FY24-25-2074	NON-FOOD SUPPLIES	06 3100 610 008	155.03
June 25 Statement	07/03/2025	FY24-25-2074	NON-FOOD SUPPLIES	06 3100 610 008	53.82
June 25 Statement	07/03/2025	FY24-25-2074	NON-FOOD SUPPLIES	06 3100 610 008	234.10
June 25 Statement	07/03/2025	FY24-25-2074	SMS FOOD	06 3100 630 008	2,681.05
June 25 Statement	07/03/2025	FY24-25-2074	SMS FOOD	06 3100 630 008	4,226.02
June 25 Statement	07/03/2025	FY24-25-2074	SMS FOOD	06 3100 630 008	4,146.62
June 25 Statement	07/03/2025	FY24-25-2074	SMS FOOD	06 3100 630 008	2,013.22
June 25 Statement	07/03/2025	FY24-25-2074	SMS FOOD	06 3100 630 008	5,804.18

Check Number	Check Type	Check Date	Vendor		Check Total
8269	Check	07/14/2025	CLENDENEN	DIANA CLENDENEN	38.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
LL Lunch Refund 2025	06/09/2025	FY24-25-2061	Refund lunch money	06 3100 890 000	38.00

Check Number	Check Type	Check Date	Vendor		Check Total
8270	Check	07/14/2025	DELACRUZ	MOISES DELACRUZ	20.90

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
SD Lunch Refund 2025	06/09/2025	FY24-25-2059	Refund lunch money	06 3100 890 000	20.90

Check Number	Check Type	Check Date	Vendor		Check Total
8271	Check	07/14/2025	DIDILUNC	DIDIERS	13.76

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June Statement	07/01/2025	FY24-25-2124	SES FOOD	06 3100 630 003	2.59
June Statement	07/01/2025	FY24-25-2124	SES FOOD	06 3100 630 003	2.59
June Statement	07/01/2025	FY24-25-2124	SES FOOD	06 3100 630 003	8.58

Checking Account: 6 LUNCH FUND ACCOUNT

Check Number: 8272 Check Type: Check Check Date: 07/14/2025 Vendor: FLOWERS BRANDON FLOWERS Check Total: 67.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
BF Lunch Refund 2025	06/09/2025	FY24-25-2060	Refund lunch money	06 3100 890 000	67.00

Check Number: 8273 Check Type: Check Check Date: 07/14/2025 Vendor: HILADAIR HILAND DAIRY FOODS COMPANY LLC Check Total: 10,928.13

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
453927	06/30/2025	FY24-25-1920	white milk	06 3100 630 000 0968	40.93
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	832.70
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	1,498.86
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	999.24
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	999.24
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	1,498.86
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	1,498.86
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	978.07
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	999.24
June 25 Statement	06/30/2025	FY24-25-2076	SMS FOOD	06 3100 630 008	1,582.13

Check Number: 8274 Check Type: Check Check Date: 07/14/2025 Vendor: JAYMAR JAYMAR BUSINESS FORMS Check Total: 421.74

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
065256	06/23/2025	FY24-25-2089	Lunch Fund Checks	06 3100 610 000	144.00
065256	06/23/2025	FY24-25-2089	Freight	06 3100 610 000	27.74
Lunch Fund Checks	06/17/2025	FY24-25-2089	Lunch Fund Checks	06 3100 610 000	250.00

Check Number: 8275 Check Type: Check Check Date: 07/14/2025 Vendor: INSKRI KRIS INSELMAN Check Total: 29.10

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Lunch acct refund RI	07/02/2025	FY24-25-2157	Refund Reese Inselman lunch account	06 3100 890 000	29.10

Check Number: 8276 Check Type: Check Check Date: 07/14/2025 Vendor: KRUPKA TIM KRUPKA Check Total: 32.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
SK Lunch Refund 2025	06/09/2025	FY24-25-2063	Refund lunch money	06 3100 890 000	32.20

Check Number: 8277 Check Type: Check Check Date: 07/14/2025 Vendor: MEDINA AUDIEL MEDINA Check Total: 26.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
JM Lunch Refund 2025	06/09/2025	FY24-25-2051	Refund lunch money	06 3100 890 000	26.20

Check Number: 8278 Check Type: Check Check Date: 07/14/2025 Vendor: MEJIA ERIKA MEJIA Check Total: 10.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
WM Lunch Refund 2025	06/09/2025	FY24-25-2052	Refund lunch money	06 3100 890 000	10.00

Check Number: 8279 Check Type: Check Check Date: 07/14/2025 Vendor: OSBORN DANIEL OSBORN Check Total: 98.35

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
BO Lunch Refund 2025	06/09/2025	FY24-25-2054	Refund lunch money	06 3100 890 000	98.35

Check Number: 8280 Check Type: Check Check Date: 07/14/2025 Vendor: PARSON MARK PARSON Check Total: 54.85

Checking Account: 6 LUNCH FUND ACCOUNT

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
JP Lunch Refund 2025	06/09/2025	FY24-25-2062	Refund lunch money	06 3100 890 000	54.85

Check Number: 8281 Check Type: Check Check Date: 07/14/2025 Vendor: PINA JUAN PINA Check Total: 8.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
JP Lunch Refund 2025	06/09/2025	FY24-25-2055	Refund lunch money	06 3100 890 000	8.40

Check Number: 8282 Check Type: Check Check Date: 07/14/2025 Vendor: RAYA BARBARA RAYA Check Total: 52.30

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IA Lunch Refund 2025	06/09/2025	FY24-25-2057	Refund lunch money	06 3100 890 000	52.30

Check Number: 8283 Check Type: Check Check Date: 07/14/2025 Vendor: RODRIGUEZ STEPHANIE RODRIGUEZ Check Total: 23.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
SR Lunch Refund 2025	06/09/2025	FY24-25-2056	Refund lunch money	06 3100 890 000	23.00

Check Number: 8284 Check Type: Check Check Date: 07/14/2025 Vendor: RUSKAMP1 RANDY RUSKAMP Check Total: 87.80

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
NR Lunch Refund 2025	06/09/2025	FY24-25-2064	Refund Nora Ruskamp lunch money	06 3100 890 000	87.80

Check Number: 8285 Check Type: Check Check Date: 07/14/2025 Vendor: SYSCO SYSCO LINCOLN Check Total: 16,789.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
June 25 Statement	06/30/2025	FY24-25-2075	NON-FOOD SUPPLIES	06 3100 610 008	221.12
June 25 Statement	06/30/2025	FY24-25-2075	NON-FOOD SUPPLIES	06 3100 610 008	256.30
June 25 Statement	06/30/2025	FY24-25-2075	NON-FOOD SUPPLIES	06 3100 610 008	61.55
June 25 Statement	06/30/2025	FY24-25-2075	NON-FOOD SUPPLIES	06 3100 610 008	385.38
June 25 Statement	06/30/2025	FY24-25-2075	SMS FOOD	06 3100 630 008	5,117.00
June 25 Statement	06/30/2025	FY24-25-2075	SMS FOOD	06 3100 630 008	1,846.17
June 25 Statement	06/30/2025	FY24-25-2075	SMS FOOD	06 3100 630 008	4,761.24
June 25 Statement	06/30/2025	FY24-25-2075	SMS FOOD	06 3100 630 008	4,231.16
June 25 Statement	06/30/2025	FY24-25-2075	credit	06 3100 630 008	(89.94)

*Denotes Expensed Invoice Item

Checking Account ID: 6 Total without Voids: 48,996.17

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number: 41726 Check Type: Check Check Date: 06/11/2025 Vendor: ARLINGTONH ARLINGTON HIGH SCHOOL Check Total: 150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250611	06/11/2025	FY24-25-2048	Summer Camp	05 2900 610 001 7150	150.00

Check Number: 41727 Check Type: Check Check Date: 06/11/2025 Vendor: BLAHIG BLAIR HIGH SCHOOL Check Total: 180.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250605	06/05/2025	FY24-25-2044	Entry Fee for District Track at Blair on	05 2900 610 001 2600	180.00

Check Number: 41728 Check Type: Check Check Date: 06/11/2025 Vendor: CREHS CRETE PUBLIC SCHOOLS Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250605	06/05/2025	FY24-25-2040	Boys Wrestling Invite Fee	05 2900 610 008 2800	100.00

Check Number: 41729 Check Type: Check Check Date: 06/11/2025 Vendor: NORPUB NORFOLK PUBLIC SCHOOLS Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250605	06/05/2025	FY24-25-2039	Invite Wrestling Fee	05 2900 610 008 2800	100.00

Check Number: 41736 Check Type: Check Check Date: 06/24/2025 Vendor: MEAPUB MEAD PUBLIC SCHOOL Check Total: 225.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250618	06/18/2025	FY24-25-2087	Team Camp	05 2900 810 001 7200	225.00

Check Number: 41737 Check Type: Check Check Date: 06/24/2025 Vendor: NEBRAKSADL NEBRAKSA D LEAGUE LLC Check Total: 1,320.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250618	06/18/2025	FY24-25-2094	Summer clinic	05 2900 810 001 7150	660.00
20250624	06/24/2025	FY24-25-2102	d league camp	05 2900 610 001 7200	660.00

Check Number: 41738 Check Type: Check Check Date: 06/24/2025 Vendor: NSAA5590 NSAA Check Total: 40.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250624	06/24/2025	FY24-25-2119	Lunch meal tickets for NSAA Play/Speech	05 2900 610 001 2984	40.00

Check Number: 41739 Check Type: Check Check Date: 06/24/2025 Vendor: PALMERPUBL PALMER PUBLIC SCHOOLS Check Total: 200.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250619	06/19/2025	FY24-25-2098	Team Camp	05 2900 610 001 7150	200.00

*Denotes Expensed Invoice Item

Checking Account ID: 5 Total without Voids: 2,315.00

ARCLIGHT DYNAMICS

20495 Murray Road #115
Bend, OR 97701

Questions about this estimate?
Call 866-222-2154 Ext. 1
Sales@ArclightCNC.com
Available Monday-Friday
8:00 A.M. to 4:00 P.M PST

Quote valid for 30 days.

Good
Estimate

Terms	Date	Estimate #
50% Deposit	6/11/2025	44835

Primary Purchaser	Shipping Restrictions		Ship to Address
Schuyler Community Schools Samantha Ladwig District Office 120 W 20th St Schuyler, NE, 68661			Schuyler Community Schools Samantha Ladwig 120 W 20th St Schuyler, NE, 68661
	Sales Rep	GC	

Item	Description	Qty	Cost	Total
ArcPro Ultra 4x4	Arc Pro Ultra 4'x4' CNC Plasma System Cutting Envelope: 54"L x 51.5"W 7.75"H Overall Dimensions: 115"L x 93"W x 66"H Shipping Dimensions: 86"L x 77"W x 70"H Dimensions at Base: 70"L x 58"W Water Pan Capacity: 37 Gallons Overall Weight: 800 lbs *PLEASE MEASURE TRAILER IF PICKING UP*	1	12995.00	12,995.00T
Arc Sync ULTRA 45	Arc Sync Technology - Hypertherm Connect allows automatic amperage control for Ultra tables with a Powermax 45xp or SYNC. Hypertherm SRL interface kit included	1	850.00	850.00T
MT 35' PM SYNC 45 I	Hypertherm Powermax45 SYNC, w/35' Machine Torch set up integrated into CNC	1	3,775.00	3,775.00T
SmartSYNC 45A - 5 P...	5 PACK - SmartSYNC Consumable Cartridge 45A | HYP 428925	1	331.25	331.25T
Collision Detection Syst...	Collision Detection System with Manual Bevel Torch Mount up to +/- 45°	1	750.00	750.00T
Arrow Air Filtration U...	Multi-stage Air Filtration System - Provides clean dry air to the plasma unit by removing water, oil and contaminates from the air supply. Fitted with an extra large desiccant reservoir for extended drying time. One year limited warranty	1	860.00	860.00T
Plasma Rover	Cart for Hypertherm Powermax 45XP, 65, 85, 105, and 125 plasmas	1	350.00	350.00T
Monitor Cover I	Custom Vinyl Cover for Monitor & Computer	1	175.00	175.00T
Green Guard I	5 Gal pail of Green Guard rust blocker for CNC plasma tables. Non-toxic, non-hazardous, inhibits rust and bacterial growth. Recommended dilution ratio 20:1 or 5%	2	198.00	396.00T
Shipping-Handling to C...	Table Shipping and Handling - Unit is fully assembled and not crated or palletized. Shipping FOB Bend, OR. Partial load LTL. Driver No-Touch, No Trans-Loading.	1	2,100.00	2,100.00T
Discount	Educational Discount Free CAD/Design Software Licenses Free Arc Sync Upgrade Free Plasma Rover Free Cabinet Cover Estimated Lead Time, built to order, tested and READY TO SHIP within 3-4 weeks of deposit or purchase order Please note: Lead times are subject to change and may increase or decrease based on our current production schedules. Some States Allow for a Tax Exemption for Machinery Used in Education, Farming or Manufacturing of Products. Arclight Dynamics will honor such exemptions if submitted with a completed Tax Exempt Form and W-9. Shipping and Sales Tax Not Collected at Time of Purchase if Picked Up in Bend, OR. Free One on One Training Available at our Bend, OR Facility. Contact us for details.		-1,375.00	-1,375.00
	Total sales tax calculated by AvaTax (final amount on Invoice may be different than amount on Estimate or Sales Order based on sales tax laws/changes at the time Invoice is created). Select this as a transaction's tax to use AvaTax		1,484.53	1,484.53 0.00

Total $22,691.78

SCHUYLER COMMUNITY SCHOOLS
SUPPORT STAFF HANDBOOK
2025-2026

STRIVE • COMMIT • SUCCEED

Schuyler Community Schools Mission Statement

Schuyler Community Schools, in partnership with parents, students, and the community, is committed to educating students to become skilled, knowledgeable, and responsible citizens in a global society.

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Chain of Command:

Channels of communication and authority have been established to assist the school system **–Board Policy 301.04**

CLASSIFIED/SUPPORT STAFF EMPLOYMENT INFORMATION

The following information is provided for Schuyler Community Schools, District 19-0123 classified/support staff personnel.

SCHOOL YEAR

The school year begins September 1st and continues through August 31. The benefit year begins September 1st and continues through August 31st.

ELIGIBILITY FOR BENEFITS/RETIREMENT

An employee who works a minimum of 20 hours per week will be enrolled in the NPERS State Retirement Plan. This is not optional and is required by state statute. Employees who work 30 or more hours per week are eligible for District benefits.

COMPENSATION

The pay rate will be established by the Board of Education. Monthly payments are made on or before the 20th of each month. New pay rates begin with the first payment following the start of the fiscal year (September). Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. **The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.** For non-twelve month employees, check with the business manager for the twelve month payment option.

OVERTIME PAY

Overtime pay must be approved by your immediate supervisor (food service by the head of food service; custodian by building principals; para educators by building principals; administrative assistants by building principals). Before working the overtime hours the immediate supervisor must get approval from the Superintendent or his/her designee. All hours over 40 hours/week are considered overtime, and will be paid at a rate of 1.5 of the hourly rate.

TIME CLOCK/TIME RESET

All hourly employees must login into TMS to record their starting and ending times. Each support staff member will clock out for lunch break and back in after lunch break. **All leave and changes must be entered in the TMS Software so it can be approved by your supervisor.**

PERSONAL TIME OFF (PTO)

Each classified staff member shall receive 1 PTO day for every month worked. PTO days include personal illness, immediate family illness, bereavement and personal leave. The immediate family is defined as a wife or husband, (step) son or (step) daughter, father or mother of the wife and husband, sister or brother, grandchild, grandmother or grandfather. Personal leave is defined as taking a day(s) off work to be used at the discretion of the individual employee.

When requesting PTO days, except for illness and emergencies, give your immediate supervisor 3 days of lead-time.

Unused PTO shall accumulate up to 50 days of sick or bereavement leave. The administration reserves the right to require a certificate from a medical doctor when a person is using accumulated sick days. An employee is not permitted to go into a negative balance on PTO. Once a zero PTO balance results and the support staff member is not using accumulated sick/bereavement leave or the Emergency Medical Leave Bank, a support staff member will not be paid by the District. Workers Comprehensive Insurance would not be affected, however.

Unearned PTO days will be granted up to the maximum number of days an employee would have earned (12 month employees – 12 days; 11 month – 11 days; 10 month – 10 days; 9 month employees – 9 days). If an employee does not work the number of months contracted, unearned PTO days that have been used will be deducted from their final paycheck. Unused earned PTO will be paid out upon termination or retirement.

PTO is paid at an individual employee's current rate of pay. PTO does not include overtime pay. PTO has no effect on Holiday, Vacation, or Weather Related leave.

PTO days will be reduced in one hour increments.

Jury Duty: Staff members will be paid in full for time spent on jury duty. Jury duty does not count against PTO days. Money received for expenses (driving, meals, lodging, etc.) should be kept by the juror. We do ask that pay received for performing this duty be given to the District to off-set some of the cost incurred by the District.

EMERGENCY MEDICAL LEAVE BANK

Classified/support staff may participate in an emergency medical leave bank. The EMLB (Emergency Medical Leave Bank) has been established to protect staff participants from financial loss due to extended absence from contracted duties. This plan is patterned after the certificated staff's plan with certain modifications (see EMERGENCY MEDICAL LEAVE BANK guidelines and forms on the SCS web page under Staff).

Accidental injury and worker's compensation:
A school time insurance program including an accidental injury policy is available. All staff are covered by worker's compensation insurance. Report any school-connected injury to the building nurse or immediate supervisor. Ask the central office business manager for additional information. When returning from a medical leave of absence resulting from an accident or long-term illness, a release to return to work note from the doctor is required.

VACATION LEAVE (12-MONTH EMPLOYEES)
Each employee shall receive 12 days of paid vacation per contract year, earned at a rate of one day per month. Any variance to this must receive approval by the Superintendent. The calculation period for first year employees shall begin on their first day of employment and run until July 31st. The calculation period for continuous employees shall be the benefit year (August 1st-July 31st). A full-time 12-month employee who has worked for 10 years or more shall receive 18 days of paid vacation leave with a maximum of 23 days. A person who has worked at SCS for 20 years or more shall accumulate vacation leave at a rate of 23 days per year with a maximum of 28 days. Employees may roll over up to 5 unused vacation days into the next school year. Upon termination or retirement from SCS, any unused vacation days will be prorated.

VACATION LEAVE (NON 12-MONTH EMPLOYEES)
Each employee shall receive 1 day of paid vacation for each month worked during the contract year. The calculation period for a first year employee shall begin on their first day of employment and run until the end of their scheduled contract period. The calculation period for first year employees shall begin on their first day of employment and run until August 31st. You may roll up to 5 days of vacation into the next school year. Upon termination or retirement from SCS, any unused vacation days will be prorated. First year employees may only use one day of vacation per month unless they have built up their days.

HOLIDAY LEAVE
The following are considered paid holidays for all **12 month employees**: Labor Day, Thanksgiving, Christmas, New Year's Day, Memorial Day, and Independence Day.

The following are considered paid holidays for all full time, **NON- 12-month employees**: Labor Day, Thanksgiving, Christmas, and New Year's Day. Employees working full-time through the summer will be paid for summer holidays (Memorial Day, Independence Day).

PERSONAL TIME OFF DAYS PAID BUT NOT EARNED
The District reserves the right to recoup dollars owed the District for excessive PTO days paid but not earned and any other fees/bills owed the District.

WEATHER RELATED LEAVE
All classified/support staff that work a minimum of 5 hours per day will be paid at their normal hourly rate for weather related school closings. They will be compensated for school closings that would equal 2 days of their normal workday (for example a person who works an 8 hour day would receive 16 hours of maximum compensation; a person who works 5 hours would receive 10 hours of maximum compensation). Those employees who are required to come to work on the weather day(s) will be given PTO weather days equal to the amount of hours they worked. Support staff members should only come to work on weather days if their immediate supervisor requests it and have received approval by the superintendent. Employees shall not be paid weather hours if the hours are made-up at a later date. Snow days DO NOT CARRY OVER TO NEXT SCHOOL YEAR.

HEALTH INSURANCE
Twelve (12) month contract employees, eight (8) hours custodial, school nurses shall have full family - or the EHA program best suited for the employee's family situation - health insurance provided. The superintendent's office manager, technology support assistant, principal's office administrative assistants, and thirty (30) hour per week food service personnel shall be eligible for single health insurance. The District will pay according to the salary schedule found in the handbook. Specific guidelines are available by asking the business manager.

403b option:
Staff members have the option of a payroll deduction to contribute money in a 403b account. 403b accounts are not matched by SCS.

OTHER BENEFITS
The Board of Education representing the District will pay the premium for group life insurance and income protection plans for each employee that works thirty (30) hours per week or more. The term life insurance policy will be $25,000 per staff member. Membership will have the option of paying for an additional $15,000 of extra coverage. Support staff member also receive income protection through a long-term disability (LTD) insurance policy held by the school District.

STAFF APPEARANCE CODE:

The staff is expected to dress in a way that is appropriate for a school setting when on duty. No code can be written that will address all of the styles, trends and designs in clothing, jewelry and tattoos. School administration – more specifically the building principal(s) – reserves the right to make decisions about the appropriateness of staff appearance. Examples of inappropriate appearance would include:

- Clothing that shows an inappropriate amount of bare skin (midriff, legs, cleavage) and underarm and chest hair.
- Visible undergarments. Anything that is not appropriate for students is not appropriate for faculty. Jeans and sweats are not considered appropriate dress unless an educator is involved with projects/activities in physical education, agriculture education, industrial technology classes, etc. Jeans may also be worn for special days and events. Special days and events are designated by the building principal.

District wide pre-service and in-service days are duty days. Appropriate appearance is expected (refer to above discussion) unless otherwise announced. Staff appearance at building level pre-service and in-service events is left to the discretion of the building principal(s).

If a staff member's appearance fails to meet the District code - as determined by the building principal(s) - the staff member will be asked to change clothing, permanently adjust clothing, remove piercings, or cover tattoos.

RECEIPTS/PURCHASE ORDERS AND ACTIVITY ACCOUNTS

RECEIPTS: Prior to bringing any monies to the superintendent's office for deposit, the money must be counted and recorded on the Schuyler Receipt Form (located on the school website). Please put your deposit in an envelope with your name on the outside and turn it into your building's office.

PRIOR TO ALL REQUISITIONS, SEE BUILDING PRINCIPALS TO GET REQUISITION SUBMITTED.

REQUISITION: All requisitions are to be filled out completely and approved before anything can be ordered, register for a conference or make a hotel reservation. A requisition is required and can be filled out using WebLink (website is located on our website)
Can log into Weblink and put in a requisition entry and fill out a form and submit.

Note: The following exceptions exist to above "purchase" procedures: -The curriculum coordinator will take the place of the building principal on all purchases involving textbooks and other such curriculum related purchases. -The curriculum coordinator will take the place of the building principal on the approval of all staff development activities. -The technology coordinator will take the place of the building principal on all purchases involving computer hardware. After the "initial" approval, all purchase orders must receive a final signature from the superintendent. All purchase orders will receive a purchase order number from the Superintendent. All phone, fax or email orders will be placed by the District activity fund manager / purchaser.

Requisitions are used by Activity Directors for paying officials

The Federal Law called the Family Medical Leave Act. (FMLA) requires staff members to give 30 days' notice for planned medical absences. The 30-day period is waived in the case of an emergency medical leave. A copy of FMLA is available to staff members upon their request.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the District to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school District's annual notification for FERPA rights. A school official typically includes a person employed by the school or school District as an administrator, supervisor, instructor, or support staff

member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

FEDERAL PROGRAMS: Designation of Coordinators - Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Curriculum Director and Sped Director
Title IX	Discrimination or harassment based on sex; gender equity	Curriculum Director and Sped Director
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Curriculum Director and Sped Director
Homeless student laws	Children who are homeless	Program Director
Safe and Drug Free Schools and Communities	Safe and drug free schools	Building Assistant Principals

Copyright Laws: Copyright laws of the Federal and State Government will be followed at Schuyler Community Schools.

MILITARY RECRUITERS

The Every Student Succeeds Act (ESSA) of 2001 requires Schuyler Community Schools to provide military recruiters and institutions of higher education access to secondary school student's names, addresses, and telephone listings. Parents and secondary students have the right to request that Schuyler Community Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Schuyler Community Schools will comply with any such request.

LUNCH AND BREAKFAST PROGRAM

Available to all staff, an account will need to be created

STUDENT PRIVACY PROTECTION POLICY:
It is the policy of Schuyler Community Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within four (4) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a

reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: The parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within four (4) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships; 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents who believe their rights have been violated may file a complaint with: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

All of our activity transportation is going to be the responsibility of Schuyler Community Schools. ***Ronnie Mundil and Renee***

Brabec are in charge of Schuyler Community Schools transportation. The Activities Administrator is their immediate supervisor**.**

- All staff members who submit mileage claims are required to submit such claims by the payroll cutoff date as specified by the superintendent's office.

• All Schuyler Community Schools vehicles - buses, vans, cars and pick-ups are the responsibility of the District. • Planning and communication are crucial. There will be a request form that is available that must be filled out before an order can be processed. Transportation requests should be completed and submitted to the Activities office at least one week in advance of the activity.

• All drivers are the responsibility of Schuyler Community Schools. All background checks, licensure, training, drug testing, physicals, etc. will be the responsibility of Schuyler Community Schools.

• Bus and van drivers refer to the salary schedule for pay rates. Pay rates include – pre-inspection, drive time, down time, and post-inspection.

• All staff members that are required to drive their personal vehicles to and from the rural/satellite schools will be paid at the NDE special education mileage rate. This would include traveling to provide services to the rural/satellite schools for music, special education, administration, etc. Reimbursement for transportation forms must be submitted to the activity director by the last day of each month.

• Drivers involved in activity routes to pick-up Middle School students in the rural schools for practice and games shall be paid a rate listed on the support staff salary schedule. **The District will not provide transportation after practices or games.** Reimbursement for transportation forms must be submitted to the activity director by the last day of each month.

• School organizations that use the bus for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. However, all expenses incurred, will be the responsibility of the organization.

Small Vehicle Permits: Staff members who regularly (daily) drive cars or vans for curriculum or student transportation purposes are to possess a "small vehicle permit". Staff members who fall into this category should make arrangements with the superintendent's office to begin the process of attaining a "small vehicle permit".

NONDISCRIMINATION PUBLIC NOTIFICATION REQUIREMENT
(TITLE IX, TITLE VI, SECTION 504, MULTICULTURAL, ETC.)
POLICY

The Schuyler Community Schools District number 19-0123 does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national or ethnic origin, marital status, disability, age, genetic background, veteran status, pregnancy, childbirth or related medical condition, sexual orientation, or gender identity in admission or access to, or treatment of employment, in its programs and activities:

Name: Samantha Ladwig and April Becker
Address: 120 W. 20th Street
Schuyler Community Schools
Schuyler, NE 68661

Phone : 402-352-3527

For question regarding compliance, contact:
Nontraditional/Equity Programs Specialist, Career and Technical Education,
Nebraska Department of Education,
P.O. Box 94987, Lincoln,
NE 68509-4987,
Phone # 402-471-4823,
FAX 402-471-4565,
email -rhastg@nde.state.ne.us

SCHUYLER COMMUNITY SCHOOLS
INTERNET SAFETY: Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

(i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

(ii) Individual users of the District network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with District rules and will honor the agreements they have signed. Beyond clarification of such rules, the District is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

(iii)Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, District servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.

(iv) Users should not expect, and the District does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

(v) The District will not be liable for, and does not warrant in any way, purchases made by any user over the network.

(b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all District administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the District network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

(i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

(ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

(iii)Users shall not use or try to discover another user's account or password. (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

(v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.

(vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators. (vii) Users shall not write, produce, generate copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

(viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

(ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.

(x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

(xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas for the summer without written notification to their respective Local Area Network Manager (LAN MAN).

(c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

(i) Be polite. Do not become abusive in your messages to others.

(ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

(iii)Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.

(iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.

(v) All communications and information accessible via the network should be assumed to be private property of others.

(vi) Do not place unlawful information on any network system.

(vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.

(viii)Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.

(ix) Other rules may be established by the network administrators or teachers from time to time.

(d) Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administrating the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. ***Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Community Schools and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.***

(e) Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

(f) Risks associated with "Facebook, Instagram, Snapchat, LinkedIn, Twitter, and other Social Networking: Facebook, and other social networking Follow guidelines signed by employee for intent user agreement, you will be expected to follow.

Procedures and Regulations Subject to Change

The information contained in the handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted. If there is conflict between the student handbook and board policy, board policy will take precedence.

Additional forms located on the school website under "Staff Information"

Staff/forms

Payroll Deduction Authorization

12-Month Compensation Election Form

Emergency Medical Leave Bank Request Form / Donation Information

Driver Certification

Acknowledgement and Receipt

See Board Policy on the Schuyler Community Schools webpage for current policies for all listed below.

STAFF CONDUCT WITH STUDENTS #402.15

EMPLOYEE PASS POLICY #402.52

EMPLOYEE USE OF SOCIAL NETWORKS #403.07

DRUG FREE WORKPLACE ADMINISTRATIVE REGULATIONS # 404.07R1

BOARD POLICY STUDENT FEES AND FINES # 504.19

MULTICULTURAL EDUCATION # 604.04

ACCEPTABLE USE OF COMPUTER, TECHNOLOGY AND THE INTERNET #606.06

SCHUYLER COMMUNITY SCHOOLS

CERTIFIED STAFF HANDBOOK

2025-2026

STRIVE • COMMIT • SUCCEED

Schuyler Community Schools Mission Statement

Schuyler Community Schools, in partnership with parents, students, and the community, is committed to educating students to become skilled, knowledgeable, and responsible citizens in a global society

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DISTRICT 19-0123 BOARD OF EDUCATION

Richard Brabec	President
Brian Vavricek	Vice-President
Amanda Jedlicka	Treasurer
Paul Pleskach	Secretary
Dr. Renee Sayer	Member
Virginia Semerad	Member

Schuyler Community Schools Coaching Staff 2025-2026

Sport	Head Coach	Asst. Coaches	Sport	Head MS	Asst. MS	Youth/Elem
Boys Cross Country	Mike Baptiste		Boys Cross Country			
Girls Cross Country	Adam Robinson		Girls Cross Country	Emily Neujahr		
Girls Golf	Shanda Hall		Girls Golf			
Volleyball	Drey Keairnes	Lexie Brester	Volleyball	Amanda Richards	Mark Wemhoff	
		Stephanie Pearson			Julee Jaixen Caitlin Becker Jay Danila	
Football	Nick Wilcox	Scott Mollring	Football	Bob Stewart	Kristian Rocha	
		Anthony Bolen			Andy Yost	
		Jason Wehner			Grant Torpin	
		Austin Hauptman				
		Issac Hernandez				
Boys Basketball	Jason Wehner	Andy Yost	Boys Basketball	Pal Halvorsen	Emily Neujahr	
		Alan Morales			Aries Galas	
Girls Basketball	Nicole Placek	Stephanie Pearson	Girls Basketball	Brante Hayes	Emily Neujahr	
		Severo Sumortin			Patrick Halvorson	
					Adam Robinson	
Wrestling	Drey Keairnes	Nick Wilcox	Wrestling	Hal Moomey	Chris Shannon	
		Anthony Bolen				
		Tyrell Reichert				
Girls Wrestling	Mark Wemhoff	Isaac Hernandez				
Boys Golf	Brante Hayes		Boys Golf			
Boys Soccer	Ulises Fuentes	Austin Hauptman	Boys Soccer			
		Alvaro Torres				
		Kristian Rocha				
Girls Soccer	Daisy Mejia	Mynor Hernandez	Girls Soccer			
		Jasmin Lopez				
Track	Scott Mollring	Mike Baptiste	Track	Jon Bos	Adam Robinson	
		Jackie Theilen			Emily Neujahr	
		Tyrell Reichert			Ernalyn Balicat	
		Mark Wemhoff			Aries Galas	

Schuyler Community Schools Sponsors 2025-2026

Activity	Head Sponsor	Asst.	
Art Club	Michael Trotter		
Cheerleading	Katelyn Wiegand		
Play Production	Hope Petersen	Colton Spahr	
	Abby Linnerson	Morgan Semerad	
Dance Team	Jasmin Lopez		
FBLA			
FCCLA	Daisy Mejia	MS-	
FFA	Hal Moomey	Abbie Pieke	
Flags	Morgan Semerad		
Freshman Class	Jazmin Flores		
Pep Band	Jonathan Madison		
Intramurals			
Junior Class	John Sayer		
Musical	Morgan Semerad	Hope Pedersen	Jonathan Madison
NHS	Staci Shonka		
S-Club	Scott Mollring		
Science & Math	John Sayer		
Senior Class	Matt Grady	Kayla Tuttle	
Speech	Abby Linnerson	Hope Pedersen	Lily Shafer
Sophomore Class	Sandra Pospisil		
Strive	Shanda Hall		
Student Council	Clarissa Eloge	Audrey Blaser	
STUCO (MS)			
Instrumental Music/PB	Jonathan Madison	Lowgaen Schmidt	Morgan Semerad
Vocal Music	Morgan Semerad		
E-Sports	Grant Torpin	Matt Grady	
Yearbook	Robbi McKenney		

ORGANIZATION

Chain of Command:
Channels of communication and authority have been established to assist the school system **– see Board Policy 301.04**.

Board of Education:
The Board of Education is the legal body vested with the final authority in all school matters as delegated by the Nebraska State Legislature. The Board of Education has established a set of policies and has provided authority in the office of the superintendent to carry out these policies and to manage the school system.

The Superintendent:
The Superintendent is the official spokesperson for the Board of Education and in turn represents the teachers to the Board. It is necessary that all matters concerning school business from school personnel be routed through the superintendent's office. If at any time, any teacher believes that s/he is not being fairly represented, grievance procedures are found in the negotiated agreement.

PK-12 Curriculum, Assessment and School Improvement Administrator:
This person coordinates the curriculum, instruction, assessment, professional development and school improvement activities of the district.

9-12 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal/AA.

9-12 Assistant Principal / 9-12 Activities Director
The assistant building principal is the teacher's immediate supervisor for responsibilities designated by the building principal and in the absence of the principal.
The A.D. is responsible for the coordination of 9-12 co-curricular activities. S/He will approve activity budget requests, athletic scheduling, and will be the district's designated representative at co-curricular activities. Other responsibilities will be designated by the principal/superintendent.

6-8 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal/AA.

6-8 Assistant Principal/Activities Director
The assistant building principal is the teacher's immediate supervisor for responsibilities designated by the building principal and in the absence of the principal. The A.D. is responsible for the coordination of K-8 co-curricular/youth activities. S/He will approve activity budget requests, athletic scheduling, and will be the district's designated representative at co-curricular/youth activities. Other responsibilities will be designated by the principal/superintendent.

PreK - Grade 5 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal.

PreK - Grade 5 Assistant Principal
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal.

PreK-12 Coordinators:
These positions, Technology Coordinator, Business Managers, Director of Facilities, and Food Service – have been created to coordinate efforts in the areas of technology, finance, facilities, and food service. When the staff has issues related to these positions, the coordinator should be the person that is contacted.

Head Teachers:
These people take on the responsibilities of the day to day operations of a school in the absence of a building principal. They are located in the Richland, Fisher's 24, Schuyler Alternative Education

Faculty:
Faculty members are responsible for providing instruction and sponsorship supervision directly for students. Faculty members are the direct link between home and school. Each student you educate becomes a public communicator for our school. The faculty is to establish effective working relationships with students, parents, other faculty members, support staff, and administrators.

Support Staff:
District employees including bus drivers, food service, custodians, school nurse, Para-educators, and administrative assistants have been employed to assist in student education. The support staff - as well as all employees of the district - are hired to benefit student learning.

We are as good as our people!

PERSONNEL PRACTICES

District Recognition and Awards: Please see Board Policy 402.09 for current policy.

The monthly paycheck:
Your paycheck will be available on or before the 20th of each month. We use direct deposit for payroll. The central office business manager will make notification regarding retirement, withholding, social security, and benefits.

403b option:
Staff members have the option of a payroll deduction to place money in a 403b account.

Teaching certificates and official college transcripts:
Your teaching certificate must be registered with the superintendent prior to receiving pay. A copy of a teacher's teaching certificate must be on file in the District 19-0123, Schuyler Community Schools Central Office.

Official college transcripts must be on file in the central office for accreditation purposes and for movement on the salary schedule.

Accidental injury and worker's compensation:
A school time insurance program including an accidental injury policy is available. All staff are covered by worker's compensation insurance. Report any school-connected injury to the building nurse or immediate supervisor. Ask the central office business manager for additional information. When returning from a medical leave of absence resulting from an accident or long-term illness, a release to return to work note from the doctor is required.

Leaving the building:
All personnel are required to sign out from the principal's office when leaving the school during school hours for any purpose. The public expects educators to be working with students and planning during the school day. Please keep time away from students and the building to a minimum when not on school business.

Maintenance Staff: Make every effort to cooperate with the custodians. Requests of the maintenance staff regarding classrooms, activity areas, or playing fields, should be directed to the superintendent, building level principals and/or the Director of Facilities. It is not possible for custodians to meet all requests at the same time. Provide accurate, timely reports and requests to maintenance staff so they may complete their assigned responsibilities. Please leave rooms in an orderly fashion each evening with shades lowered, windows closed and locked, paper and litter removed from the floor, desks cleared of paper, student's desks properly arranged, and lights turned off. Help keep the building clean. Report in writing, any broken furniture or equipment needing repair. These reports should be given to the central office or to the director of facilities.

Alcohol/Drug, No Tobacco Use Resolution:
A No Tobacco Use resolution has been approved by the Board of Education, which prohibits tobacco use in the Schuyler Community School buildings. There are no authorized tobacco use areas for staff. All staff members are to sign appropriate documentation. (Appendix)

STAFF APPEARANCE CODE:
The staff is expected to dress in a way that is appropriate for a school setting when on duty. No code can be written that will address all of the styles, trends and designs in clothing, jewelry and tattoos. School administration – more specifically the building principal(s) – reserves the right to make decisions about the appropriateness of staff appearance. Examples of inappropriate appearance would include:

- Clothing that shows an inappropriate amount of bare skin (midriff, legs, cleavage) and underarm and chest hair. Visible undergarments.
- Anything that is not appropriate for students is not appropriate for faculty.

Jeans and sweats are not considered appropriate dress unless an educator is involved with projects/activities in physical education, agriculture education, industrial technology classes, etc. Jeans may also be worn for special days and events. Special days and events are designated by the building principal.

District wide pre-service and in-service days are duty days. Appropriate appearance is expected (refer to above discussion) unless otherwise announced. Staff appearance at building level pre-service and in-service events is left to the discretion of the building principal(s).

If a staff member's appearance fails to meet the district code - as determined by the building principal(s) - the staff member will be asked to change clothing, permanently adjust clothing, remove piercings, or cover tattoos.

It is extremely difficult to create a list of clothing that is considered "not appropriate" for staff to wear while on school duty. Thus the following list of inappropriate clothing is intended to give staff members a baseline standard for dress.

- Jeans, bib overalls
- Sweat suits, exercise pants, spandex
- Shorts
- Spaghetti straps
- Tops that reveal the midriff and inappropriate cleavage
- Halter tops, muscle shirts,
- Dresses, skirts that are more than 4 inches above the knee
- Pants that bag too low around the waist
- Beach type flip flops, slippers
- Clothing that is overly faded, tearing, ragged and fraying
- Hats inside the building

Staff/Faculty Work Room:
Use this room to assist in preparing for your classes. Please keep the room clean and orderly. Students are not permitted in the workroom.

RECEIPTS/PURCHASE ORDERS AND ACTIVITY ACCOUNTS

RECEIPTS: Any monies collected need to be counted and recorded on the Schuyler Receipt Form (located on the school website). Please put your deposit in an envelope with your name on the outside and turn it into your building's office or activity director's assistant with the Schuyler Receipt Form attached. No money is to be brought to the District office.

SUBMIT ALL REQUISITIONS TO YOUR BUILDING PRINCIPAL via WebLink

REQUISITIONS: All requisitions are to be filled out completely and approved before anything will be ordered, or conference or hotel reservations made. A requisition is required and can be filled out using WebLink (link is located on our website) Employees need to log into Weblink, create a requisition entry, fill out a form and submit. **Requisitions are used by Activity Directors for paying officials.**

Note: The following exceptions exist to above "purchase" procedures: -The curriculum coordinator will take the place of the building principal on all purchases involving textbooks and other such curriculum related purchases. -The curriculum coordinator

will take the place of the building principal on the approval of all staff development activities. -The technology coordinator will take the place of the building principal on all purchases involving computer hardware. After the "initial" approval, all purchase orders must receive a final signature from the Superintendent. All purchase orders will receive a purchase order number from the Superintendent. All phone, fax or email orders will be placed by the District activity fund manager/purchaser.

Meal Reimbursement Guidelines

According to IRS guidelines, a public school district is not to pay for meals while a staff member is attending a workshop, convention, seminar, workday special meeting, workday study session, etc. An exception to this is if the meal is considered part of the stated activity (refer to list in the previous line) and is included in the registration fee. Another exception is if the meal is considered a working lunch and is part of the written agenda. A form in the appendix is included and must be filled out if reimbursement is expected.

Persons not following the above procedures should be prepared to be reprimanded by their immediate supervisor and/or superintendent.

TEACHER SUPERVISION OF STUDENTS

Teacher Responsibility:

Every teacher has authority over every student in the school. No student is the sole responsibility of any one teacher at any time. We are all responsible in any student-teacher situation. Good school discipline exists due to the cooperative efforts of the entire faculty. Uniformity in discipline is essential. Assisting and supervising students should be the first priority of all staff members. Classroom teachers are responsible for the meaningful learning, which students are provided and maintain supervision of students assigned to them. Supervision during school activities is the responsibility of all teachers present. If pupil misbehavior is detected during convocation or any function, it is expected that you correct the situation immediately. Hallway supervision is the responsibility of all teachers.

Classroom Maintenance: Teachers are responsible for the condition of tables, chairs, walls, and floors throughout the building. If food/drink items are not handled properly, please clean-up the mess this may cause. Specifically do not allow students to sit on the top of tables or desks.

STUDENT MEETINGS AND SPONSORSHIPS

No official business shall be transacted by any student group organization without the presence of the sponsor of that organization. Sponsors shall be appointed by the administration. Students shall at no time be involved in a school activity in any school building without a sponsor being present. The sponsor must remain present until all supervised students have cleared the building. We ask that sponsors make sure that students under their supervision get started home safely after they have returned to the school after events out of town. For students who are not old enough to drive, this generally means that they should be living with a responsible adult – preferably their parent(s). The sponsor must see that all lights are off and all doors and windows are properly locked. This means that student managers cannot be delegated the responsibility of closing the school after practice. Under no conditions shall teachers' keys be given to students. Coaches or a delegated assistant coach must turn off lights and lock doors after the last student has left. More specific procedures are found in the coach's manual. These guidelines will be reviewed by the AA.

MISCELLANEOUS

You and your principals will resolve the majority of rules and regulations affecting students. Listed below are general items that will apply for all.

Acceptable Use Procedures for Computer Workstations and Laptops: Staff members are required to sign-off on the sign-off form which is found in the "Appendix".

Classroom:
Be in your classroom when students are present. Do not leave classes or groups unattended. If it is necessary to be away from your classroom, be sure that arrangements are made with the principal or a staff member for someone to take your place. During class or supervision assignments, you should be in the area assigned. It is not appropriate for staff members to be in the teacher's work area when they are scheduled to be with students. Do not put yourself in a position of liability by leaving your students unsupervised.

Copy Machine for Personal Use:
Staff members are expected to pay for copies made for personal use and outside organizations. Per copy cost is $.10 per page for photocopies and $.10 per page for the fax machine.

Copyright Laws:
Copyright laws of the Federal and State Government will be followed at Schuyler Community Schools.

Faculty and Staff Parking:
Designated areas for staff parking are available. The procedures for staff parking will be designed and implemented by the building principal.

NOTIFICATION OF RIGHTS UNDER FERPA: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested

3. by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

The District forwards education records (may include academic, health and discipline records) that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer .

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is;

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-4605

NOTICE CONCERNING DIRECTORY INFORMATION: The Every Student Succeeds Act (ESSA) requires that the District may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous school attended. A parent or eligible student has the right to refuse to let the District designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION: The district's policy is for education records to be kept confidential except as permitted by the FERPA law and the district do not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assists with the task of grading student work and returning graded work to students. The District designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.
NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION:

NOTICE CONCERNING STAFF QUALIFICATIONS: The Every Student Succeeds Act (ESSA) gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building.

The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

FEDERAL PROGRAMS: Designation of Coordinators - Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Curriculum Director and Special Education Director
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Curriculum Director and Special Education Director
Homeless student laws	Children who are homeless	Special Programs Director
Safe and Drug Free Schools and Communities	Safe and drug free schools	Curriculum Director and Special Education Director

NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973: The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety
7. of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you
9. than would be incurred if the student were placed in a program operated by the district.
10. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
11. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
12. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
13. File a local grievance.

FMLA:
The Federal Law called the Family Medical Leave Act., (FMLA) requires staff members to give 30 days' notice for planned medical absences. The 30-day period is waived in the case of an emergency medical leave. A copy of FMLA is available to staff member upon their request.

Grading system:
These procedures will be described by the building principals.

Guidance Services:
Permanent records are available for all students. The development of individual student inventories is of value only when used. The Leadership Teams request that each teacher review the assessment results of each individual student that they have enrolled in their classes.

Job Description:
New Staff members are required to sign and return to the superintendent's office a job description sign-off sheet. Copies of all SCS job descriptions are posted on the Schuyler Community Schools under Careers.

Jury Duty:
Staff members will be paid in full for time spent on jury duty. Jury duty does not count against PTO days. Money received for expenses (driving, meals, lodging, etc.) should be kept by the juror. We do ask that pay received for performing this duty be given to the district to off-set some of the cost incurred by the district.

Laminator for Personal Use:
Staff members are expected to pay for copies made for personal use and for outside organizations. Laminating requests are to be made to the Principal's Office staff. The cost is $.25 per 1 foot of lamination. This is the minimum fee. The Principal shall determine if a request is too excessive to be completed by the school.

Lesson Plans:
Lesson plans are expected to be complete with objectives and means to assess and meet those objectives. Lesson plans should identify district curriculum objectives, state standards and assessments. Lesson plans should show evidence of planning and should be completed for value to a substitute. Lesson plans are expected to be readily available upon request. Be aware of school activities in making weekly plans. Building principals will establish specific lesson plan procedures.

Library and Media Resources:
The library has accumulated a variety of audio-visual equipment. Use audio-visual material to correlate with class learning opportunities. Students remember better when provided material that appeals to a variety of senses and learning styles. Consult the library for materials for you and your students. Our media specialists are prepared to collaborate with you to incorporate literacy standards into your lessons, provide help and advice in ordering media, as well as in the operation of equipment. To maintain this equipment, please report any malfunction immediately to the library media specialist so it can be repaired.

Internet, Interlibrary loan, NebraskAccess, and SIRS (high school) database capabilities are expanded resources, which are accessible in the media center, or anywhere you have access to the Internet. SCS provides the capability to search their media catalogs online from anywhere – home, other buildings, etc. The schools also have an online subscription which can be accessed from school or home. Seek ways to use these resources through your instruction. Numerous electronic research sources are furnished by ESU #7. Media from ESU #7 should be ordered well in advance of the date to be shown. If more than one teacher can use the media while they are here, do so. However, media should be used as learning devices, not as time fillers. The following suggestions are made for media:

A. Preview: Previews should be made after school or early morning prior to showing to students if you are not familiar with the item.
B. Class Discussion: The preview should be conveyed to the class in discussion
C. of comparisons and relationships of what the pupils are studying or have experienced.
D. Showing Media: The media specialist will post a form for you to reserve media equipment, showing the time and date of use.

Note: Be sure the media is returned on time. Return address forms should be attached. When finished, PLEASE paste the return address form on the outside of the package before placing it in the "Outgoing Mail". These materials can be left in the principal's or superintendent's office. Write the postage amount required for the return of the material on the address label.

The Schuyler Public Library has extended invitations to all teachers to visit the Schuyler Public Library to become familiar with the resources available. The Schuyler Public Library is willing to obtain additional information through interlibrary loan. You are encouraged to inform the Schuyler Public Library personnel when you have research projects. Research materials may be placed on reserve to be accessed by all students.

Military Recruit:
The Every Student Succeeds Act (ESSA) requires Schuyler Community Schools to provide military recruiters and institutions of higher education access to secondary school student's names, addresses, and telephone listings. Parents and secondary students have the right to request that Schuyler Community Schools not provide this information - the student's name, address, and telephone listing to military recruiters or institutions of higher education, without their prior written parental consent. Schuyler Community Schools will comply with any such request.

Negotiated Agreement: A copy of the current negotiated agreement is available **Online.**

STUDENT PRIVACY PROTECTION POLICY: It is the policy of Schuyler Community Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within four (4) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In

the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:
The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.
In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5001

School Calendar:
Do not schedule anything on this calendar without prior clearance from the principal. Limit scheduling to school activities only. Seek approval of events and dates before plans are developed.

Staff Qualifications:
The Every Student Succeeds Act (ESSA) gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Schuyler Community Schools will give parents the following information about their child's classroom teachers:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about the graduate certification or degrees held by the teacher and the field of discipline of the certification or degree

We will also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

The request for information should be made to the Principal of your child's school building or to the Superintendent of SCHS. The information will be provided to you in a timely manner. Finally Schuyler Community Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirement of the Act.

NOTIFICATION OF BAD WEATHER:
The Superintendent may close school in case of severe weather. The Superintendent's staff will notify local news media when inclement weather warrants such action. For closings and late starts, we will utilize radio and television stations as well as social media and our school application to notify everyone. The Superintendent will make a decision to close school as soon as possible based on available information. Parents are urged to use their own judgment whether it is safe for their children to go to school. Parents who do send students are welcome to have them call home once safely at school.

Apptegy:
Schuyler Community Schools will be using Apptegy messenger to deliver notifications by phone and/or email to staff.

Substitute Teacher:

Substitute teacher salaries are outlined on the support staff salary schedule.

Substitutes will be paid according to the following schedule:

1. Substitutes that work less than 4 hours or less will be paid for a ½ day.
2. Substitutes that work more than 4 hours or more will be paid for a full day.

Substitute pay rates:

Tier I: Teachers subbing in their first year for Schuyler Schools will be paid at $178.00 per day.
Tier II: Teaches subbing in their second year or thereafter will be paid at $186.00 per day.
Tier III: Teachers that retired from Schuyler Community Schools will be paid at $196.00 per day.
Tier IV: Long-term substitute teachers after the 11th day will be paid $216.00 per day or 185th of the base pay.

Class Coverage: A certified teacher covering a class period during their plan time will be paid at $27.00 per class period. This is based on the base daily rate per hour.

Substitute Requests:
All prearranged substitute requests must be taken prior to the last 5 days of school. Exceptions will be at the discretion of the superintendent.

The system of hiring substitute teachers is electronic. Training will be made available for teachers and substitute teachers. Any questions should be directed to the building administrators

Trips Off Campus:
No student will be allowed to leave the building without approval from the principal's office. Do not ask students to run errands, get supplies, etc., that involve leaving the building. It should be possible to complete errands outside of school time.

LUNCH AND BREAKFAST PROGRAM

All students and staff members must have an account balance receipted before lunch is served. **No staff member shall charge meals for any reason**. Al la Carte items will also be available.

FUND RAISING

Activity sponsors conducting fundraising, student purchases of clothing or uniforms, and/or trips must approve the planned activity with the principal and activities director before the plan is implemented. One fundraising effort can be scheduled for an organization. Additional fundraisers must be community service in nature.

TRANSPORTATION

All of our activity transportation is going to be the responsibility of the Schuyler Community Schools Transportation Director and the Activities Director.

- No one is to leave the building w/ a school vehicle w/out permission from the building principal.
- A travel log is located in each school vehicle. The driver is expected to complete this form. All staff members who submit mileage claims are required to submit such claims the last work day of the month or forfeit one's right to be reimbursed. All Schuyler Community Schools vehicles - buses, vans, cars and pick-ups are the responsibility of the district. Planning and communication are crucial. There will be a request form that is available that must be filled out before an order can be processed. Transportation requests should be completed and submitted to the Activities office at least one week in advance of the activity.
- All drivers are the responsibility of Schuyler Community Schools. All background checks, licensure, training, drug testing, physicals, etc. will be the responsibility of Schuyler Community Schools.
- Pay rate is outlined on the support staff salary schedule. This includes – pre-inspection, drive time, down time, and post- inspection.
- All staff members that are required to drive their personal vehicles to the rural/satellite schools will be paid at the state of Nebraska mileage rate. This would include traveling to provide services to the rural/satellite schools for music, special education, administration, etc.
- Pay rate is outlined on the support staff salary schedule. The district will not provide transportation after practices or games. Reimbursement for transportation forms must be submitted to the activity directors by the last day of each month.
- Drivers using personal cars for school business will receive the state rate for mileage. Mileage will be paid only if approved in advance and if appropriate school vehicles are not available. Transportation arrangements are to be made with the principal's office. The superintendent or his/her designee must approve any deviation from this procedure.
- School organizations that use the bus for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. However, all expenses incurred, will be the responsibility of the organization.

FIELD TRIPS:
All students must have a signed and approved emergency medical leave form on file with the school nurse. Teachers are to have a copy of the emergency leave form for each student prior to taking field trips. Copies may be obtained from the school nurse. The nurse should have 24-hour notice of the students to be leaving to assemble the forms needed. For field trips out of town, all students complete a form signed by parents and in teacher possession prior to leaving on the field trip. There is board policy regarding out of state and out of country trips. Please refer to board policy if planning an out of state or country trip. Activity participants travel to and from out of town events as a unit. Exceptions to this rule will be made rarely and must be approved in writing and verbally by parents to a school official. A student will only be permitted to travel apart from the team or organization when that student's parent/guardian specifies all alternate travel arrangements

(time, vehicle, driver, etc. info) to the satisfaction of the coach or sponsor.

Procedures for Field Trips

PK-8
Each grade level may have one field trip within a 75-mile radius. This radius includes Omaha, Lincoln, Norfolk and Wayne. All other field trips must occur in the Schuyler district.

9-12
Field trips are limited by discipline. Each discipline is allowed one field trip within a 75-mile radius. This radius includes Omaha, Lincoln and Norfolk and Wayne. All other field trips must occur in the Schuyler district.

7-12
Field trips taken by clubs, need to be directly related to the club and must be educational to the club. All clubs are limited to one field trip within a 75-mile radius. This radius includes Omaha, Lincoln and Norfolk and Wayne. All other field trips must occur in the Schuyler district. School organizations that use a bus/van for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. If the club would choose to take a field trip that is above their allotted one outside of the Schuyler district or be a field trip not directly related to their club, the club will incur all expenses. This includes driver wage, gasoline and a fee per mile.

Specific Procedures Unique to Curriculum and Organization Areas

- Every travel must have written permission. Curriculum travel forms are to be approved by the building Principal. Activity travel forms are to be approved by the Activity Administrator.
- FFA is allowed one field trip per term at district expense (FFA State Conventions will be considered a field trip). All other FFA field trips must be at FFA expense i.e. driver, fuel
- In this instance, field trips are considered out of town travel
- Travel within the school district is limited by the building principal
- FFA National Convention is not considered a field trip
- Agriculture will be handled like all other curriculum areas when it comes to field trips - refer to certified staff handbook
- Field trips need to be requested one month in advance
- Field trips are considered such regardless of the time of day - i.e. during, before or after school.
- College/Post high school visits sponsored by SCS are not considered field trips. However, these trips must be limited and approved by the building principal.

SCHUYLER COMMUNITY SCHOOLS

INTERNET SAFETY: Network, E-Mail, Internet and Other Computer Use Rules:

A. General Rules:
   a. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
   b. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
   c. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
   d. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
   e. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network.

B. Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."
   a. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
   b. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
   c. Users shall not use or try to discover another user's account or password.
   d. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
   e. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
   f. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
   g. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

h. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
i. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
j. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
k. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas for the summer without written notification to their respective Local Area Network Manager (LAN MAN).

C. Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
a. Be polite. Do not become abusive in your messages to others.
b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
c. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
d. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
e. All communications and information accessible via the network should be assumed to be private property of others.
f. Do not place unlawful information on any network system.
g. Keep paragraphs and messages short and to the point. Focus on one subject per message. (viii)Include your signature at the bottom of e-mail messages. Your signature footer should include
h. your name, position, affiliation, and network or Internet address.
i. Other rules may be established by the network administrators or teachers from time to time.

D. Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. ***Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Community Schools and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.***

E. ***Risks of with "Facebook, Instagram, Snapchat, LinkedIn, Twitter, and other Social Networking: Facebook, and other social networking sites are blocked and not allowed on the Schuyler Community School's network. The purpose of this message is to give our students information about the risks of using, social networking sites at home.***

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Social media has published a Guide for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using social media and the Internet in general:

- ➢ Don't forget that your profile and social media forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- ➢ Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- ➢ People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- ➢ Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to social media or the authorities.
- ➢ Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- ➢ Don't mislead people into thinking that you're older or younger. If you lie about your age, social media will delete your profile.

A. Technology Protection Measure: Schuyler Community Schools shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of Schuyler Community Schools.

   a. The technology protection measure that blocks and/or filters Internet access may be disabled by the technology coordinator or his/her appointed designee for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of Schuyler Community Schools
   b. The technology coordinator or designee 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 during which time the minor will be monitored directly by the authorized staff member or his/her designee.
   c. Policy Challenge Procedure: An individual who has been granted access to the Internet by Schuyler Community Schools and desires to access an Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:
   d. Internet site review requests should be directed to the Schuyler Community Schools Technology Committee in writing for consideration.
   e. The Technology Committee will review the site within seven working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may vote to unblock the site.
   f. Schuyler Community School's technology committee will regulate enforcement of the policy, including disciplinary actions, and shall forward to the administrator of Schuyler Community Schools any challenges to the severity of the applied discipline.
   g. Challenges to the application or enforcement of Schuyler Community School's Internet Safety Policy that cannot be resolved at the levels outlined in the preceding step will be handled in accordance with Schuyler Community Schools established grievance policies or at the Schuyler Community Schools administrator and/or board level for challenges presented in writing

ANNUAL CERTIFICATION

Schuyler Community Schools Board of Education will hold an annual public hearing at a meeting of the Board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such a public hearing by a majority vote of the Board at an open public meeting in compliance with the public meeting laws.

Legal References: Neb. Constitution, Article VII, Section 1; Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act);
Sec. 79-241, 605, 611 (transportation); Sec. 79-2,104 (student files or records); Sec. 79-715 (eye-protective devices); Sec. 79-737 (damages to property); Sec. 79-1104 (before/after-school and pre-Kindergarten services); Sec. 79-1106-1108.03 (accelerated or differentiated curriculum program)

TITLE NONDISCRIMINATION PUBLIC NOTIFICATION REQUIREMENT IX, TITLE VI, SECTION 504, MULTICULTURAL, ETC. POLICY

The Schuyler Community Schools district number 19-0123 does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national or ethnic origin, marital status, disability, age, genetic background, veteran status, pregnancy, childbirth or related medical condition, sexual orientation, or gender identity in admission or access to, or treatment of employment, in its programs and activities:

Name:	Samantha Ladwig and April Becker
Address:	Schuyler Community Schools
	120 W. 20th Street
	Schuyler, NE 68661
Phone :	402-352-3527

For question regarding compliance, contact:
Nontraditional/Equity Programs Specialist, Career and Technical Education, Nebraska Department of Education,
P.O. Box 94987, Lincoln, NE 68509-4987,
Phone: 402-471-4823,
FAX 402-471-4565,
Email -rhastg@nde.state.ne.us

See Board Policy on the Schuyler Community Schools webpage for current policies for all listed below.

STAFF CONDUCT WITH STUDENTS #402.15 EMPLOYEE PASS POLICY #402.52

EMPLOYEE USE OF SOCIAL NETWORKS #403.07

GUIDELINES FOR EMPLOYEE USE OF SOCIAL NETWORKS #403.07R1 DRUG FREE WORKPLACE

ADMINISTRATIVE REGULATIONS # 404.07 REDUCTION IN FORCE POLICY # 408.05

PROFESSIONAL GROWTH # 409.01

The form to be used to complete Professional growth is on the school website under Certified Staff/forms.

BOARD POLICY STUDENT FEES AND FINES - # 504.19

(This policy supersedes all District policies, procedures, and regulations adopted prior to July 2003, including any provisions of the school district's Activity Manual and Student Handbooks. Where any conflict exists between this policy and any other district policy or regulation, the provisions of this policy shall apply.)

The Board of Education of Schuyler Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act as amended by the 2003 Legislature.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

MULTICULTURAL POLICY: # 604.04

The philosophy of the District's 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 (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) 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 shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability. See Board Policy 604.04 for the current policy.

SCHUYLER COMMUNITY SCHOOLS LAPTOP/COMPUTER/IPAD POLICY FOR TEACHERS #606.06 and 606.06E4

Procedures and Regulations Subject to Change

The information contained in the handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted.

If there is conflict between the student handbook and board policy, board policy will take precedence.

SCHUYLER COMMUNITY SCHOOLS

2025–2026 Student Handbook

Home of the Warriors

Complete Handbook Online
www.schuylercommunityschools.org/page/handbooks-forms

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District / School Board Information

WELCOME TO SCHUYLER COMMUNITY SCHOOLS

The Board of Education, on behalf of the community, has provided an excellent facility and a well-trained and caring staff. Students are encouraged to take advantage of the many opportunities for intellectual growth, stimulating activities, and the formation of lasting friendships.

This handbook is a guide for students, parents, and staff in the everyday activities of Schuyler Central High School. The handbook contains information of general interest as well as specific information regarding policies, procedures, rules, and regulations that are necessary to fulfill the educational goals of Schuyler Central High School. All information contained in this handbook is Policy of the Board of Education of Schuyler Central High School, and may be supplemented from time to time by changes or clarifications from the administration.

Students and parents are encouraged to read this handbook carefully and keep it in a convenient place for use when needed. Problems in school may arise when students and parents are not aware of their rights and responsibilities.

The school year will be full of new challenges and opportunities for Schuyler Central High School students and staff. Each student is encouraged to do his or her very best in the classroom and become involved in the activities available. Best wishes for a productive and enjoyable year!

Schuyler Community Schools Mission Statement
strive – commit - succeed

Schuyler Community Schools Vision Statement

Schuyler Community Schools, in partnership with students, parents, and the community, is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society.

Schuyler Community Schools Belief Statements

1. We believe that students, teachers, administrators, parents, and the community share the responsibility for student learning, therefore we will promote communication and involvement among all involved in the education of our students.

2. We believe that students learn best when they are actively engaged in the learning process, therefore we will use a variety of teaching strategies to meet the needs of all learners.

3. We believe students need the reading, writing, math, and problem solving skills that enable them to be life-long learners; therefore, we will follow our continuous school improvement process.

4. We believe our students should be valued, safe, and secure, therefore we will provide a learning environment that is physically, socially, and emotionally healthy.

5. We believe that we are accountable for student learning; therefore we will use available information to guide instructional decisions.

Members of the Board of Education for Schuyler Community Schools

President – Richard Brabec	Vice President – Brian Vavricek
Treasurer – Amanda Jedlicka	NASB Delegate – Renee Sayer
Secretary – Paul Pleskach	Member – ~~Chuck Misek~~Virginia Semerad

Schuyler Community Schools Board of Education Objectives

• A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.

•Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.

•School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity and a welcoming environment for parents and the community.

•The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunities for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.

•A curriculum that is based on state standards comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.

•Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.

•A school system that demonstrates accountability to the school community. School staff periodically assesses and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

•A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.

•Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

•An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough

yet with sufficient depth to allow education for all of the students.

•An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.

•A welcoming environment for parents and the community.

Schuyler Community Schools Buildings

Schuyler Community Schools District Office
120 W. 20th St.
Schuyler, NE 68661
(402) 352-3527

Schuyler Central High School
401 Adam St.
Schuyler, NE 68661
(402) 352-2421

Schuyler Middle School
200 W. 10th St.
Schuyler, NE 68661
(402) 352-5514

Schuyler Elementary School
2404 Denver St.
Schuyler, NE 68661
(402) 352-9940

Fisher's School
1098 RD J
Schuyler, NE 68661
(402) 352-3700

Schuyler Preschool
100 E. 15th St.
Schuyler, NE 68661
(402) 352-2628

Faculty and Staff Information

ADMINISTRATIVE STAFF:

Dr. Bret Schroder– Superintendent
Dr. David Cunningham – SCHS Principal
~~Samantha Ladwig~~ Josh McPhillips–SCHS Assistant Principal
~~Josh McPhillips~~ Seth Paesl– SCHS Asst. Principal/AD
Teri Ruybalid - SMS Principal
Josh Rowan - SMS Asst. Principal/AD
Bill Comley - SES/Fisher's Principal
Alicia Keairnes - SES Principal
Heather Bebout - ~~Fisher's Principal~~ Director or Special Programs/Pre-School Principal

PROGRAM COORDINATORS:

Vicki Jones – Technology Coordinator
~~Dr. Dave Gibbons~~Samantha ladwig – Director of Curriculum/SIP Coordinator
~~Darli Vrba~~ April Becker– SPED Director

SCHS CERTIFIED STAFF:
English - Colton Spahr, Abby Linnerson, Matthew Grady, ~~Jennifer Torpin~~**,** Elizabeth Lickei, John Lewis Suguitan
Mathematics – Erin McKee, Staci Shonka, Sandy Pospisil, Lily Shafer, Josephine Pabellano
Science – Katelyn Wiegand, John Sayer, Nick Wilcox, Mark Wemhoff, Dorina Ramos
Social Studies – ~~Jordan Haas~~, Isaac Cook, Audrey Blaser, Aries Galas, James McMann, ~~Seth Paesl~~
Alternative Education– George Lower
Agriculture –~~Casey Harper~~, Hal Moomey, Abbie Pieke, Rey Aleman
Art – Michael Trotter
Business –Grant Torpin, Robbi McKenny, Kayla Tuttle
EL – Rommell Miranda, Jazmyn Flores, Alyssa Carranza, Marieta Caparal, ~~Clarissa Eloge~~
Family Consumer Science –Daisy Mejia
Library Media Specialist -Drey Keairnes
Modern Language – ~~Lilibeth Estrada,~~ Cesar Rodriguez, Alexis Wilch
~~Music~~ Choir –Morgan Semerad
Band - Jonathan Madison
Physical Education – Anthony Bolen, Austin Hauptman, Scott Mollring

School Counselors – ~~Wade Brashear~~, Katherine Bertrand, Clarissa Eloge
S.P.E.D. – ~~Angela Schwarte, Shana Schrier,~~ Brooke Rowan, Ashley Stone, Jaylabie Dela Cruz
Speech Pathologist - ~~Sandy Cerny~~
Industrial Technology – Mark Wemhoff, Duane Matson, Jayson Tongol
Technology - Dan Rinkol

SCHS PARA EDUCATORS: Amy Mendez, Missy Korth, ~~Margarita Avalos~~

SCHS SUPPORT STAFF: Alejandra Dimas, ~~Diana Martinez~~, Juan Melendrez, Renee Brabec, Jamie Ramirez, ~~Flornsia Ramon~~, ~~Coralie Shonka~~, ~~Melissa Bulin~~, ~~Maria Bazan~~, Maria Arciva, Arturo Adame, ~~Rita Martinez~~, Jose Ramirez, Ana Ramirez, Ramona Rodriguez, Sheila Trainer, ~~Erin Trotter~~, Cori Vavricek, Margarita Avalos, Maria Loya, Martha Arroyo, Marisol Sandoval, Martha Viquez, Angela Guzman De Chavez

SMS CERTIFIED STAFF
English Language Arts - Julee Jaixen, Jill Domina, Arlene Diamante, Kristian Rocha, Roy Dalisay,~~Amanda Richards~~, Sheila Arriora
Math - Guillermo Gutierrez, Adam Robinson, Bernadette Bowling, Ernalyn Balicat
Science - Kasey Nolan, Jacob Twibell, Jay Danila
Social Studies - Amy Sigler, Robert Stewart, Mike Baptiste
SPED - ~~Kylahn Freiberg,~~ Tyrell Reichert, ~~Caitlin Becker, Lisa Lubken~~ Jackie Poulas
EL - ~~Angela Wemhoff,~~ Rod Ruybalid,Pam Palangan, Amanda Richards
Music - Morgan Semerad, Lowgaen Schmidt
PE - Julie Cunningham, Emily Neujahr, Jon Bos
Library Media Specialist - Shanda Hall
Family Consumer Science - Carol Rigenberg
STEM/PLTW - ~~Jarred Ulferts~~ Richard Cribello
Business - Cindy Beebe, Lauri Novacek
Art: Emilia Goetsch
Counselor: Angie Wemhoff

SMS PARA EDUCATORS
Geralyn Shannon, Alma Palafox, Karina Alarcon, Carmen DeNava, Brayden Rocha, Misty Storms, Mary Herrera, Paloma Arciva, Janelle Rocha

SMS SUPPORT STAFF
Jaidy Lopez, Marisela Lopez, Kellie Pleskac, Matt Wachal, Olga Castillo, Miguel Millan, Vicki Mefford, Rebecca Williams, Sally Roh, Guadalupe Encarnacion

SES CERTIFIED STAFF
Kindergarten - Luz Cano, ~~Severo Sumortin~~, Logan Fiala, ~~Shala Ostberg~~, Bianney Gaspar, Sharon Overlien, ~~Annalisse Stover~~, Dalia Covarrubias, Lillian Thompson, Katie Vavrina,~~Kaitlyn Brandl~~
1st Grade - ~~Sarah Gahan~~, Abigail Boatright, Brante Hayes, Jasmin Lopez, Lisa Terrell, Raenelle Thoms, ~~Taylor Wilke~~, Daysi Magana, Glonie Billoso, ~~Barbara Raya~~
2nd Grade - Lindsay Beaumont, Jodi Brabec, Rona Cariit, Jill Mendlik, ~~Severo Sumortin~~, Diana Salazar, ~~Luz Cano~~, Meghan Wolfe
3rd Grade - Brenda Allgood, Kari Bazata, Tonia Heard, Megan Holub,~~Cesar Rodriguez~~, Juan Santander, Brenda Orozco, ~~Alexie Tejral, Kristi Benck~~
4th Grade - Tessia Keller, ~~Pamela Palangan~~, Kristi Benck, ~~Evelyn Recinos~~, Jasmin Lizcano, Nicole Placek, Andra Pracheil, Nadia Torres, ~~Aprilyn Gabayan,~~ Allie Chavez
5th Grade - Lexi Brester, ~~Mylissa Krupka~~, Severo Sumortin, Corrine Mueller, Lesli Osorio, Joan ~~Gilbuena~~ Juarigue, Evelyn Recinos
Library Media Specialist - Becky Black
SPED - ~~Eileen Gahan~~, Jessica Prusa, Doreen Gibbons, Kelly Kort, ~~Marcos Quintero~~, Shana Shrier, ~~Jacqueline Poulas,~~ Mylissa Lotspeich, Daisy Guerrero
EL - Deb Schueth, Sherri Klaassen, Jolene Scheffler
PE - Pat Halvorsen, Jason Wehner
Art - Hope Pedersen
Music - Nicole Taylor-Liermann, Stephanie Pearson

Band - Lowgaen Schmidt
Counselors - Annette Sanchez, Vanesa Munoz
Nurse - Tori Oehlrich

SES PARA EDUCATORS
~~Mariluz Delgado~~, Shamso Socdal, Natividad Millan, Kathy Kaasch, Ashley Deleon, Kim Hajek, Amber Deleon, Alma Tena, ~~Sandra Flores~~, Daimarelis Martinez, Kathy Moran, Jonelle Simon, Jessica Vanicek, ~~Sherri Spale~~, Yarelis Marzo, Cynthia Liges, ~~Michelle Shonka~~, Maria Arciva, ~~Mary Duplanti, Daisy Guerrero~~, Diana Mondragon, Rosalba Valerio, Daysi Magana, Veronica Beltran, Blanca Chavez, Beatriz Corona, Rosa Gutierrez, Ana Nilo, Karina Reynoso, ~~Elizabeth Pedro~~

SES SUPPORT STAFF
~~Ariana Alarcon~~, Leticia Whitley, Esmeralda Gomez, Irma Ramirez, ~~Kimberly Viquez~~, Mickaela Vazquez, ~~Eduardo Carvajal~~, Miguel Millan, ~~Alfredo Millan~~, Matt Wachal, Patricia Chaparro, ~~Maria Loya,~~ Rosa Murillo, Nida Wachal, Aurora Avila, RaNae Blum, Noelia Encarnacion, Aida Hernandez, Veronica Marentes, Maria Oviedo, Sherri Sobota

FISHER'S CERTIFIED STAFF: Baylie Richtig, ~~Jennie Stutzman~~, Rachel Stuehmer, ~~Aries Galas~~

FISHER'S PARA EDUCATORS: ~~Jessica Prusa~~, ~~Brittani Swanson~~, Vicky Borman

FISHER'S SUPPORT STAFF: Marcia Jedlicka, Kellie Pleskac

Intent of Student/Parent Handbook

This handbook is intended to provide general information about the operation, practices, and procedures of the school district. It is not a contract and should not be relied upon as such; however, it sets forth the rules and regulations of the school and the behavioral standards for students. The Board of Education may change policies at any time, and the administration may change rules, regulations or handbook provisions at any time. Copies of board policies are available online at www.schuylercommunityschools.org. Those who have questions about the handbook should refer to the policies, or direct their questions to the building principal or the superintendent of schools.

General Information and Procedures

The school building is the place where we work, study, and learn. The building will generally be opened to students at 7:30 a.m. on regular school days. Classes begin at 8:05 am and dismissal is at 3:30 pm. unless there is an early dismissal. Students should leave school by 4:00 p.m. unless under direct teacher supervision. The school is not responsible for supervision of students once students have left school grounds.

ADDRESS CHANGES: Please report changes of address, telephone number, email address, or guardianship to the main office.

Chain of Command

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at step 2
- Step 4. Address the concern to the board of education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible depending on the nature of the complaint and the need for prompt

resolution.

Visitors

Visitors must report to the main office when visiting Schuyler Community School buildings. ALL visitors need a visitor's pass to be in our school building. Former students are welcome to visit with a teacher or other employee as long as the visit is pre-arranged with the teacher, or employee, and the principals' office is notified by the teacher in advance. Former students are not allowed to visit students in the lunchroom or other locations during the school day.

Announcements

Daily announcements regarding school activities, club meetings, and general school information will be emailed daily, read during announcements, and displayed on a TV monitor in the commons area. Announcements submitted must have sponsor and/or principal approval. Posters to be hung in the hallways need administrator approval prior to being displayed.

Copy Machines

Copiers are available for general instructional use, and are not intended to substitute for typical research or note taking methods. These machines are not to be used without permission of school personnel. Students who wish to copy materials for use in class must have a teacher's note requesting the student be allowed to use the machine. A $.10 per page copying charge will be assessed for personal copies.

Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

• The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
• The nature of the copyrighted work;
• The amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
• The effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Library/Media Center

The Schuyler Community Schools Libraries (SES, SMS, SCHS, and Fisher's) are considered "quiet" areas and all students are expected to study quietly to maintain a desirable atmosphere for study. Small group study may be done quietly and with permission of the library media specialist. The library serves both students and faculty. Its collection consists of many different types of materials including periodicals, reference materials, nonfiction books, fiction, and computer-based resources.

Locker Searches and Other Types of Searches

The school owns student lockers, desks, computer equipment, and other such property. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of iPads, lockers, desks, computers, and other such property may be conducted at the discretion of the administration. The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis or cause to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon
as practicable.

Items, which have been or are reasonably expected to be used to disrupt or interfere with the educational process, (i.e. “nuisance items”) may be removed from student possession. While students may decorate or personalize their locker, some items are not suitable for display in lockers. These items are: ads or references to tobacco, alcohol, or other drugs, pictures which are found to be offensive to school personnel or other students, and language or graphics which can be termed profanity, or are otherwise inappropriate. Care should be taken when decorating lockers to use materials that are not permanent in nature, as lockers will need to be cleaned at the end of the school year. Disciplinary consequences may be assigned to students who damage a locker, store prohibited substances in it, or disable the lock mechanism.

Lost & Found/ Lost or Damaged Items

Lost and found items are to be brought to and claimed from the office. Items not claimed at the end of the school year will be given to a charity organization. Students are to demonstrate respect for school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school and/or staff property. The charges shall not exceed the actual cost of the materials or equipment incurring damage.

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee the student’s property will not be subject to loss, theft, or damage.

Messages to Students

Routine notes and phone messages will be delivered to students as timing and staffing in the office permit.
Legitimate emergency situations will be handled immediately if that information is provided to school personnel.

Safety

Laboratory Safety Glasses - As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Bell Schedules

SCHS Regular Schedule

PERIOD 1 8:00 am – 8:44 am
PERIOD 2 8:47 am – 9:31 am
Warrior Time 9:36 am - 10:06 am
PERIOD 3 10:11 am – 10:55 am
PERIOD 4 10:58 am – 11:42 am
PERIOD 5/LUNCH 11:47 am - 12:32 pm
PERIOD 6/LUNCH 1:07 pm - 1:51 pm
PERIOD 7 1:56 pm - 2:40 pm
PERIOD 8 2:43 pm – 3:27 pm

SMS Regular Schedule

First Bell 8:02
PERIOD 1 8:07-8:59
PERIOD 2 9:02-9:45
PERIOD 3 9:48-10:31
PERIOD 4 10:34-11:18
PERIOD 5/LUNCH 11:18-12:35
PERIOD 6/LUNCH 12:38-1:22
PERIOD 7 1:25-2:09
PERIOD 8 2:12-2:56
Warrior time: 2:59-3:30

~~SCHS FOCUS TimeSCHS Warrior Time~~
~~The mission of FOCUS Warrior Time is to create an environment where students feel a sense of belonging by creating connections with peers and their teachers while learning respect, responsibility, and work ethic. FOCUS Warrior Time is a time for creating a community through goal setting, competitions, and character building. FOCUS Warrior Time groups will meet Monday-Friday.~~

SCHS Warrior Time

The mission of Warrior Time is to create an environment where students feel a sense of belonging by creating connections with peers and their teachers while learning respect, responsibility, and work ethic. Warrior Time is a time for creating a community through goal setting, competitions, and character building. Warrior Time groups will meet Monday-Friday.

Warrior Time Non-Negotiables

1. All students must report to their assigned classroom for attendance at the beginning of Warrior Time. Students who do not report to their Warrior Time Classroom will be counted absent.
2. No student may leave Warrior Time before the first ten minutes of Warrior Time have elapsed.
3. No student may leave Warrior Time without a teacher contacting the other teacher. Exceptions to this would be class meetings, college recruiters, and other special circumstances.
4. All students leaving Warrior Time must sign out.
5. If a conference is desired with the school counselor, the students must be on an email from the counselor to the teachers before Warrior Time. As an alternative, the Warrior Time teacher may call the school counselor to see if they want to see the student at that time.
6. Only one student is to be allowed to use the restroom at one time and they must sign out and sign back in.
7. Warrior Time is to be a study environment. Warrior Time teachers must double-check missing assignments and speak with students about their grades using the Advisory tab in Infinite Campus.

Warrior Time Weekly Schedule

Monday - Review Failing Grades/Study Time/Missing Assignments
Tuesday - Intervention Time/time to work with other teachers
Wednesday - ACT Test Prep
Thursday - Intervention Time/time to work with other teachers
Friday - Reading - ACT Test Prep

SMS WARRIOR Time

Warrior time at Schuyler Middle School will be a time where students will receive extra instruction in important subjects and enrichment in grade level groups as well as building relationships and learning about important social skills and character development lessons. Students that are missing work will be given time once per week to meet with teachers during Warrior time to get caught up and extra help.

Emergency Procedures

NOTIFICATION OF BAD WEATHER: The Superintendent may close public schools in case of severe weather. The Superintendent or designee/staff will notify local news media when inclement weather warrants such action. For closings and late starts, these stations will generally be notified by 6:30 a.m. KFAB and Channel 10 will be contacted as early as possible. Wait for this information to be presented by the media sources. Parents are urged to use their own judgment whether it is safe for their children to go to school. Parents who do send students are welcome to have them call home once safely at school. The school will attempt to contact rural parents early in the day if parental verification of an absence has not occurred. On such days, the Superintendent will contact the following media sources, to which students and parents should listen:

KTTT 1510 am Columbus KLIR 101.1 fm Columbus KJSK 900 am Columbus
KFAB 1110 am Omaha KKOT 93.5 fm Columbus KZ 100 fm Columbus
KOLN Channel 10 Lincoln KHUB WAG 78
KEXL 106.7 KETV Channel 7
KLKN TV Channel 8 Channel 11

After School Starts:

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. The media will broadcast if school is closed during the day. Parents should have a plan in place to accommodate these circumstances.

What Not To Do:

Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Students and staff members practice tornado safety procedures regularly. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions:

The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for an emergency exit system, tornado warning system, and critical incident response and posted in every classroom.

Campus Messenger:

Schuyler Community Schools will be using Campus Messenger, Apptegy, and Rooms to deliver several notifications by phone and/or email to parents/guardians and staff regarding different matters depending on your student's grade level and also district wide. These notification systems will allow information to be sent concerning student attendance, student behavior, school reminders of events, report cards, meetings, conferences, emergency notices, school closings and late starts via email or telephone depending upon the parent/guardian and/or staff preference. This service for parents/students is automatically registered at no cost.

SES/Fisher's School Specific Information

Field Trips

Part of the educational program of the school includes learning activities that take students away from their regular meeting place by transportation. These activities often cannot be duplicated in the regular classroom and provide

students with valuable education, musical, cultural, or artistic opportunities. Such trips are made only with the written permission of a parent or guardian. The teaching staff schedules these educational excursions. All field trips require detailed planning, and teachers will send home basic information regarding the experience, including any fees for lunch or admission. All field trips are supervised by classroom teachers. Students who do not have parent permission to attend a field trip will be expected to attend school. An alternative educational activity will take place for students not attending the field trip and will complete work in the office throughout the school day.

Class Parties

Party Invitations: Party invitations are an "out of school" activity and are to be delivered away from the classroom and playground.

Birthday Treats: Students may bring birthday treats as long as the first ingredient on the item is NOT sugar, corn syrup, shortening, lard or their equivalent. This requirement is part of the Wellness Policy for Schuyler Community Schools. In part, it is designed to decrease the childhood obesity rate. All treats must be store bought with ingredients and nutrition facts available.

Library/Media Center at SES

Students are welcome to use the Library/Media Center throughout the school day. Books are loaned to students for a period of two weeks after which time they must either be renewed or returned. Students are responsible to pay for lost or damaged books. Other reference materials are also available for students. Fines may be assessed for overdue books.

Tardy at the Beginning of the School Day at SES

Students in Kindergarten through fifth grade will be counted tardy by 8:10 a.m. All students arriving late will report to the office. School personnel will write each student a pass to allow entrance into his/her classroom. Consequences based on tardiness will accumulate only for a quarter at a time.

Third Tardy	**Verbal communication from administration**
Fourth Tardy and Beyond	**Meeting with parent, child, administration, teacher, and potentially law enforcement**

SES ARRIVAL AND DISMISSAL

Arrival:

1. Students should not arrive at school before 7:45 a.m. unless the student is eating breakfast at 7:30 or school personnel have requested them to arrive before that time. The school cannot assume responsibility for children who arrive earlier. The tardy bell rings at 8:10 a.m.
2. Students cannot enter the building before 8:00 a.m. unless they have a pass/note from a teacher or a parent **breakfast in our lunchroom.**
3. Students are not to play on the equipment or play games while waiting to come inside.
4. K-5 students are required to participate in the SES Walking Club. We have developed the SES Walking Club to eliminate conflicts between students that were happening as they waited on their assigned classroom line. We have seen a huge benefit of our students walking before school. Our students are more alert and focused on learning.
5. When the bell rings, ~~playground~~ walking club supervisors will give the students permission to enter the building. When the students enter the building, they are expected to be quiet. They should go directly to their lockers and then into their classrooms.

Cold Day or Rainy Day Procedures:

The supervisor on duty will inform the students if they are to come inside. **On days that the students come inside, they will enter the building using the lunchroom doors and walk directly to their designated gym for walking club.** ~~**his/her own locker where they will sit quietly.**~~ The "supervision team" on duty on that given time will monitor the students.

Dismissal

All students must leave school property by 3:45 p.m. each day unless attending the After School Program. The school cannot assume responsibility for children who remain on school grounds after dismissal. If students are in the building after 3:45 p.m., they must be under the direct supervision of a teacher/sponsor/coach. Students are NOT to

be out of their designated areas once they leave the building, but are still on school property. Parents should make an effort to drop off and pick up their children relative to where their children enter/leave the building each day. **If a child is left at school after 4:00 p.m., he/she will be promptly taken to the Schuyler Police Department hence this is where the parent will need to pick up his/her child.** In the case of a parent being continuously late, the administrative team will send a letter to the county attorney to make him/her aware of this situation.

Student Conduct Between Home and School:
Parents/guardians are responsible for their child's conduct en route to and from school.

SES Enrollment Requirements
Entrance Age: Any child who is five (5) years of age on or before July 31st may enter Kindergarten at the beginning of the school year. ~~A Kindergarten Registration will be held before school starts to complete all the necessary paperwork.~~ A Kindergarten meeting will be held to share information and registration paperwork may be filled out at the district or school office.

Summary of the School Immunization Rules and Regulations

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. . For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

Immunization Enrollment Requirements

Medical Requirements for School Entrance
It is strongly encouraged for school entry to have a vision exam by an ophthalmologist or optometrist consisting of testing for amblyopic, strabismus, internal and external eye health, and testing to determine visual acuity. It is also strongly encouraged for school entry to have a dental exam done by a dentist. The parent/guardian may object in writing. The cost is borne by the parent/guardian.

Birth Certificate
State law requires that a certified copy of a student's birth certificate be provided within **30** days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of Vital Statistics.
If a birth certificate is unavailable, other reliable proof of a student's identity must be used. These documents could include naturalization or immigration documents showing date of birth or country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Medical Physical
State law requires a student entering Kindergarten to have a doctor's physical upon the date of entrance. Should we have something on immunizations and up to date shot recorders as required by law?

Health, Accidents, Illness, and Medications
Under no circumstances should students leave the school without **permission from the nurse or office**. Students will not be allowed to make the decision to go home. Students are not to call their parents/guardians unless the nurse or office has been notified first.

We recommend that your child get a good night sleep each night during the school week. Lack of sleep can affect the quality of your child's daily work. We also recommend that each child eat a **HEALTHY breakfast** before coming to school each day.

Accidents
Since accidents can occur even though reasonable precautions are taken, we require an immediate and complete report of each injury. If a child is injured, the school will make every effort to notify the parent or person to be contacted in case of an emergency. If the school is unable to contact a parent/guardian, emergency numbers provided by parents/guardians will be used. **It is important that these numbers be kept current.** No child will be sent home unless contact is made with the parent/guardian or emergency contact. In the case of serious accident in nature, a rescue unit will be called immediately.

Asthma and Allergic Reaction Protocol
The district has adopted and implemented the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis) Protocol as required by the Nebraska Department of Education. Copies of

Schuyler Community Schools' protocol can be requested from the school nurse.

The regulations that have been established comply with the Nebraska Department of Education rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and Albuterol. The school will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. The parent(s) or guardian(s) of a student of minority age must request a waiver if they want their student NOT to receive emergency treatment under this protocol.

Automated External Defibrillator (AED) Policy:

Training Required for All Operators:

1. American Heart Association (AHA) or American Red Cross (ARC) Basic Life Support CPR course with AED training completed.
2. Training must be renewed every two years for AHA certificates and every year for ARC certificates. All certificates must be current.
3. All trained personnel will have their CPR/AED certificates of completion hanging next to the AED.

Maintenance of Automated External Defibrillator (AED):

1. Batteries will be checked at semester break and at the beginning of the school year by the school nurse.
2. After use, the AED pads used will be reordered, and the AED will be assessed for appropriate functioning.

**The parent(s) or guardian(s) of a student of minority age must request a waiver if they want their student NOT to receive emergency treatment under this policy.

Protocol to be followed during school hours (8:00 a.m. to 3:45 p.m.):

1. Medical Emergency Protocol will be initiated by office staff.
2. Office staff will notify emergency medical services (911).
3. Office staff and/or administration will notify the family of the victim.
4. Medical Emergency Team will respond, assess, and if applicable:
    a. Administer life-sustaining medication- Epinephrine injection & albuterol by nebulizer
    b. Administer CPR
    c. Activate the use of an AED
    d. Administer other life-sustaining procedures (ie: Heimlich maneuver) or first aid as necessary
5. Medical Emergency Team will remain with the victim until Emergency Medical Services arrive.

Child Abuse and Neglect:
All members of the SES staff are required by law to report any suspected case of child abuse or neglect to the appropriate law enforcement agencies.

Exclusion from School:
Children who become ill, or who have symptoms of illness at school, are sent home after parents/guardians are notified. Emergency numbers will be used if parents/guardians cannot be reached. Children shall be excluded from school for the following conditions:

1. Contagious diseases such as strep throat, chicken pox, measles, mumps, pinkeye, etc.
2. Skin eruptions or suspicious rash
3. Vomiting
4. Abnormal temperature
5. Head lice--Children may not return until appropriately treated and no eggs (nits) are left in the hair. All students must be checked by our nurse upon returning to class.

Insurance:

School insurance is available to all students. Your child will be bringing home insurance papers on the first day of school. Additional information can be obtained by calling Holly Hild at Agri- city.

Medical Emergency Authorization Form:
Annually, parents must complete a medical emergency authorization form indicating procedures to be followed in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of an injury or illness. This form will include health questions specific to their child, too.

Medications:
If it is necessary for a parent to send medication to school for a student to take during school hours, the medication must be accompanied by written instructions signed by the parent and in the original container from the pharmacy. The medication and signed instructions should be taken to the nurse's office where it will be kept in a locked file. Neither aspirin or Tylenol (pain medicine) will be provided by the school to be administered to a student.

School Nurse/Health Screening:
During the school year, the school district will provide health screening. This includes height, weight, vision, hearing, and dental defects. If the screening indicates any child having conditions necessitating the need for professional care, the parent of the child will be notified in writing.

Staying Inside:
Students, who are to stay inside during recess, due to illness must bring a note stating the reason along with a parent/guardian signature. Any student who must stay in during recess longer than one day **MUST** bring a note from the doctor stating the reasoning behind this request.

SCHUYLER ELEMENTARY DISCIPLINE

The chart on the following page identifies some of the prohibited student behaviors and standards consequences. The administration may modify consequences on an individual basis.

The purpose of a discipline policy is to maintain a safe school environment. Administrative discipline is carried out by either the principals and/or the superintendent. The purpose of classroom discipline is to maintain a constructive learning environment. Classroom discipline is conducted by classroom teachers, Student Assistance Team members, para-educators, school psychologists, school counselor, and administration.

In general, discipline policy is designed so the degree of home-school supervision and resource support are directly related to student performance choices. Discipline policy is also constructed so student freedom and choices are solidly linked to their performance choices. When students choose to perform according to basic administrative and classroom goals, parent-faculty supervision and resource support are minimized. Under these conditions, student freedom and choices at school are maximized. However, when students choose not to perform according to standards, parent and school staff supervision and support continues to increase until the student reforms his/her performance. In this case, student freedoms and choices continue to decrease until he/she chooses to perform adequately.

Schuyler Elementary Discipline Policy

1. School will use the 3 B's as school-wide rules: **Be Responsible, Be Respectful, Be Safe.**
2. Teachers will use their own grade level behavior system, such as balls, tickets, etc.
3. If a student's discipline warrants a behavior note home, the teacher will document the behavior and communicate the event and consequences with parents/guardians.
4. Teacher will document event on Infinite Campus and after three events will notify the principal.
5. Principal will communicate with the child.
6. Teacher can report consistent behavior that has been documented and reported to the parents.
7. **Behavior that requires immediate attention are:**
    a. Biting another student or spitting on another student.
    b. Fighting (not pushing or shoving)
    c. Inappropriate contact with another student/adult
    d. Running away: not returning when prompted
    e. Storming out of classroom
    f. Throwing objects resulting in bodily injury to another student/adult
    g. Use of profanity
    h. Vulgar activities
    i. Threatening another student/adult
    j. Arson
    k. Assault
    l. Burglary
    m. Possession of a gun, a knife, or other weapon
    n. Theft
    o. Threatening an adult/student regarding life

Discipline is not something that simply does or does not exist in school; it is an essential part of learning. Discipline is something that must be consciously and energetically pursued and taught. It is the means by which students are nurtured to learn, to develop responsibility and ultimately, to control their own actions. Discipline is a social necessity; it is the essence of learning.

Level 1: Minor Infractions

Classroom teachers will handle these discipline issues with notes or phone calls to parents, verbal warnings, loss of recess, after school detentions, or loss of other classroom privileges. Teachers will keep anecdotal notes to record frequency of the behaviors and actions taken.

Minor infractions may include the following behaviors:

- Inappropriate language
- Horseplay/bathroom/hallway/cafeteria behavior
- Electronic devices
- Disrespect—minor
- Leaving class without permission
- Not bringing materials
- Not completing homework
- Throwing objects
- Passing notes
- Not following teacher directives
- Lying/dishonesty
- Sleeping in class

When a student has accumulated three minor infractions in a month's time, the teacher will put the three minor infractions in Infinite Campus as one major infraction. If a student would obtain 3 minor infractions in a month's time, the teacher will call the student's parents to set up a conference time to discuss the inappropriate behavior and/or concerns!

Level 2: Major Infractions

Classroom teachers will refer students to the office through Infinite Campus and major infractions will go on the student's records.

Major infractions may include the following behaviors:

- Physical aggression
- Inappropriate gestures
- Cheating
- Open defiance
- PDA violation
- Accumulation of 3 minor infractions
- Destruction of school/teacher property
- Forging parent's signature
- Threats
- Theft
- Discriminating remarks
- Harassment

Student discipline will be communicated to parents and guardians by the classroom teacher. If an office referral is given, the administrator will communicate the situation and further consequences with parents/guardians.

Safety

The safety of our students is our number one concern on a daily basis. Exercising safety practices begins on the first day of school and continues throughout the year. With the home and school working as a team, safety can be a natural practice of the child.

Bicycles and Skateboards

Bicycles rode to school should be walked once they are on school property and then parked immediately in the

appropriate bike rack. The school is not responsible for lost or damaged bicycles. Students are not to ride bikes on the playground area or on the sidewalks. Skateboards and roller blades are not allowed on school property.

Buses: (References: Board Policy 801.01 and Neb. Rev. Stat. 79-318-79-602 and 79-607-79-608)
The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. After due warning has been given to the student and to parents/ guardians, the principal may withhold from the student the privilege of riding the school bus.

The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Our goal for the bus driver is to provide a safe, efficient, and reasonably accommodating means of transportation for our students. As a student, you have certain responsibilities when you ride a bus for an activity. Please observe the following rules/courtesies:

1. Students are to remain seated and facing forward at all times.
2. Talking should be done in a quiet manner. Remember, a given level of noise can be very distracting to a driver when the traffic is heavy or the weather is bad.
3. No hanging out of the windows.
4. No objects are to be thrown in or out of the bus.
5. No shouting or unnecessary noise.
6. No shoving, fighting, spitting or littering.
7. Conduct that is rude, discourteous or annoying is prohibited.
8. Aisles must be kept clear and unobstructed.
9. Students will board and depart the bus in a quiet, orderly, and courteous manner.
10. Silence should be observed at all railroad crossings.
11. The last thing that students should do before they get off the bus is to make sure they pick up papers, cans, etc. that they may have dropped.

Hallways

1. No running.
2. No speaking.
3. Keep your hands and feet to yourself.
4. Walk on the right side.

Playground

1. Throwing or kicking balls into students or against the building is not permitted.
2. Students need to line up IMMEDIATELY when the whistle blows. No talking in line!!
3. One person at a time on the swings is permitted. No one is allowed to twist, jump off or climb the support poles.
4. Students are not allowed to throw rocks, rubber mulch, or snowballs.
5. Chasing or running on the equipment is not allowed.
6. Students need to use proper balls for each sport. Example: Basketballs are for bouncing, not for soccer or kicking.

Consequence: Any student who is unable to follow these rules will not have playground privileges for up to 5 days. During recess, the student will be required to take time out of their recess to be retaught the expectations. Continued misbehavior will result in further discipline at administrative discretion.

Note: Days when school is in session and during school hours (8:00 a.m.-3:45 p.m.) only Schuyler Elementary School students are permitted on the playground and on the playground equipment.

Student Conduct and Discipline Policies:
The common goal of students, parents, faculty and administration at Schuyler Community School is to maintain a school atmosphere that is conducive to learning. In order to achieve this, Schuyler Community Schools will continue to review and distribute a set of reasonable and fair rules and policies. **VIOLATIONS OF THE SCHUYLER COMMUNITY SCHOOLS' RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION**.

Schuyler Middle School Specific Information

Homework ~~Zone~~

Homework is an investment in a student's education. It not only provides teachers with necessary feedback, but also provides the students with the opportunity to demonstrate the skills and knowledge they have acquired. Homework is an essential part of the learning process. Student may get assistance with homework in the After School Program at the middle school. ~~The purpose of the Homework Zone is to provide students with a safe place to complete homework while increasing student success through higher achievement and by reducing missing student work. Homework Zone will not give the students a free pass with no consequences, but rather a positive place where students can ask questions, get extra help and complete missing assignments. The completion of assignments will be monitored daily and students with missing work will be assigned to Homework Zone for that day. Homework Zone will be every day after school from 3:40 – 4:00 p.m. A student missing an assignment or required work will be entered into the Homework Zone list and will be asked to stay after school. It is the responsibility of the student to contact their parent or guardian if they are assigned to Homework Zone. During Homework Zone time, a student will work on missing assignments for that school day. Once the assignment is completed satisfactorily, and the work is turned in to the supervising teacher, the student will be dismissed. If a student skips their assigned Homework Zone time, the student will be reported and assigned a consequence by the assigning teacher. Consequences for skipping may include, but not limited to, referral to the office, before or after school detention.~~

SMS Summer Attendance and Academic Recovery

Purpose

The purpose of SMS Summer Attendance and Academic recovery is to ensure that Schuyler Middle School students have an opportunity to reclaim any missed learning opportunities due to excessive absences or due to academic failure.

Qualification

1. Students that end the school year with 2 or more failing grades in Mathematics, Social Studies, English Language Arts, or Science will be ~~required~~ recommended to attend.
2. Additionally any students that end the year having reached an absenteeism rate considered by the state to be excessive absenteeism will be ~~required~~ recommended to attend.
3. Students that are failing 1 class in Mathematics, Social Studies, English Language Arts, or Science that have more than 20 days of absence.

Timeframe and Coursework

Students will attend Summer Recovery time during the month of June as scheduled by SMS administration. Students attending SMS Summer Attendance and academic recovery will be assigned coursework by the teacher as needed. ~~through APEX learning modules and complete their coursework online.~~ Teachers that teach the core coursework in which the student earned a failing grade will work with administration and SMS Summer Attendance staff to assign appropriate coursework that the student missed through failure or poor attendance.

Requirements for attendance and connection to Schuyler Central High School:

Students in 8th Grade that qualify for this program and do not complete the coursework or attend will have their information turned over to the High School, which will communicate their expectations before they can start 9th grade coursework. Students attending SMS Summer Attendance will be required to attend all 5 days and complete the assigned coursework. If a student does not complete their coursework or fails to attend the student will be required to finish the coursework at the beginning of the next academic school year.

~~Specific~~ Rule Items specific to SMS

The following are examples of conduct that may result in disciplinary action, in which repeated violations may result in discipline up to expulsion:

1. Candy and other food items are only allowed in classrooms by permission of the classroom teacher.
2. Gum is **NOT** allowed in the Field-House under any circumstances.
3. The school vending machines will be managed in accordance with federal food service guidelines.
4. Students are expected to bring all books and necessary materials to class.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not allowed to store food in their lockers unless expressly given permission by a teacher or administration.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Throwing snow or snowballs is not allowed
12. Students are to maintain an orderly hallway; they are not to run, yell, or roughhouse when walking in the hallways between classes or during class time.

Student Conduct and Discipline Code SMS

Classroom Referral

If a student receives a classroom referral from a teacher, they will receive appropriate disciplinary sanctions from the teacher giving the referral. The teacher may contact parents as he/she deems necessary.

Office Referral

If a student receives an Office Referral, they will be sent to the guidance center, if guidance center is not available then the student will report to the assistant principal or principal. Depending on the severity of the infraction, students may receive further disciplinary action after conferencing with the principal or assistant principal.

The administration will contact parents or guardians and may ask to set up a meeting between administration, the guidance counselor, classroom teachers, students, and their families.

Administrative Prerogatives

1. Any illegal activities will warrant police involvement.
2. The Principal or administrative designee has the final authority to set level and consequence for specific violations.
3. The disciplinary section of the handbook is NOT an all-inclusive list of behaviors.

Handbook compliance in regard to discipline will adhere to Board Policy 503.03

4. See General Discipline Philosophy for additional details

Credit for School Work During Suspension

During the period of suspension, a student is expected to make every effort to keep up with class activities and learning opportunities. In order to encourage this, a student will be allowed to take any exam missed, and to receive full grading credit. Completion of the exam is to be initiated by the student and shall occur within two school days after the suspension ends, or no credit will be allowed. All other assigned work due during the time of suspension from school will receive credit only if it is completed and handed into the teacher first thing in the morning when the student returns. Students that are suspended will be expected to keep up with schoolwork by checking their school issued Google email account and all google classroom enrollments. Any student under any type of suspension or expulsion may not attend/participate in any Schuyler Middle School activities.

Additional Student Conduct Expectations and Grounds for Discipline.

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle

owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

    a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pant, low-cut shirts, etc.) or clothing that is revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, shorts, skirts or athletic shorts that expose undergarments or inappropriate amount of bare skin or otherwise of an appropriate size and fit.
    b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
    c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
    d. Head wear including hats, caps, bandannas, and scarves.
    e. Clothing or jewelry, which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
    f. Clothing or jewelry that is gang related. (Ex. Marilyn Monroe gang t-shirts)
    g. Visible body piercings that can be determined to create a safety concern or constitute a disruption or distraction to the learning environment. (Example: golf tees as gauge spacers)

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel or appropriate apparel may be provided by the office and will be returned at the end of the school day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

Body Piercing Jewelry and Tattoos Policy

The Board finds that tattoos that advertise drugs, alcohol, tobacco, and/or anything with a sexual connotation are inappropriate for students, employees, and others associated with the school. A student with a tattoo that is visible and causes a disruption to the educational environment will be asked to cover the tattoo when attending school or school related activities. If a student continues to violate this policy on a repeated basis, he/she shall be subject to such consequences as are determined to be appropriate by the school administration, including possible out-of-school suspension and Expulsion.

Academic Integrity

Policy Statement
Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

Definitions:
Schuyler public schools definition of academic integrity is explained under SCHS code of conduct

Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

Academic Sanction The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

Report to Parents and Administration The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

Student Discipline Sanctions Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Personal Electronic Devices

Philosophy and Purpose
The District strongly discourages students from bringing and/or using personal electronic devices at school. The use of personal electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of personal electronic devices, the District hereby establishes the following rules and regulations governing student use of personal electronic devices, and procedures to address student misuse of personal electronic devices.

Definitions
(1) "Personal Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, wireless earbuds, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
(2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

Possession and Use of Personal Electronic Devices.

(1) Students are not permitted to possess or use any personal electronic devices during class time or during passing time except as otherwise provided by this policy. Students are required to keep cell phones turned off and stored in the locker during the school day. Students may ask to store cell phones or other electronic devices in the administrative office for safekeeping during the school day

(2) Students are permitted to use personal electronic devices before and after school hours, provided that the student doesn't commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Personal electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

(5) Headphones, earbuds, both wireless and wired, can be used in classrooms with the expressed permission of the classroom teacher. Headphones, earbuds both wired and wireless may not be worn in the following areas for safety reasons: Cafeteria, Hallways, and Fieldhouse.

Prohibited Use of Electronic Devices:

Students shall not use electronic devices for:

(a) Activities that disrupt the educational environment;

(b) Illegal activities in violation of state or federal laws or regulations;

(c) Unethical activities, such as cheating on assignments or tests;

(d) Immoral or pornographic activities;

(e) Activities in violation of Board or school policies and procedures relating to student conduct and harassment;

(f) Recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public;

(g) "Sexting;" or

(h) Activities that invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

Penalties for Prohibited Use of Electronic Devices

Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion. Students that receive a "sexting" message are to immediately report the matter to a school administrator. Students shall not participate in "sexting" or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity.

Reporting to Law enforcement

Violations of the school's electronic device policy that may also constitute a violation of federal or state laws and regulations, including but not limited to the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention act shall be reported to appropriate legal authorities and law enforcement.

Confiscation of personal electronic devices:

Personal electronic devices used in violation of this policy may be confiscated by school personnel, placed in an envelope, and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken at the earliest possible time to the school's main office to

be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

1st Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

2nd Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

3rd and subsequent violations: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and Saturday school or In-School-Suspension. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Bicycles and Skateboards

Bicycles ridden to school should be walked once they are on school property and then parked immediately in the appropriate bike rack. The school is not responsible for lost or damaged bicycles. Students are not to ride bikes on the playground area or on the sidewalks. Skateboards and roller-blades must be carried while on school property and are not to be ridden on their sidewalk.

SCS Field House

All SMS expectations apply for student behavior in the Field House, along with additional rules and expectations that are posted in the Field House tab on the Schuyler Community Schools website.

Buses

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus. Our goal for the bus driver is to provide a safe, efficient, and reasonably accommodating means of transportation for our students. As a student, you have certain responsibilities when you ride a bus for an activity. Please observe the following rules/courtesies:

1. Students are to remain seated and facing forward at all times.
2. Talking should be done in a quiet manner. Remember, a given level of noise can be very distracting to a driver when the traffic is heavy or the weather is bad.

3. No hanging out of the windows.
4. No objects are to be thrown in or out of the bus.
5. No shouting or unnecessary noise.
6. No shoving, fighting, spitting or littering.
7. Conduct that is rude, discourteous or annoying is prohibited.
8. Aisles must be kept clear and unobstructed.
9. Students will board and depart the bus in a quiet, orderly, and courteous manner.
10. Silence should be observed at all railroad crossings.
11. The last thing that students should do before they get off the bus is to make sure they pick up papers, cans, etc. that they may have dropped.

Specific Rule Items

The following conduct may result in disciplinary action, in which repeated violations may result in discipline up to expulsion:

1. Candy and other food items are only allowed in classrooms by permission of the classroom teacher.
2. Gum is NOT allowed in the Field-House under any circumstances.
3. The school vending machines will be managed in accordance with federal food service guidelines.
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5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to allowed to store food in their lockers unless expressly given permission by a teacher or administration.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Throwing snow or snowballs is not allowed
12. Students are to maintain an orderly hallway they are not to run, yell, or roughhouse when walking in the hallways between classes or during class time.

SMS policy for bullying and harassment, and inappropriate public displays of affection are defined under SCHS code of conduct.

Schuyler Community Schools Food Service

Breakfast is served daily from 7:30 am to 8:00 am each school day. Breakfast has four components offered of which students are required to take three. Breakfast is $1.65 per meal.

The Schuyler Central High School federal lunch program has facilities that serve the entire student body. **Student lunches are $2.60**, adult meals are **$4.30**. The cost for individual lunch items is announced on an annual basis. Deposits will not be accepted during lunch periods. Students should carefully examine the account balance that appears on-screen each day after the bar code card is scanned. This information indicates the balance remaining prior to charges for the day’s meal. Students will not be allowed to charge any items to their lunch account that would cause the account to have a negative balance. Due to federal lunch program reimbursement regulations, a student may not purchase a lunch for another student. Barcode replacement cards are available in the main office. To receive a replacement card, students are charged **$5.00** for that card and any card issued after that time.

Our school offers nutritious hot lunches and breakfast every school day that we are in session beyond noon. The price for breakfast will be $1.65, reduced breakfast will be $.30 and the price for hot lunch or salad bar is $2.60, reduced lunch will be $.40. Breakfast for adults wishing to eat at the SCHSwill be $2.65 and lunches for adults wishing to eat at the SCHS will be $4.30. Students may be required to bring money or food for field trip lunches and similar activities. Otherwise, a sack lunch will be provided at the regular student meal rate. Students who bring lunch will eat in the lunchroom. Milk is available for purchase for students who bring lunch. Students shall be expected to conduct themselves in a courteous manner and to follow the cafeteria rules.

The State of Nebraska does an annual review of lunch prices and costs associated with our food program. Schuyler is within a few cents of each of our reviewed program meal costs. See food service balance on the monthly receipt expenditure summary report. We received a letter from NDE notifying us that our lunch prices were too low. We sent a letter for a 1-year exemption, but are required to raise our prices to the recommended levels this year. Breakfast prices can only increase 5 cents, and lunch prices can only increase 10 cents. Lunch balances can be viewed by students and parents on the Infinite Campus portal.

Schuyler Community Schools has agreed to participate in the National School Lunch and Breakfast Program 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 and Breakfast Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. 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: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
4. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
5. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to the 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:

-A publicly-announced, simple method for making an oral or written request for a hearing.

-An opportunity to be assisted or represented by an attorney or other person.

-An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.

-Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.

-An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.

-An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.

-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. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.

6. Agrees to designate the Superintendent 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. 7. Agrees to develop and send to each child's parent or guardian a letter as outlined by the 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.

The following forms will be available in the office of the Superintendent:
- Eligibility criteria for free and reduced meals
- Parent letter and application

- Public release
- Collection procedure

Students are asked to cooperate with lunchroom personnel by eating in a responsible manner, consuming all lunch items in the lunchroom, returning trays, silverware, and disposable items to their proper location, and conducting themselves as young women and men at all times. Disruptive behaviors may result in disciplinary consequences. Suggestions for improving the school lunch program are to be presented to the nutrition staff or to members of the committee that meets with the superintendent and nutrition staff. Students are not allowed to purchase breakfast and lunch meals or á la Carte items for other students. Violations will result in loss of á la Carte privileges, etc. Á la Carte items are offered for purchase for breakfast and/or lunch. For example, students may purchase a second serving of a main entrée, 100% juices, water, snacks, fresh fruit, 16-ounce milks, and more. Students are required to purchase a reimbursable meal before purchasing á la Carte items. There are a few exceptions to this policy. The following items can be purchased without purchasing a meal first. These include the following: milk (any size), water, Propel, 100% fruit juice (any size), and fresh fruit. As long as three different food components are chosen, a meal qualifies and it consists of ½ cup of fruit or vegetables, if not, students will be asked to return to the line to get the required components for a meal.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Student Information

Parent-Student-Teacher Conferences

Parent-student-teacher conferences will be held during the school year with the student's ~~FOCUS~~ Warrior Time teacher at SCHS, with the student's Warrior teacher at SMS, and with the student's classroom teacher at SES and Fisher's. Refer to the school calendar for the scheduled conferences. Parents and students are encouraged to attend conferences. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers. The parent portal on Infinite Campus is also available for parents to check on grades, attendance, and other vital student information.

SCHS Part-Time Students

A part-time student shall be any student who does not attend school the entire school day and school year. Students who have reached senior grade classification **or are 18 years of age**, and have obtained **215 credits** may, with parent/guardian approval, request permission to attend school as a part-time student. Application for attending school as a part-time student shall be made to the school counselor on school-provided forms. Part-time students will be expected to **attend four consecutive periods and** observe all stated school rules. Exceptions will be made jointly between the student, parent/guardian, and administration. Part-time students not demonstrating satisfactory performance in coursework and attendance may be required to spend additional time in school beyond their scheduled classes. This time will be scheduled immediately before or immediately after classes in the student's schedule and will be spent working to improve the level of academic performance in scheduled classes.

Registration

Students will register for the current year in the preceding spring. Students are assigned classes that meet their needs and desires as indicated by their spring registration. New students enroll at the District Office and complete class registration at their respective building.

Schedule Changes

Because students and parents choose courses in the spring, changes in student class schedules are not encouraged. However, there may be students who wish to change their schedule. If a schedule change becomes necessary, please contact the School Counselor. The school counselor must approve the proposed change. **Schedule changes requested after the start of the semester will be taken under advisement, but might not be honored, unless there are extenuating circumstances**. In this event, the schedule change must be approved by both administration and parent(s)/guardian(s). Careful consideration is necessary at registration time to ensure that the student will benefit from the schedule of courses chosen.

Transcripts and Permanent Records

Transcripts will be accepted from authorized schools, and forwarded to other schools when necessary. Paper transcripts will be sent free of charge to prospective employers/schools. After age eighteen only the student has access to their own student records. A parent wanting student records needs written permission from the student. A file can be released to a divorced parent of a student unless there is a court order to restrict information to that particular parent. Step-parents may not be considered legal guardians; a natural mother-father needs to give permission for a step-parent to receive a file/information on a student. Any student wishing to inquire about personal records should contact the school counselor.

SCHS Transfer Student Enrollment, Grade Placement, Graduation

The professional staff of SCHS reserves the right to determine grade level classification and programs based on standardized test results and other pertinent factors, and to accept or deny waiver of credits, course offerings, or graduation requirements for students transferring from non-approved and/or home schools. Grades earned on another school's grading scale will be converted to the SCHS grading scale. "Weighted" grades from other schools will also be converted to the 4-point SCHS grading scale (A=A, B=B, etc.). Students will be considered enrolled in SCS when proper personal identification, academic, and health records have been filed with the school. Credits cannot be transferred to SCHS from an exempt (home) school or non-approved school (as defined by Rule 10). A student who enrolls in SCHS after having been schooled in an exempt (home) school or non-approved school will not be granted credits for work done in the exempt (home) school or non-approved school.

SCHS Early Graduation

Students who have reached senior grade classification and have obtained 255 credits may, with parent/guardian approval, apply for early graduation. Application for early graduation shall be made to the school counselor by completing a contract that is in agreement with the parent/guardian, student, counselor, and principal. Students may receive a diploma when they have attained 255 credits, completed all other graduation requirements, and have completed the contract process. Students may graduate after completion of their first semester of their senior year. Students may graduate/receive a diploma at Commencement at the end of the school year, or by arrangement after the Commencement ceremony. Students, who graduate early, may participate in most school events throughout the remaining school year. They may not participate in activities sanctioned by the NSAA (Nebraska School Activities Association).

Withdrawals

Procedure for students who are withdrawing from Schuyler Community Schools to transfer to another school district etc:

- Contact the principal and the school counselor prior to transferring.
- Parent/Guardian needs to sign for release of school records to another school district.
- Students need to return all property belonging to Schuyler Community Schools.
- Students need to pay all fines.

• Once all fines are paid and all property belonging to SCS has been returned, records will be sent as requested.

Emergency Counseling/Therapy

If it is determined that the nature of a suspension is a serious infraction, a student may be required to receive counseling/therapy prior to his/her return to Schuyler Community Schools at the expense of the parent and/or guardian. At the completion of the counseling, a report from the counselor/therapist must be sent to the principal/assistant principal prior to the student returning to Schuyler Central High School.

Summer School

Students may participate in summer school to earn credit toward graduation when situations occur in which they are not on schedule to graduate. Students who participate will be using the online program or, in some subject areas, direct instruction from a certificated teacher.

Student Assistance Team (SAT)

Certified staff may refer students in need of help including self, peers, family, or school staff. Referral forms can be obtained from the SAT team coordinator. Completed forms can be returned to any staff member. After the referral, information will be gathered to help identify the problem(s) the student is experiencing. The Student Assistance Team (SAT) will then meet to formulate an appropriate plan of action in accordance with the MTSS process.

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem solving to maximize growth for all. The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests throughout the year, please view the yearly Assessment Calendar for a full list of assessments found on our website. District assessments, such as MAP ~~and STAR~~ testing, are used to measure student growth and programming effectiveness. State-mandated assessments, such as NSCAS and ACT, are used to measure student performance for school accountability. Each assessment is a unique measure, therefore, it may take students differing amounts of time to complete each assessment. Similarly, the time it takes students to receive results of these assessments vary. An assessment such as MAP provides instant results to students, whereas ACT testing does not provide results for weeks. Whenever possible, students are made aware of when and where they may view their assessment results.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein; 4. Remind and

emphasize to students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests; 7. Encourage students to relax on testing day.

Mass Actions

Mass actions such as "skip day" are not permitted. If a mass action is or has taken place, all students without proper parent verification will be assigned unexcused absences for the time missed.

Passes

When students leave the classroom for any reason, they need to use an ~~Infinite Campus~~ E-Hallpass from the teacher to be in the halls going to another destination unless they are accompanied by a staff member. Passes to the office for phone calls initiated by the student will come from the student's teacher. A teacher may deny use of a pass by a student in the event of inappropriate behavior.

Social Functions

School dances are for students and their dates as well as for SCHS staff. Outside dates are permitted as long as these people are willing to conform to all school regulations, are under the age of 21, and complete all appropriate forms. Students will be admitted during the first hour of the dance. Once students choose to leave, they will not be readmitted. Activities held during the week will end by 11:00 p.m. School dances will be scheduled from 7:30 p.m. to 11:30 p.m. on weekend dates. A school-sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation. Each person that attends the dance will be subject to a breathalyzer.

Substitute Teachers

Substitute teachers are guests in our school and perform a difficult task in the absence of regular teachers. Students should help the substitute teacher as much as they can so that classes will be effective and students will receive maximum benefit. SCHS teachers will administer appropriate disciplinary consequences when they are a substitute.

Student Performance Goals

The goal of each student at Schuyler Central High School is to be successful academically and socially during their high school career. It is believed that the following goals will help every student to be successful. Students will be most successful in class if they follow these student performance goals:

- Arrive to class prepared
- Use work time appropriately
- Complete assigned tasks on time
- Demonstrate respect for people and property
- Respond appropriately to directives

Leaving Campus During The School Day

Students who leave school for any reason during the school day must check out at the principals' office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. Any student who leaves school without following proper procedure will be counted absent (unexcused) and will be put on the discipline step plan.

Video Surveillance

The board of education has authorized the use of video cameras on school district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. The superintendent may use video cameras in locations as deemed appropriate. Notice is hereby given that video surveillance may occur on district property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Parking

Parking space for students is located in the west parking lot during school hours. All students in grades 9, 10, 11, and 12 are to park in the lot west of the west gym. The areas south of the industrial technology and west gyms are not considered student-parking areas during the school day. All vehicles driven by students are to be parked in the lots or stalls provided by the school. Cars and other vehicles not properly parked may create problems for emergency vehicles such as fire trucks and ambulances needing to gain quick access to areas of the building or surrounding homes. Therefore, improperly parked vehicles will have to be moved. **Students who park improperly will be warned once and after that be towed at the student's cost.** Students are not to be in the school parking lot during the noon hour or at any other time of the day unless permission has been granted. **Students are not to park in assigned staff parking places, in fire lanes, etc.**

Regular and punctual student attendance is required.

Attendance and Absences

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as excused or unexcused. Absences should be cleared through the principal's office in advance whenever possible.

School Excused absences may be coded as follows:

– Illness supported by Medical Documentation (MED)
– Pre Approved Long Term Absence (PLA)
(up to 10 days 1x per calendar school year, teacher must know 2 weeks in advance to prepare homework. If homework is not returned it will be changed to unexcused)
– School Activity (S)
– Expulsion (EX)
– In-School Supervision (ISS)
– Out of School Suspension (OSS)
– » Use sparingly, i.e. death in the family, court (XE)

"School Excused" absences DO NOT count toward the 20 days of absences.

"Not-School Excused" absences should be coded as follows:
– Parent Acknowledged (E)
– Illness (IL)
– No Call / No Show (U)
– No Ride/Transportation (NR)
– Unapproved Long Term Absence (ULA)
– Appointment w/no Dr. note (UMed)

"Not-School Excused" absences include those where the parent(s)/guardian(s) have let the school know that the student is going to be absent. This may include undocumented illnesses (ILL), vacations (ULA), and regularly scheduled medical or mental health appointments (UMed).

"Not-School Excused" absences also include those when the parent(s)/guardian(s) have not provided a reason for the absence (U)

"Not-School Excused" absences DO count toward the 20 days of absences

~~a. School Excused. Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:~~

~~• Impossible or impracticable barriers outside the control of the parent or a child that prevents a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, illness, vacations, and medical appointments.~~
~~• Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. Other absences as determined by the principal or the principal's designee.~~

~~b. Not school Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:~~

~~• Other absences are those in which the parent has not communicated a reason for the student's absence or parent does not know where the child is.~~

2. Absence Procedure. In its student information system, the district may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

• Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

5. Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

6. Early Withdrawal for Students Enrolled in Accredited Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

7. Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the commissioner of education. Upon submission of the form, the superintendent or superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Schuyler Community Schools or resides in the Schuyler Community Schools and is enrolled in a

private, denominational, or parochial school.

The exit interview shall be personally attended by:

• The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible
or impracticable;

• the person who has legal or actual charge or control of the child who requested the exit interview;

• the superintendent or superintendent's designee;

• the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district;

• and any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school. At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

• financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or

• an illness of the child making attendance impossible or impracticable
.

The superintendent or superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form

Any withdrawal form signed by the person making the written request shall be valid only if:

• the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and

• the superintendent or superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the superintendent or superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the state department of education a signed notarized release on a form prescribed by the commissioner of education.

Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance

officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

b. One or more meetings between the school (a school intervention officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

(i) Illness related to physical or behavioral health of the child.
(ii) Educational counseling;
(iii) Educational evaluation;
(iv) Referral to community agencies for economic services;
(v) Family or individual counseling; and
(vi) Assisting the family in working with other community services.

c. If a student has excessive absences for their classes, they could lose credit in those classes. Loss of credit is determined by the principal and based on unexcused absences and tardies (4 tardies equal one hour). At the end of the year the principal will present to the board, and then the board will then vote on the loss of credit requested by the principal. Loss of credit is :

i. If a student has five unexcused absences, they will lose a fourth of their credit.
ii. If a student has ten unexcused absences, they will lose a half of their credit.
iii. If a student has fifteen unexcused absences, they will lose three quarters of their credit.
iv. If a student has twenty unexcused absences, they will lose a full credit.

Any student who misses 10% or more of the days scheduled will fall under "chronic absenteeism. This encompasses all absences excused or unexcused, but not school related absences. If a student misses more than 10% of the school year, credits could be removed. The attendance coordinator will put in place a plan for credit recovery which may include summer school, Saturday School, or Friday intervention.

If a student loses full credit, they will be referred to the county attorney. At any time the student and parents can appeal to the attendance committee to have their credit reinstated.

Legal Reference: Neb. Rev. Stat. " 79-210

Tardiness

~~Schuyler Central High School has implemented a time-for-time tardy recovery procedure. This procedure states that all tardy time must be made up with the content teacher, Focus teacher, or other staff member that has been assigned by the attendance coordinator. Students are to be in their assigned classroom when the bell rings, present a pass from the office or previous teacher, or they will be classified as tardy. Parents will receive automated calls for all tardies to~~

~~notify when a student is tardy to school or class. Students who have not attended intervention will be referred to the school counselors and placed on a discipline step.~~

Tardy to School: Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first-class rings. Tardy to school will constitute a 30 minute detention on the same day. Failure to serve the detention that day will result in 1 day of In School Suspension.

- Tardy to school-parents shall notify the school for any tardiness as they do for absences. A record of the contact will be noted in the student information system.

Tardy to Class: Students will be considered tardy to class if they are not in their classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher. Students have a sufficient time period between all class changes to make it to their next assigned class on time.

- Tardy to class-when a student accumulates three (3) tardies to a class, it shall be deemed an absence from that class.
- Grades 9 through 12-three (3) tardies will result in a 30-minute detention.

It shall be the responsibility of the truancy officer to notify the Principal's office when the number of times tardy equates to an absence.

Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. Students legally obligated to attend school will be referred to the attendance officer at SCHS who works for the Colfax County attorney in the event that they exceed a total of five excused and/or unexcused absences per quarter.

Reporting Habitual Truancy

Students who accumulate five (5) absences or the hourly equivalent in a quarter or twenty (20) absences or the hourly equivalent per year shall be deemed habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one week after the time the notice is given such a person is still violating the school attendance laws or policies, the principal shall file a report with the county attorney of the county in which such person resides.

Reporting and Responding to Truant Behavior.

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six to eighteen to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation into any such report to be made. The superintendent shall also investigate any case when, based on the superintendent's personal knowledge or based on a report or complaint from any resident of the district, the superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child.

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office or the detention room designated by the building principal.

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students may be required to attend up to eight-hours per day of school-sponsored suspension a day at a designated location where they will study and participate in campus clean up. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension (not to exceed an additional 48 hours), the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: The student must find a time with the teacher outside of the regular school day.

Firearms

No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm. The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Pre-Kindergarten through Second Grade Students

An elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Expulsion

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of

such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. Alternative School or Pre-expulsion Procedures. The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;

b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;

c. Violating school bus rules as set by the school district or district staff;

d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;

e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;

f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;

g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;

h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;

i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;

l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;

m. Using any object to simulate possession of a weapon;

n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false

statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and

o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
   a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
   b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
   c. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
   d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
   e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
   f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal

determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

SCHS Student Code of Conduct

Student conduct on campus, in buildings, on buses, and at school-community activities should at all times be characteristic of young men and women who exhibit pride in themselves, their school, and their community. SCHS expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students is not acceptable and will not be tolerated.

The purpose of the Student Discipline Act, statutory reference 79-254 to 79-294, is to assure the protection of all secondary school students' constitutional right to due process and fundamental fairness within the context of an orderly and effective educational process. The sanctions defined in the act shall be interpreted at all times in the light of the principles of free speech and assembly protected under the Constitutions of the United States of America and the State of Nebraska, and in recognition of the right of every student to public education.

Class Conduct Expectations

For students to experience success in their high school experience, they are expected to show up on time, prepare for class by doing assignments on time, complete their own work, and to display appropriate conduct conducive to a safe

and orderly environment for learning and teaching at Schuyler Central High School. Classroom teachers and students are responsible for the safe and orderly environment of the classroom. Teachers are responsible to assist students in making more appropriate choices by conferencing with the students to do problem solving and may issue detentions when necessary.

Students demonstrating classroom behavior disruptive enough to merit being referred to the office will be assigned a consequence within the guidelines established for discipline. This may include a conference with the administration in school suspension, short- or long-term suspension from school, or expulsion from school. Any teacher referring a student to the office will initiate phone or in-person contact with the parent in order to seek a permanent resolution to the student's in-class behavior. Written documentation of the incident will also be sent to the parent/guardian and filed in the office.

Classroom and Hallway Expectations

This is the conduct expected at all times in SCHS classrooms and hallways:

1. Enter only the classrooms to which you are assigned
2. Maintain appropriate indoor sound level
3. Walk without inconveniencing other traffic (i.e. no running, pushing/shoving, causing congestion, etc.)
4. Arrive in your classrooms before the tardy bell rings
5. Don't block entrances to the school

SCHS STEP Program

Any conduct that is deemed as disruptive to school and classrooms, will result in that student being placed on the Disciplinary STEP Program. Once teachers have counseled a student individually and provided at least one retraining session after school you may choose to proceed to the following step program. The STEP Program is implemented as such…

Step 1 Refer the student to the office, where they are dealt with by an administrator. The student makes up the class time missed after school that day to get the instruction missed. Parents are contacted and the incident is documented by the teacher in IC as a behavior referral.

Step 2 Parent/Guardian notified by teacher and a parent meeting with administration is set up to discuss behavior and consequences. Students remain suspended from the class until a plan is made as a result of the meeting.

Step 3 If not on the Student Assistance Team, they will be referred to SAT.

Step 4 Parent/Guardian notified by administration that the student will be serving ISS. Incident is documented in IC.

Step 5 Parent/Guardian notified by administration that the student will be serving an extended ISS. Incident is documented in IC.

Step 6 Parent/Guardian notified that they will be serving OSS. Incident is documented in IC.

Step 7 Parent/Guardian and administration discuss alternative strategies to include alternative education, alternative placement and the possibility of expulsion.

In-School Suspension

In-school suspension describes disciplinary action taken in which a student is excluded from class attendance and/or participation for a specific length of time as assigned by the principal or assistant principal. In-school suspension will

be assigned on a limited basis and for specific behaviors. Students repeating these behaviors may be assigned additional days of in-school suspension. Work successfully completed by a student while assigned to in-school suspension will be granted full credit. Students are responsible for asking teachers for missed assignments. However, no student will be dismissed from in-school suspension prior to the regular ending time of the school day unless a parent requests the student be released for an appointment. When assigned to In-School Suspension students will present any personal communication device(s), including the school issued iPad, to the administration when requested to. Failure to comply with this request will result in further disciplinary action. Use of any technology, including the school issued iPad, will only be allowed with permission from administration.

Suspension and Expulsion

If a student is suspended or expelled, the student will also lose the privilege of the use of the school issued iPad. The iPad will be turned into administration at the time of the disciplinary action. Depending upon the reason for the disciplinary action the student could lose the use of all school district provided technology including, but not limited to, the school issued iPad.
A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension:

A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the principal.

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

Student Appearance

Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight (yoga pants, leggings, etc…) revealing or baggy tops and pants, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
b. Shorts, skirts, or Capris that do not reach mid-thigh or longer.
c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
e. Head wear including hats, caps, bandanas, and scarves.
d. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
e. Clothing or jewelry that is gang related. (rosary beads)

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the principal or superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes without parent permission. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

Academic Integrity

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity: (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the

student's parent or sibling. Assistance from home is encouraged, but the work must remain with the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for the missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction: The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work.

(2) Report to Parents and Administration: The instructor will notify the principal of the offense and the instructor or principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions: Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Electronic Devices Philosophy and Purpose

The district strongly encourages students to use their electronic devices in an appropriate manner at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the district hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

(4). Definitions.

(1) "Electronic devices" include, but are not limited to, iPads, cell phones, personal cameras, fit bits, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one

person to another.

(2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such

student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or, (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

(5). Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any personal electronic devices during class time or during passing time except as otherwise provided by this policy. Students are required to keep cell phones and other personal electronic devices silenced and stored in their locker during the school day. Students may ask to store cell phones or other electronic devices in the administrative office for safekeeping during the school day.
(2) Students are permitted to use personal electronic devices before and after school, provided that the student doesn’t commit any abusive use of the device (see paragraph 4(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
(3) Personal electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent’s condition).

(6) Violations

(1) Prohibited Use of Electronic Devices (cell phones):
Students shall not use electronic devices for:
(a) activities which disrupt the educational environment;
(b) illegal activities in violation of state or federal laws or regulations
(c) unethical activities, such as cheating on assignments or tests;
(d) immoral or pornographic activities;
(e) activities in violation of board or school policies and procedures relating to student conduct and harassment;
(f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public;
(g) “sexting;” or
(h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the parent/guardian comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and in-school suspension. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message may be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message may be subject to a five (5) day suspension from school.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

E. Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The district is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

D. Inappropriate Public Displays of Affection (IPDA)

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, inappropriate touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1st Offense: Student will be confronted and directed to cease.

2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and students will need to meet with the administrator(s) and/or counselor. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

E. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the district's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

(a) Knowingly possessing illegal drugs or alcohol.
(b) Aggravated or felonious assault.
(c) Vandalism resulting in significant property damage.
(d) Theft of school or personal property of a significant nature.
(e) Automobile accident.
(f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

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

DRUG-FREE SCHOOLS

The district implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The district's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Education and Prevention - The district promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The district provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs. Drug and Alcohol Use and Prevention - Each student of the district is hereby provided a copy of the standards of conduct for student behavior in the District which prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and alcohol education and prevention programs of the district pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations - All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and alcohol counseling, rehabilitation and re-entry programs - Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the counselor. In the event of disciplinary proceedings against a student for any district policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school

personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools--Parental Notice - If upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the district of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

STANDARDS OF STUDENT CONDUCT PERTAINING TO DRUGS, ALCOHOL AND TOBACCO: These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The district's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution, or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution, or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abused substance such as glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes substantial interference with school purposes.
6. Possession, use or distribution of any tobacco/vaping product.

Disciplinary Sanctions

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

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

Intervention

The district does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

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

Nebraska Statute Section 79-267

Criminal Activity

When school officials receive a report that a student was involved (whether charged or not) or convicted of an

unlawful act, including any determination made by the juvenile/adult court, the student shall be contacted. This policy pertains to unlawful acts and juvenile/adult determinations that principally do not fall under the drug and alcohol policy and constitutes a criminal violation (whether charged or not) or a juvenile/adult court determination/conviction of what would otherwise be a criminal act. The intent of this policy is concerned with offenses involving property damage, theft, personal injury, or lack of moral turpitude. Violations may include, but are not limited to violations such as theft, vandalism, and assault. Students that are in violation of criminal activity shall be subject to stated consequences of the behavior for school and activity participation.

First Offense

Any student who is determined to be in violation of the alcohol, and/or drug offenses (beyond possession) and/or criminal activity shall receive an out of school suspension (OSS) from class attendance and activity participation for a period of four (4) days. The student will be expected to complete counseling from school personnel prior to returning to classes and complete three hours of school service work within one week of the suspension. This work will be arranged to occur at times other than during regular school hours.

Second Offense

Any student who is determined to be in violation of the liquor, and/or drug offenses (beyond possession) and/or criminal activity shall receive an out of school suspension (OSS) from class attendance and activity participation for a period of 19 days. The school administration shall have the option to reduce the number of days suspended from 19 to four (4) if the student and parents agree to have a diagnostic evaluation conducted by a school-approved treatment provider and that recommendations resulting from this evaluation are followed. The student will be expected to complete counseling from school personnel prior to returning to classes and complete three hours of school service work within one week of the suspension. This work will be arranged to occur at times other than during regular school hours.

Third Offense

Any student who is determined to be in violation of the liquor, and/or drug offenses (beyond possession) and/or criminal activity shall receive an emergency exclusion from class attendance and activity participation for a period of five (5) days pending expulsion proceedings. There shall be no reduction option for the third offense.

WEAPONS

The board believes weapons and other dangerous objects and look-alikes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Legal Reference: Neb. Statute 79-263
Neb. Statute 28-1204.04
Improving America's Schools Act of 1994, P.L. 103-382. 18 U.S.C. § 921 (1994).
McClain v. Lafayette County Bd. of Education, 673 F.2d 106 (5th Cir. 1982).
Cross Reference: 505 Student Discipline
508 Student Health and Well-Being

Academic Achievement / Academic Eligibility

Academic Eligibility

~~Student grades will be collected on a weekly basis throughout the school year. Any student failing one class is considered in warning status. Any student failing two classes when the report is published on Monday will have until Wednesday at 9:00 a.m. to get their grades passing. The eligibility report will be rerun on Wednesday to determine eligibility until the following Monday. Any student still failing two classes on Wednesday morning is considered to~~

~~be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization. Eligibility reports will start on the 3rd Monday of each Semester.~~

Student grades will be collected on a weekly basis throughout the school year. The eligibility report will be run each Monday at 9:00 a.m. throughout the semester, beginning on the fourth Monday of the first semester, and third Monday of the second semester. Any student failing two classes is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.

Counseling

Counseling services are available in the counseling office to help students in course planning, college selection, career and vocational choice, scholarships and financial aid, study habits, personal problems, or school problems.

Academic Support Time

Before school, after school, and intervention time will be utilized for academic support time. To support those students who are failing one or more classes, these academic times have been established throughout the day. Students who are failing one or more classes are encouraged to stay during these times to receive academic assistance. Students will be notified of their need to stay.

Academic Letters

Students demonstrating outstanding academic achievement will be recognized during a program organized by the school. To earn an academic letter, a student must earn A's in each academic course during each grading period of the school year. All students will receive their academic letter at academic awards night.

Acceptance of College Credit for High School Credit

A student may take a college level course to supplement their course of study. In order to receive high school credit all college courses need to be approved in advance by the principal or school counselor. Dual credit (college and high school) will be allowed for courses that are applicable. Five high school credits will be granted for each three-college credits earned.

Class Rank

Class rank is determined by a student's percentage grade converted to a four-point scale after final course grades are calculated.

Grade Level Promotion

Students will be promoted at the end of each school year regardless of credits earned. For students to be on track for graduation in (four) 4 years, students should follow the guide below.

Grade Level Credits Earned

9th Grade 0-59

10th Grade 60-119
11th Grade 120-179
12th Grade 180-255

Grade Reports

Grades are submitted for all students most weeks of the school year. Parents/Guardians may access grade reports on the parent portal of Infinite Campus. Parents/Guardians may request grade reports be mailed to them. Students continuing to have excessive low grades will be referred to a Student Assistance Team (SAT.) Communication between student, teachers, and parent/guardian is important when this situation arises. Mid-Term progress reports that are not given to parents at parent-teacher conferences will be mailed at the midpoint of each session and report cards will be handed out to students at the end of terms one and three and mailed out to the parents/guardians at the end of terms two and four to notify parents of class performance.

Grading System

Grades are evaluations of what students have learned and are earned by students. Grades become a part of permanent records available to institutions of higher learning, potential employers, and military services. Thus, it is important that the grades recorded on transcripts reflect the student's best efforts. Grades are assigned on the basis of the following criteria shown below or alternate criteria based on a student's IEP(Individualized Education Plan) or English language status. Schuyler Central High School's grading scale is as follows:

~~"A" – 93-100 "B" – 85-92 "C" – 77-84 "D" – 70-76 "F" – 69 and below~~

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and below = F

Graduation Requirements

Schuyler Central High School students must complete seven (7) semesters of attendance and a stated number of credits to graduate. A maximum of fifteen (15) non-academic credits may be applied toward graduation requirements. Each student must complete the following minimum course requirements to be eligible to participate in commencement exercises and graduate from Schuyler Central High School: SUBJECT AREA CREDITS REQUIRED

English 40
Computer Literacy 5
Personal Finance 5
Speech / Oral Communications 5
Mathematics 30
Social Studies 30
Science 30
Physical Education/Health 10

Total Required Credits 155

Elective Credits Required for Graduation 100

Total Credits Required for Graduation 255

Students graduating from Schuyler Central High School are not required to participate in commencement.

Honor Graduates

Students graduating from SCHS with outstanding academic achievement will be recognized in one of three categories based on their cumulative grade point average on 60 credits of academic courses per academic year with a total of 240 credits of academic courses upon graduation:
• Honor Graduates with Highest Distinction: 4.0 cumulative GPA
• Honor Graduates with Distinction 3.850 – 3.99
• Honor Graduates 3.50 – 3.849

GPA scores **WILL NOT** be rounded up to the next highest number.

Scholarships

Many seniors are eligible for scholarships offered by colleges, universities, and other organizations. To obtain information about scholarships and other financial assistance, please contact the school counselor. Seniors should become aware of entrance requirements for colleges and process admission applications as early as possible.

High school credit in middle school

Algebra I in Grade 8 for high school credit

The goal of offering Algebra I in grade 8 is to maintain the advantage of enrichment in mathematics for as many students as can benefit from it. This involves higher expectations for high ability students. These students are expected to achieve more with faster academic pacing. All qualified students should have access to regular Algebra I in grade 8. However, since Algebra I is the basis for all further study in mathematics, it is important that students have the best possible experience in this course. Therefore, students must be carefully selected. Students who need enrichment beyond this course will continue to be served by the district teachers for middle school mathematics. The high school math program will provide the opportunity for students to reach the Calculus course as seniors without taking Algebra I in high school. However, this may require students to take a dual credit math course prior to the senior year.

Guidelines for Offering Algebra I in Grade 8
Students must be carefully selected for Algebra I so that they have a high probability of success. They must meet all of the following criteria.

A. Demonstrate mastery of key competencies identified for math at the HS level.

B. Demonstrate readiness for Algebra I and mastery of essential arithmetic skills by achieving the following scores:

1. Minimum score of 75th on the Math section of the MAP assessment, and/or
2. Score at the 70% (raw score) or higher on the NE State Math Assessment

C. Verification by the middle school that all of the following additional criteria are met:

1. Reading Comprehension: at least one year above grade level; Benchmark data.
2. Suggested minimum GPA of 3.0 (on 4.0 scale) in math classes;
3. Recommended for Algebra I in grade 8 by the SMS Math team , based on: Grade of A or B in Grade 7 Math;
4. Maturity and study habits adequate for work load required by Algebra I

Process for Granting Credit for Algebra I Taken in Grade 8
High school credit may be given for Algebra I taken in grade 8. The Algebra I class must follow the high school's exact curriculum for Algebra I in order to receive high school credit. The grade will be assigned by the middle school teacher and will be included in the calculation of the student's high school GPA.

~~**Physical Science in Grade 8 for high school credit**~~
~~Schuyler eighth grade students have the opportunity to earn high school credits that will count towards high school graduation. Eighth grade students enrolled in Physical Science can earn credit for successfully completing the high school course and then have it posted on their high school transcript. The goal of offering Physical Science in grade~~

8 is to maintain the advantage of enrichment in Science for as many students as can benefit from it. This involves higher expectations for high ability students. These students are expected to achieve more with faster academic pacing.

All qualified students should have access to regular Physical Science in grade 8. However, since Physical Science is the first science class in high school, it is important that students have the best possible experience in this course. Therefore, students must be carefully selected. Students who need enrichment beyond this course will continue to be served by the district teachers for middle school science. The high school science program will provide the opportunity for students to reach the Physics course as seniors without taking Physical Science in high school. However, this may require students to take a dual credit science course prior to the senior year.

Guidelines for Offering Physical Science in Grade 8

Students must be carefully selected for Physical Science so that they have a high probability of success. They must meet all of the following criteria.

A. Demonstrate mastery of key competencies identified for Science at the high school level.

B. Demonstrate readiness for Science and mastery of essential science skills by achieving the following scores:

1. Minimum score of 80th percentile on the Science section of the MAP assessments.

C. Verification by the middle school that all of the following additional criteria are met:

1. Reading Comprehension: at least one year above grade level;
2. Suggested minimum GPA of 3.0 (on 4.0 scale) in math classes;
3. Recommended for Physical Science in grade 8 by the SMS Science team based on:
   - Grade of A or B in Grade 7 Math;
4. Maturity and study habits adequate for work load required by Physical Science.

Process for Granting Credit for Physical Science Taken in Grade 8

High school credit may be given for Physical Science taken in grade 8. The Physical Science class must follow the high school's exact curriculum for Physical Science in order to receive high school credit. The grade will be assigned by the middle school teacher and will be included in the calculation of the student's high school GPA.

Honor Roll

Students may earn honor roll status when they have taken three academic courses been enrolled as a full-time student, which may include college classes (does not have to be dual credit) and School-to-Career classes. Three Two honor rolls will be published following each grading period to recognize outstanding academic achievement of Schuyler Central High School students.

- "A" honor roll recognizes all students who earn all grades of 93 or higher students an A in each class.
- A average honor roll recognizes all with a 92.5 or higher grade point average and no grade below 80
- B average honor roll recognizes all with an 84.5 to 92.49 point average and no grade below 80
- Pass/Fail classes, weights, and lifetimes sports classes are not counted in the honor roll calculations.
- A/B Honor Roll are students who earn all 'A's' and 'B's' in each class.

National Honor Society

The National Honor Society chapter of Schuyler Community Schools is a duly chartered and affiliated chapter of this prestigious national organization.

Membership is open to those students who meet the required standards in four (4) areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five (5) member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. [NOTE: Schools with specific minimal requirements for leadership or service, e.g., "participation in at least two (2) student activity organizations each year" or "ten (10) hours of documented community service," should include such specific requirements based on the rubrics used by the selection committee in reaching their decisions.]

To evaluate a candidate's character, the faculty council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. These forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service projects(s).

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser.

Removal from National Honor Society

A student may be removed from the NHS by action of the Principal upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;

2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's views and information to be considered. The decision of the Superintendent on appeal shall be final.

Special Education Services

Rule 55 (special education appeal procedures) may contact the superintendent. SPECIAL EDUCATION SERVICES: Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit: A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified? Teachers or parents make referrals to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been

explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation: If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation: Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.
Individual Education Program (IEP): Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services, which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement: The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP team will make determination of a student's educational placement.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification, or educational placement of a child or the provision of a free appropriate public education or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. More Information: Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint.

Technology

--INTERNET SAFETY: Network, E-Mail, Internet, and Other Computer Use Rules:-SCHS iPad Use

"We live in an ever changing world, where we have more and faster access to information than ever before. Students now can be both consumers and producers of information. We, at SCHS, will continually strive to be a 21st Century School, taking advantage of the many new technologies and new methods of communication now available to our students. With access to these new technologies, students will have opportunities to learn and create like never before, but with those opportunities come new responsibilities.

~~**Your School Issued iPad**~~

~~Schuyler Central High School students will be provided with an iPad for their school use. The iPad is an extremely useful tool that, when properly used, can truly enhance learning. Though the iPad can be used for many purposes, you must remember that its main purpose is as a learning tool. In order to ensure you get the most out of your iPad, we ask you to read the next few pages carefully and observe the guidelines and policies within.~~

General Information About Your School iPad

• Your iPad is YOUR responsibility and nobody else's. If something happens to your iPad, you will be held accountable. We strongly recommend that you do not loan your iPad to anyone or allow your friends to use it. **You will be held responsible for how your iPad is used,** no matter who is using it.
• The iPads are school district property – they belong to the high school. The school therefore has the right to ask you for the return of your iPad at any time or to search through your iPad's files.
• Keep your iPad in a safe and clean place at home. Also, keep the iPad in a padded backpack when carrying the iPad. • Upon receiving the iPad**, the student inherently agrees to not attempt to change hardware settings or non-cosmetic system software settings.**

• The police and/or county attorney will be involved in the event of theft or excessive damage to the iPad.
(Many questions can be answered by referring to the SCS District Student Mobile Device Policy)

General Rules

• The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

• Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment,or communications of individuals utilizing the network or the end product or result of such utilization.

• Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages, and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. iPad users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or computers, would be private. Personal devices on the school network have no reasonable expectation of privacy.

• Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

• The district will not be liable for, and does not warrant in any way, purchases made by any user over the network.

• Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including the Internet, shall apply to all district administrators, faculty, staff, and students. The term "Users," as contained herein, shall apply to all such individuals. The Superintendent, or the superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or
equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

• Users shall not erase, remake, or make unusable anyone else's computer/iPad, information, files, programs, or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

• Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

• Users shall not use or try to discover another user's account or password.

• Users shall not use the computers/iPads or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

• Users shall not use the computer/iPads for unlawful purposes, such as illegal copying or installation of unauthorized software.

• Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

• Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer/iPad code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

• Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

• Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.

• Users shall not tamper with computers/iPads, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

• Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer/iPad work areas for the summer without written notification to their respective Local Area Network Manager (LANMAN).

• Etiquette and Rules for Use of Computers and the Network: All users of computers/iPads and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

• Be polite. Do not become abusive in your messages to others.

• Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information

or images. • Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.

• Note that electronic mail (email) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages, which violate the rules, will result in disciplinary action

• All communications and information accessible via the network should be assumed to be private property of others.

• Do not place unlawful information on any network system

• Keep paragraphs and messages short and to the point. Focus on one subject per message.

• Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.

• The network administrators or teachers may establish other rules from time to time.

• Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers/iPads and the network are intended to make the computers/iPads and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer/iPad and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Central High School and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.

• Student and Parent Agreements: Students and parents may be required to sign a computer/iPad and network use agreement as a condition of the student being permitted to use such equipment.

• Risks of Social Media/Networking: Social networking sites are blocked and not allowed on the Schuyler Community School's network. The purpose of this message is to give our students information about the risks of using social networking sites at home.

These sites are public sources of information. Your school administrators, your parents, and law enforcement may see the information. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media..

Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school. People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult. Harassment, hate speech, and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to the authorities. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see! Don't mislead people into thinking that you're older or younger.

(g) Technology Protection Measure

Schuyler Community Schools shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of Schuyler Community Schools.
(i) The technology protection measure that blocks and/or filters Internet access may be disabled by the technology coordinator or his/her appointed designee for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of Schuyler Community Schools.
(ii) The technology coordinator or designee 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 during which time the minor will be monitored directly by the authorized staff member or his/her designee.

(h) Policy Challenge Procedure

An individual who has been granted access to the Internet by Schuyler Community Schools and desires to access an

Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:

(i) Internet site review requests should be directed to the Schuyler Community Schools Technology Committee in writing for consideration.
(ii) The Technology Committee will review the site within seven (7) working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may vote to unblock the site.
(ii) Schuyler Community School's technology committee will regulate enforcement of the policy, including disciplinary actions, and shall forward to the administrator of Schuyler Community Schools any challenges to the severity of the applied discipline.
(iv) Challenges to the application or enforcement of Schuyler Community School's Internet Safety Policy that cannot be resolved at the levels outlined in the preceding step will be handled in accordance with Schuyler Community Schools established grievance policies or at the Schuyler Community Schools administrator and/or board level for challenges presented in writing.

SCHUYLER COMMUNITY SCHOOLS DISTRICT STUDENT MOBILE DEVICE POLICY

This policy can be accessed in both English and Spanish on the SCS Technology website. The policies, procedures, and information within this document apply to all Mobile Devices used at Schuyler Community School District, including any other device considered by the administration to come under this policy. Teachers may set additional requirements for use in their classroom.

Laptop

MacBook Air 13-inch, M2

Laptop Restrictions
Personal machines will NOT be allowed in Schuyler Community Schools.

Receiving Your Laptop

Laptops will generally be distributed during the first week of school. Parents and students must attend a yearly Information Session during our Open Houses. Parents with students in the middle school and high school need to only attend one session but make sure they sign-in as the list will be shared. Before receiving the laptop, students and parents must sign and return the Acknowledgement/Damage Agreement and Laptop Loan Agreement.

Taking Care of Your Laptop

General Precautions

- No food or drink is allowed next to your laptop while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the laptop.
- Never force a connector into a port. If the connector and port don't join with reasonable ease, they probably don't match. Make sure that the connector matches the port, and that you have positioned the connector correctly in relation to the port.
- Students should never carry their laptops while the screen is open, unless directed to do so by a teacher.
- Set your laptop on a stable work surface.
- Do not place your laptop on a pillow or other soft material when it's powered on, as the material can block the airflow vents and cause the computer to overheat.
- Laptops must be free of any writing, drawing, stickers, or labels that are not the property of Schuyler Community Schools.
- Laptops must never be left in a car or any unsupervised area. Extreme temperatures may damage your laptop. Bring to room temperature before using it.
- Keep all magnets away from the laptop.
- Students are responsible for keeping their laptop's batteries charged for school each day.
- Keep your computer away from sources of liquids, such as: drinks, sinks, bathtubs, shower stalls, and so on.
- Protect your computer from dampness or wet weather, such as: rain, snow, and fog.
- Never push objects of any kind into the laptop ventilation openings.
- At the end of the year, students will be responsible for returning the same laptop and power cord to Schuyler Community Schools that were checked out to them.

Safety Precautions

For your own safety and that of your equipment, always take the following precautions:

- Disconnect the power plug (by pulling the plug, not the cord), and disconnect any other connected devices if any of the following conditions exist:
    - The power cable or plug becomes frayed or damaged.
    - You spill something into the case.
    - Your computer is exposed to rain or any other excess moisture.
    - Your computer has been dropped or been damaged.
    - You suspect that your computer needs service or repair.
- Electrical equipment may be hazardous if misused.
- Do not place your laptop on your lap or other body surface for extended periods of time. (Prolonged body contact can cause discomfort and potentially a burn).

Screen Care

The laptop screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the laptop when it is closed.
- Do not place anything near the laptop that could put pressure on the screen.
- Do not overload your backpack. Excessive weight may cause damage.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).

Follow these general rules when cleaning the outside of your computer and its components:

- Detach the power adapter
- Use a cleaning cloth to clean the computer's exterior. Avoid getting moisture in any openings.
- Do not spray any type of liquid directly on the computer.
- Don't use aerosol sprays, solvents, or abrasives.

Follow these general rules when cleaning the screen:

- Shut down your laptop, detach the power adapter.
- Only use a soft, lint-free cloth or a wipe designed for cleaning computer screens.

Using the Power Adapter

- Always leave space around your power adapter.
- Do not use your laptop in a location where airflow around the power adapter or computer is confined.
- Use only the power adapter that came with your laptop computer.
- Adapters for other electronic devices may look similar, but they may affect your computer's performance or damage it. For best results, always use the power adapter and connect it to a grounded power outlet when one is available.

Using Your Laptop at School

General

- Ownership - The school shall be deemed to have retained title to the equipment at all times unless the school transfers title to student. The student shall hold no security or ownership interest in the equipment. Likewise, the student shall hold no security or ownership interest neither in the licenses to the installed software included with the equipment nor in the licenses to any other software that the school may from time to time install on the notebook computer used by the student.
- Laptops are intended for use at school each day. Students are responsible for bringing their laptop to all classes, unless specifically advised not to do so by their teacher.
- Laptops must be brought to school each day fully charged. Only charge your laptop with the provided charger.

Laptops Undergoing Repair

- Any attempt by the student to repair equipment on their own will void warranty and insurance coverage. The student is never to duct tape or super-glue or otherwise try to repair damaged equipment on his/her own. Attempting to do so is considered gross negligence and voids warranty and or insurance coverage resulting in the student being responsible for any and all charges related to the repair or replacement of the equipment.
- Damage to equipment due to gross negligence or willful misconduct is not covered by warranty. If damage is attributed to either of these causes, the student will be held responsible for all charges related to the repair or replacement of equipment.

- Loaner laptops may be issued to students when they leave their laptops for repair with the Technology Team and can checkout a loaner from the Library.
- Students will be expected to return the loaner laptop by the end of the school day to the Library.

Screensavers and Backgrounds

- Only school appropriate backgrounds and screensavers may be used on the laptops.
- Presence of weapons-related materials, pornographic materials, inappropriate language, alcohol, drug, gang-related symbols, or pictures on the laptop or within its files will result in disciplinary action and, where appropriate, referral to law enforcement.
- The computer is the property of the school district. Therefore, school staff have the right to check any material stored on a student's laptop, including the screensaver at any time.
- Violations of this policy will result in disciplinary action.

Sound

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

Printing

- Materials printed on school printers must be school related. No personal printing is allowed.
- Middle School students will not be permitted to print.

Laptop Software

Installed Software

- Compliance with software licenses – The students shall not make copies of software licensed to the school.
- The software originally installed by Schuyler Community Schools must remain on the laptop in usable condition and be easily accessible at all times.
- The technology team has the discretion to approve and install additional software programs and files.
- Distributing software to unauthorized machines is prohibited.

Additional Software

- Students are **NOT ALLOWED** to install anything on school laptops nor remove or alter software.

Security

- Internet usage is filtered and documented at all times.

Inspection

- Students may be selected at random to provide their school-issued laptop for inspection without notice.

Protecting and Storing Your Laptop Computer

Laptop Identification

- Student laptops will be labeled in the manner specified by the school. **Under no circumstances are students to modify, remove, or destroy these labels.**

Password Protection

- This password is to be kept private.
- Tampering with machine security measures is forbidden. Violations of this policy will result in disciplinary action.

Acceptable Use Guidelines

General Guidelines

- Students are responsible for their ethical, socially appropriate, and educational use of the technology resources of the Schuyler Community Schools.
- Access to the Schuyler Community Schools technology resources is a privilege and not a right.
- Transmission of any material that is in violation of any law is prohibited. This includes but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and computer viruses.
- In addition to any standard or rule established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility.
    - Cheating
    - Plagiarizing
    - Falsifying Information
    - Violating Copyright Law
    - Hacking
    - Gaining unauthorized access to any network or computer

Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the Principal or Technology Team, will be considered an act of vandalism and subject to disciplinary action in accordance with the district Acceptable Use Policies. Students who violate this may also be referred to law enforcement for criminal prosecution as appropriate.

E-mail

The only e-mail account that students are allowed to access is that students' Schuyler Community Schools account. Please note that emails sent via the server and accessed on school-issued computers are not private and may be reviewed at any time and without notice. Correspondence on the email server is limited to users within Schuyler Community Schools. The following rules apply when using a school account:

- Always use appropriate language
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others
- Do not send mass emails, chain letters, or spam
- Students should maintain high integrity with regard to email content
- No private chatting during class without permission
- Cyber bullying – Refer to Internet safety in Student Handbook
- Students email account will be deleted at the end of their senior year or when the student exits Schuyler Community Schools

Precautions and Consequences

Technology Left in Unsupervised Areas

- Under no circumstances should laptops or other technology equipment be left in unsupervised areas. Unsupervised areas include but are not limited to: the school grounds and campus, computer labs, commons areas, unlocked classrooms, lunchroom, gyms, bathrooms, locker rooms, busses, and hallways. Any computer left in these areas is in danger of being stolen.
- Store laptops in supervised areas or lockers.
- Unsupervised laptops will be confiscated by staff and taken to the administrative offices. Disciplinary action will be taken for leaving your laptop in an unsupervised location. Each student is responsible for his or her laptop once it has been issued.

Technology Use Cost

- To participate in the Schuyler Community Schools Technology use, cost to participate is $30 per student. Checks made payable to "Schuyler Community Schools". An individual check must be made for this payment for each student. This payment is applicable for one academic year and must be made before a computer will be issued to the student.
- The Technology Use Cost will cover one machine per student for any costs outside the manufacturer's warranty.
- Damage to equipment due to gross negligence or willful misconduct is not covered by warranty, or the schools Technology Use Cost. If damage is attributed to either of these causes, the student will be held responsible for all charges related to the repair or replacement of equipment.
- ***Governing Law – Nebraska statutes 79-737 and 79-2, 127 allow the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. Student/borrower acknowledges and agrees that his/her use of the district property is a privilege and that by student/borrower's agreement to the terms hereof, student/borrower acknowledges his/her responsibility to protect and safeguard the district property and to return the same in good condition and repair upon request by Schuyler Community Schools.
- If your laptop is stolen, you are required to file a police report within 24 hours.

*Power adapter or any other school-owned accessories are not included. These items require a full replacement cost with the exact same item.

Parents/students must pay $30.00 and be part of the school district protection coverage, the school district protection coverage would cover 100% of expense on the first incident and 75% of expense on the 2nd incident. Three or more incidents, involving damages to a laptop, will be the sole responsibility of the parent/student. Coverage for the school district protection plan is 24/7.

Non-compliance with the policies of Schuyler Community Schools Laptop Handbook or acceptable use policies will result in loss of privileges, disciplinary action, and/or criminal prosecution as deemed appropriate. (See Acceptable Use Policy)

Electronic mail, network usage, and all files stored on a school-issued laptop is not considered confidential and may be monitored at any time by designated Schuyler Community Schools staff. The district will refer student misconduct to law

enforcement and will cooperate fully with local, state, or federal officials in any criminal investigation, particularly those concerning or relating to violations of computer crime laws.

Acceptable Use Policy

Educational Purpose

Schuyler Community Schools Acceptable Use Policy (AUP) will extend to all students during their enrollment at SCS. Schuyler Community Schools is providing students in grades 6 - 12 with laptops in order to improve instruction and learning. The acceptable use of student laptops is for educational purposes including research, multimedia production, communication, and homework completion. Students are expected to follow appropriate rules for use at all times, as outlined below. All policies established by the board of education and stated in this AUP will be enforced by teachers and administrators throughout the district. This policy may change from year to year, and the AUP will need to be updated and signed each year.

Privilege Statement

The use of computers loaned or leased to students by Schuyler Community Schools is a privilege. Students who do not use computers appropriately as outlined in this AUP or as directed by district personnel are subject to loss of computer use.

Conditions and Rules for Use

1. Students must have laptops with them or in their school locker. Laptops should never be left unattended. Students should know the location of their laptop at all times.
2. Students will use the computer for school related educational activities only. Students shall not access material that is obscene in nature or that promotes illegal activity at any time. If a student accesses an inappropriate site he or she should immediately report the incident to a classroom teacher, administrator, or district technology personnel.
3. Students are not to write on, use stickers on, or mark their laptop or bag in any form. If any damage does occur immediately report damage to technology personnel.
4. The hard drive will be used for file storage. Files saved on the hard drive must be for academic purposes. Files found on the hard drive not academic in nature will be deleted.
5. Schuyler Community Schools will maintain a filtering program to prevent students from accessing inappropriate materials. Any attempt to circumvent the district's filter will result in possible disciplinary action and loss of computer privileges.
6. Email and all other forms of electronic communication will be used in a responsible manner. Students who engage in harassment, obscene, derogatory, or vulgar communication will be subject to possible disciplinary action and loss of computer privileges.
7. Students will recognize and follow established laws regarding copyrighted materials. This includes, but is not limited to, downloading music, images, videos, and written documents that are copyrighted. Viewing or listening to downloaded music, images, videos, and written documents will be under the direction and with the permission of school staff.
8. Students will not loan out their computer or allow others to access their computer system by sharing account log-in and password information.
9. Students will not install or attempt to install software applications on school laptops.
10. Students will not disassemble any part of the laptop or attempt any repairs.
11. Students will inform district personnel of any threatening, derogatory, or obscene communication immediately.

Network Safety

1. Students shall maintain a confidential password for access to the network.
2. Students shall not connect personal devices to the network.
3. Students shall not knowingly or purposely access folders that are not established for access by the student, including any staff files, network files, or operating system files.
4. Students shall not take actions to intentionally disrupt the operation of the network in any way.

Consequences for AUP Violations

The consequences listed below are examples of possible consequences. Teachers, administrators, and technology personnel will determine the appropriate consequence based on the severity of the infraction. Possible consequences may include, but are not limited to:

1. Loss of network and computer privileges which may include:
    a. Restriction to school day use only; OR
    b. Restriction to use only in classroom under direct teacher supervision; OR
    c. Complete prohibition on the use of school computers or the computer network.

2. Suspension or Expulsion.

Students and parents need to be aware that if we find the school-issued computer has been used for any illegal activity, the authorities will be contacted.

Children's Online Privacy Protection Act (COPPA)

A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Confidential Information

Obligations. Each party will: (a) protect the other party's Confidential Information with the same standard of care it uses to protect its own Confidential Information; and (b) not disclose the Confidential Information, except to Affiliates, employees and agents who need to know it and who have agreed in writing to keep it confidential. Each party (and any Affiliates, employees and agents to whom it has disclosed Confidential Information) may use Confidential Information only to exercise rights and fulfill its obligations under this Agreement, while using reasonable care to protect it. Each party is responsible for any actions of its Affiliates, employees and agents in violation of this Section.

Exceptions. Confidential Information does not include information that: (a) the recipient of the Confidential Information already knew; (b) becomes public through no fault of the recipient; (c) was independently developed by the recipient; or (d) was rightfully given to the recipient by another party.

Required Disclosure. Each party may disclose the other party's Confidential Information when required by law but only after it, if legally permissible: (a) uses commercially reasonable efforts to notify the other party; and (b) gives the other party the chance to challenge the disclosure.

FERPA. The parties acknowledge that (a) Customer Data may include personally identifiable information from education records that are subject to FERPA ("FERPA Records") and may be subject to the Individuals with Disabilities in Education Act (IDEA); and (b) to the extent that Customer Data includes FERPA Records, Google will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA and IDEA. Google agrees that it will indemnify Customer for all state, federal or administrative claims which may be asserted against Customer for any violation of FERPA, IDEA or related state or federal laws and/or regulations that stem from Google's failure to properly secure Customer Data.

Frequently Asked Questions

1. **How much does the student have to pay for their laptop?**
   Students will have to participate in the district Technology Use Cost at a cost of $30 dollars. (See attached documents) The school may also charge for intentional or malicious damage or theft of the laptop.

2. **What if a laptop is stolen?**
   The student and their family MUST file a police report within 24 hours of the theft.

3. **What if the laptop stops working?**
   Check all power cords are plugged in and secure. Check for the correct user name and password. Shut down and restart the computer. Loaner laptops will be available for students during repair. Students are encouraged to back up their desktop and/or hard drive to an external source, i.e. flash drive, external hard drive, Google Drive.

4. **Can the students change the outward appearance of their laptop? (Adding decals, markers etc…)**
   Students will NOT be allowed to change the outward appearance of their computer in any way unless directed by administration or the technology team.

5. **How will we keep the students safe on the Internet?**
   The district will filter Internet access at school. However, parents/guardians need to understand that no filter system is perfect. There is no replacement for wise student decision-making and vigilant adult supervision. It is the parent's responsibility to ensure safety at home. We will be giving parents and students information regarding safety on the Internet and hope they will follow our suggestions. Administrators will have the ability to access where students have been on the Internet and consequences will be administered for improper use as defined in the user guide.

6. **What if we suspect and/or notice abuse or misuse?**
   Abuse of the laptop will be physically obvious… misuse will have to be verified with our monitoring system. Don't hesitate to contact a teacher or administrator if this happens. We will not hesitate to take away student laptops, especially early on, to hopefully deter future misuse. The length and severity of the punishment will be dependent on the situation. A documentation process will be utilized so that repetitive offenses will be dealt with accordingly.

7. **Examples of MAJOR infractions:**
   - Anything illegal
   - Pornographic material
   - File sharing of any sort
   - Changing the configuration of the laptop, installing or removing software or hardware without consent
   - Physically altering the laptop or attempting self-repair
   - Cheating
   - Cyber bullying or harming others
   - Recording (audio or video) others without their permission
   - Using another person's password, login or computer without consent

   Examples of MINOR infractions:
   - Repetitive classroom infractions
   - Continuous misuse of audio or video rules including volume, headphones etc…
   - Anything that becomes a repetitive problem will be addressed on a case by case basis

   POTENTIAL FINEABLE OFFENSES
   - Removing identification tags or labels
   - Violation of outward appearance policy
   - Loss or damage to power cord, screen, etc….

8. **Where does a student go if they need technical support?**
   - Technology office – There will be a procedure for documenting all laptop tech support requests.

9. **What if a student forgets his/her laptop at home?**
   This should NOT happen more than once or twice a year. The student will check out a loaner computer for use during the day. Repeated offenses may lead to further consequences. After two times of forgetting his/her laptop at home the student will NOT be able to check out a loaner laptop but will be responsible for all required work.

10. **How do we deal with power (batteries and charging) issues?**
    Students will be expected to charge their laptop every night at home and always bring it to school fully charged. A fully charged battery should provide at least four hours of use during the school day.

11. **Where do students print?**
    Over a period of time the printing needs will decrease. Our goal is to handle more digital documents and use less paper over time. The classroom teacher will notify students where they should direct their printing needs. Middle school students will not have a printing option.

12. **What do we do about substitute teachers?**
    Regular classroom teachers will be encouraged to leave lesson plans that allow students to still utilize computers when a substitute teacher is present.

13. **Can students take the laptop computers out of town on school or personal trips?**
    The focus of the laptop initiative is on learning. Encouraging students to learn outside of the building is precisely the goal. We have to remind students that with this privilege is a great responsibility. Students must responsibly protect and take care of their laptop wherever they are able to take and use it.

14. **Can everyone in my family use my laptop?**
    Students are ultimately responsible for the information on the laptop and the use of the laptop. Therefore, students should never allow any other person to use their computer in the event something goes wrong.

15. **Can students bring their own computers/electronics devices to school and use them instead of the school issued laptop?**
    NO – At school everyone will need to use the school issued computer. The school issued computer will have the settings and programs needed by the student while at school. We do not have the proper security filtering equipment to allow outside devices.

16. **What happens to email at the end of a student's career at Schuyler Community Schools?**
    Email accounts will be deleted at the end of a student's senior year or upon leaving Schuyler Community Schools.

17. **What will happen to my computer when I graduate from Schuyler Community Schools?**
    Computers will be re-used with other students. Schuyler Community Schools will not sell computers to graduating students.

Student Insurance Available

At the beginning of each school year all students are given the opportunity to purchase group accident insurance through a private company. The fee is small for the coverage provided. The student is covered for travel to and from school, activities during the school day, school- sponsored events and all athletic participation except football. Insurance for football may be purchased at a higher rate. Schools do not carry insurance on students, their vehicles, or other personal property. The school encourages you to take advantage of this opportunity if you do not have medical insurance coverage.

Health Information

NURSE

The services of a school nurse are available to students who become ill or injured during the school day. Students wishing to see the nurse should get a pass from the classroom teacher to go to the nurse's office. The nurse will make the determination if a student should be sent home or a parent/guardian should be contacted. All medication to be

taken by students during the school day, including aspirin, is to be checked into the nurse's office before school. This protects students from taking medicine at the wrong time and from over medication.

In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. **All prescribed medication requires a physician's authorization to be given at school.** The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the principal.

Immunizations

A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices; non-immunized students may be excluded from school in the event of a disease outbreak. A list of required vaccines can be found on the school district website.

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

School Health Screening

Children in ninth grade are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the student assistance process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents who do not wish their child to participate in the school-screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Policy Information

Schuyler Community Schools Drug Testing Policy

Need for Random Testing.

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

represent the district in a positive manner

Eligibility for Random Testing

Students who participate in school sponsored competitive extracurricular activities, as defined in the student handbook at the middle school and high school (Grades 7-12) levels are eligible for random testing. Students who do not consent to participate in the testing program shall not be eligible to participate in school sponsored competitive extracurricular and co-curricular activities. Parents/guardians may volunteer their child for participation in the testing program even if they do not participate in a school sponsored competitive extracurricular activity.

Testing Procedure.

a. Random Testing.
The superintendent or designee will ensure the testing of eligible students occurs on a scheduled basis through confidential and random testing schedule.

b. Collection
The testing collection process will be conducted in a manner that protects student privacy, guards against tampered specimens and ensures an accurate chain of custody. It is intended that the procedures be modeled on those applicable to the testing of DOT covered employees, though methods other than testing of urine samples may be used. The tests are to be designed to detect only the use of illegal drugs, not medical conditions or the presence of authorized prescription medications.

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

Consequences for Positive Tests.

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

- A confirmed positive drug test;
- Refusal to participate in testing when selected; and/or
- Tampering with the specimen collection process.

The following shall result from a positive test result:

- The student or the student's parents or guardians should contact the building principal or designee within 48 hours of notification of a positive test result.

- If there is no self-reporting within 48 hours by the student and/or their parents or guardian, the building principal or designee will call and set up a meeting to discuss the positive test result, with the objective of collaborating on a plan to assist the student in avoiding future substance abuse.

- The student's privilege of participating in extracurricular or co-curricular activities will be restricted as follows:

- Positive results from a student tested based on probable cause or reasonable suspicion will receive consequences based on student code of conduct as stated in the Schuyler Community Schools student handbook.
- The parents or guardians are responsible for the costs of any rehabilitation program, which includes substance abuse counseling and follow-up.
- Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above-described limitations on the privilege to participate in extracurricular activities.

6. Appeal and Due Process Procedures

7. Process
The superintendent or the superintendent's designee is directed to develop specific testing procedures consistent with this policy.

Drug Testing Procedures

Student Eligibility for Random Testing

Students who participate in school sponsored competitive extracurricular and co-curricular activities, as defined by the student handbook, at the middle and high school (Grades 7-12) levels are eligible for random testing. School sponsored extracurricular and co-curricular competitive activities, as defined by the student handbook, are activities which are sponsored or approved by the board, but are not required for credit towards graduation, and which involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation.

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

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

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

Students who are not participants in a school sponsored extracurricular activity may volunteer for participation in the testing program by submitting a completed consent to test form.

Consent to Test form can be found in the Appendix section of this handbook.

Emergency Plans and Drills

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year. At least 10 fire drills shall be conducted each year, including at least 2 drills during the first two weeks of the school term. At least 2 tornado drills shall be conducted.

Legal Reference: Neb. Statute 79-609, 79-705 and 706
Neb. Fire Safety Code section 31-3
Cross Reference: 801.04 Bus Safety Program
905 Safety Program

Safe Pupil Transportation Plan

This Safe Pupil Transportation Plan sets forth the district’s plan for providing safe transportation to students being transported in pupil transportation vehicles. This document can be found at https://www.education.ne.gov/fos/pupil-transportation/.

Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

I. **General Conduct Rules Apply:** While riding school buses you are expected to follow the same student conduct rules which apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

II. **Special Conduct Rules for Riding School Buses.**

Rules for Getting On and Off the Bus

A. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
B. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
C. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
D. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

Rules on the Bus

A. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
B. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
C. Talk quietly and use appropriate language.
D. Keep all parts of your body inside the bus.
E. Keep your arms, legs and belongings to yourself.
F. No fighting, harassment, bullying, intimidation or horseplay.
G. Do not throw any object.
H. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
I. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
J. Do not damage the school bus.

III. **Getting the Driver's Assistance:** If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. **Consequences for Rule Violations:** Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapter 91

State and Federal Programs

Section 1 Notice of Nondiscrimination

The Schuyler Community Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other

protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: Superintendent, 120 W. 21st, Schuyler, NE 68661 (402)352-3527

Section 3 ANTI-DISCRIMINATION AND HARASSMENT POLICY

Elimination of Discrimination. The Schuyler Community Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students - Purpose: Schuyler Community Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students, or other persons is prohibited. In addition, the Schuyler Community Schools will try to protect employees and students

from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination, or harassment based on a person's race, color, religion, national origin, sex, disability, or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment.

Sexual harassment may exist when:

Submission to such conduct is either an explicit or implicit term, and condition of employment or of participation and enjoyment of the school's programs and activities.

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

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

Complaint and Grievance Procedures: Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Schuyler Community Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher, or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted against an employee or student for alleging in good faith a violation of this policy.

Section 4 Multicultural Policy

The philosophy of the District's 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 (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) 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 shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

MULTICULTURAL POLICY NON-DISCRIMINATION POLICY Nontraditional/Equity Programs Specialist, Career, and Technical Education, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987, Phone # 402-471-4823, FAX 402-471-4565, email rhastg@nde.state.ne.us

Section 5 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or

eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Office

    U.S. Department of Education

    400 Maryland Avenue, S.W.

    Washington, D.C. 20202-4605

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Schuyler Community Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the

District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 7 Notice Concerning Disclosure of Student Recruiting Information

Federal law requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Section 7 Title 1 Parent Involvement Policy

PARENT/STUDENT/TITLE 1 COMPACT

Parent/Caring Adult: I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

- Provide place, time, materials, and assistance for homework.
- Show respect and support for the child, teacher, and school.
- Instill a positive attitude toward education.
- Model life-long learning.
- Open lines of communication between parent/school/student.
-

Student: I know my education is important to me. It will help me become a better person. I agree to do the following - Show respect and pride for self, school, and others.

- Attend school regularly.
- Believe I can and will learn.
- Accept responsibility for own behavior
-

Teacher: I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

- Open lines of communication between teacher/student/parent.
- Provide a safe and stimulating environment conducive to learning.
- Communicate expectations clearly.
- Believe each student can learn.
- Help each student reach full potential.

P.L. 103-382 affirms the principle that parental involvement is a vital part of the Title 1 program. At the district level, it is the policy of Schuyler Community Schools that parents of all participating children in Title 1 schools have the opportunity to be involved in the joint development of the district plan and the district's review process for the purpose of school improvement. The district provides coordination, technical assistance, and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contribution.

It is the policy of Schuyler Community Schools that:
• This jointly developed; written Title 1 policy is distributed to all parents. This policy will be included in the parent handbook.

• An annual meeting is held for all parents. An annual meeting will be held each year. Notification will be given in a letter mailed to parents.

• Parents are given assistance in understanding the requirements of Title 1 Law, National Educational Goals, content standards, performance standards, and assessments. Assistance will be provided at the annual meeting, parent-teacher conferences, informational meetings, The State Parent Involvement Conference, and in school publications.

• Parents receive an explanation of the school's performance profile, expected proficiency levels for students, and their student's assessment results. Individual reports will be given to parents at parent-teacher conferences.

• Parents receive timely responses to all parent recommendations. All information is sent to parents to participate in Title 1 activities. Responses can be either verbal or written. An interpreter or translator will be used when necessary.

• A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the state's high standards. All partners and staff were able to provide input into the development of the compact. The compact will be reviewed at the annual meeting.

• The Title 1 program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. Parents are given help monitor their student's progress. The school provides assistance to parents on how they can participate in decisions related to their student's activities as requested by parents. The Title 1 staff can attend training sessions. Parents and staff may attend the Parent Involvement Conference each year. Opportunities for further training will appear in local publications.

• The school coordinates and integrates parent involvement programs and activities with other programs as appropriate. Schuyler Community Schools provides shared training opportunities, transitional meetings, and publications.

• An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. Surveys will be given to the parents. The results will be used for the distribution of reports/summaries and for action plans for improvement.

Section 8 HOMELESS STUDENTS POLICY

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students

It is the district's policy and practice to ensure that homeless children are not stigmatized or segregated by the district on the basis of their status as homeless.

Homeless Coordinator

The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for why they

are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children

A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the district's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the district shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The district shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the district shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The district may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation--will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the district, and the homeless child continues to live in the District, transportation to and from the school or origin shall be provided by the district; and (2) if the homeless child lives in a school other than the district, but continues to attend the Schuyler Community Schools based on it being the school of origin, the new school and Schuyler Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 9 STUDENT PRIVACY PROTECTION POLICY

It is the policy of Schuyler Community Schools to develop and implement policies, which protect the privacy of students in accordance with applicable laws. The district's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the district) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The district will require, for

any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the district is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the district will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the district will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The district will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program, which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the

Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The district provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the district at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The district will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and, Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the district is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the district will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Section 10 Parental Involvement

A. General - Parental/Community Involvement in Schools:

Schuyler Community Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.

2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Section 11 Homeless Students (Policy No. 5418)

A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

"School of Origin" shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

"Homeless children and youths" shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

"Unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

   To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
5. Are enrolled in school which includes attending classes and participating fully in school activities;
6. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
7. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
8. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
9. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a

manner and form that is easily understandable.

10. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with the Nebraska Commissioner of Education and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or

youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Schuyler Community Schools based on it being the school of origin, the new school and Schuyler Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12 Pregnant and Parenting Students (Policy No. 5422)

Schuyler Community Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a stepthree rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Section 13 Married Students (Policy No. 5403)

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office,

U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5001

TOBACCO-FREE ENVIRONMENT

School district facilities, including school vehicles, shall be off limits for smoking or other uses of tobacco products. For purposes of this policy, it includes all products such as any tobacco, nicotine, vapor, or e-cigarette products cigars, cigarettes, chewing tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products.
Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994). Clean Indoor Air Act, 71-5716, NE Health and Human Services, Title 178, Chapter 7.

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis.
Legal Reference: 2014 LB 923

HARASSMENT AND BULLYING POLICY-504.18

One of the missions of Schuyler Community Schools is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff.

PROFESSIONAL BOUNDARIES RULES

See Board Policy Number 402.15.

DATING VIOLENCE PREVENTION

The board prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

STUDENT FEES POLICY

The Board of Education of Schuyler Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The district's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The district does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the district's efforts to provide such activities, programs, and services. The district's general policy is to continue to encourage

and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the district.

Under the Public Elementary and Secondary Student Fee Authorization Act, the district is required to set forth in a policy it's guidelines or policies for specific categories of student fees. The district does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or board regulations, which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course activity.

The district will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the district for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a board approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain district property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the district for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the district's fee waiver policy. The district is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the district. The district will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The district is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the students (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "post secondary education costs" means tuition and other fees only associated with obtaining credit from a post secondary education institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the district as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The superintendent or the superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such
student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such a fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre kindergarten services offered by the district, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the district's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable
items which the students purchase from the district or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment

without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected
from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 14th day of June, 2021, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2021-22 school year. The foregoing student fee policy was adopted after such a public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

_____
Superintendent or Other Authorized School Official

Legal References:
Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2,104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre kindergarten services)

Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Appendix"1" to 2013-14 Student Fees Policy of Schuyler Community Schools—
Additional Specification of Required Materials and Fees

• Secondary Program
• General Description of Fee or Material
* $ Amount of Fee (Anticipated or Maximum) or Specific Material Required $.90
• Physical Education classes
• Appropriate clothing
• As determined by instructor
• Shop classes and special projects
• Appropriate clothing
• Protective clothing and eye protection for shop classes

Music
Musical instruments, supplies, and fees
Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.

Classroom Supplies
General supplies, such as writing instruments (pens, pencils, markers, notebooks, etc.
None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items for class as recommended by the teachers. Advanced math or science classes
Specialized calculators
When specialized calculators are provided and student damages or losses the calculator a replacement cost will be assessed.

Copies
Use of school copiers (except for one copy of the student file, which will be provided without charge)
Ten cents (.10) per page when charges apply.

Student School Meals
Breakfast--
Lunch-- Free

Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.

Post-secondary education classes
Tuition and fees for college courses taken for credit.
None--Any postsecondary education costs are to be paid directly by students to the college.

College entrance tests and preparation
Prep programs & tests
PSAT test fee paid to district (district pays PSAT), and ACT test, to be paid directly to the private company involved.

Summer school courses
Classes offered during the summer, or at night, if any

Locker usage
Students are assigned a locker.
Students will be assessed a fee if the locker is damaged.

Athletic Programs

Admission
Spectator fees for admission to events
$5.00 per event maximum. Students may purchase an activity pass, price is yet to be determined. For district and conference events hosted by the school, cost to be set by NSAA.

Athletic Physicals
NSAA required athletic physicals
Cost varies; payable directly to
student's physician or clinic.

Equipment and attire
Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.

Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks, and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:

Activity
Basketball - No additional
Cross County - No additional
Football – Mouthpiece
Golf - Golf bag & clubs
Soccer - Soccer shin guards
Softball - Softball glove
Speech/Etc. - Dress attire; copies of research
Track - No additional
Volleyball - Volleyball knee pads
Wrestling - Wrestling shoes
Cheerleading and Dance Team Squads - Shoes, approved uniforms (top & skirt; jacket, etc), poms and other accessories

Travel meals

Students are responsible for their own meals while traveling.

Camps and clinics
Students are responsible for the cost of all clinics, camps, and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.

Marching Band and Musical Groups
Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories for their own uniforms. The school will supply uniforms for the marching band and choir robes.

Clubs/Organizations
Future Farmers of America (FFA) - State & national dues, meals and activities, Annual dues not to exceed $14.00 per club. Future Career/Community Leaders (FCCLA) - State & national dues, meals and activities, Annual dues not to exceed $15.00 per club. National Honor Society - State & national dues, meals and activities, No annual dues Science and Math Club - State & national dues, meals and activities, Annual dues not to exceed $2.00 per club. Student Council - State & national dues, meals and activities, Annual dues not to exceed $5.00 per club and partial registration fees.

Social & Recognition Activities

School plays, musicals, and social activities
Admission to events
To be announced

School dances
Admission to prom, homecoming, etc.
To be announced

Class dues
Each of the four secondary classes may assess its members an amount annually for rental, fee for band or DJ, yearbook, and decoration of dance facilities. Students who do not pay may be denied admission to extracurricular activities supported by the class dues.

Senior recognition assessment
Optional graduation activities. Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the purchase of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture.

Trips
Transportation, lodging, meals, admission to events, etc. Students are responsible for costs of school-sponsored trips where the trip is an extracurricular activity. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

STUDENT RECORDS

State laws govern the accumulation, maintenance, and disposal of student records. Schuyler Community Schools maintains records for each student enrolled at the school. The records are available to the individual students and their parents. If a student transfers to another school, the student's records are forwarded to the receiving school upon request.

Educational Records: The Family Educational Right to Privacy Act also provides that a school may disclose educational records, including disciplinary records, without parental consent, to a school in which the student seeks or intends to enroll.

All other persons are required to have permission from a parent or eligible student before access to the student record is permitted. A student 18 years of age or over is eligible to give consent for the release of records. Professional staff members of SCS are permitted to see student records without consent when working to improve a student's educational performance.

The following information is included in student records: Grades, standardized test scores, interest test reports, and registration materials. Such items as teacher comments, personal evaluation, and disciplinary actions are not a part of the permanent record.

After three continuous years of non-attendance, the school destroys all records regarding disciplinary action and will retain only the academic record, personal information, and health record.

State laws further require the school to inform the student and parents of their right to challenge any items of information placed in the student record. Within one calendar year from the date that such material is placed on a student's record, the student, parents, or guardians shall have the opportunity for a hearing to challenge the content of the student's record.

Procedures and Regulations Subject to Change

The information contained in this handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted. If there is a conflict between the student handbook and board policy, board policy will take precedence. Date of Adoption: [June, 2018]

CIVIL RIGHTS

1. School Food Authorities (SFAs) participating in the National School Lunch Program, School Breakfast Program, After School Snack Program or Special Milk Program must include the nondiscrimination statement in their student handbook in the section that addresses access to or information about the school meals program. It must also be included on the school's web site if school meal information is available.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

If the material is too small to permit the full statement to be included, the material will at a minimum include this statement, in print no smaller than the text: "This institution is an equal opportunity provider."

2. The USDA "And Justice for All" poster must be displayed at each feeding site in a location that is visible to students during meal service.
3. Provide appropriate translations of materials concerning the availability and nutritional benefits of the school meals program, as needed. This requirement can be met through the use of bilingual staff members, volunteers and/or informational materials in appropriate languages.
4. Follow this procedure for Accepting and Filing Complaints of Discrimination in the School Meals Program

- ☐ RIGHT TO FILE A COMPLAINT: Any person alleging discrimination based on race, color, national origin, sex, age or disability has a right to file a complaint within 180 days of the alleged discriminatory action.
- ☐ ACCEPTANCE: All complaints, written or verbal, shall be accepted by the School Food Authority

APPENDIX A

Consent to Test

I understand fully that my performance as a student and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the board of education of Schuyler Community Schools, the administration, and the coaches and sponsors for the activities in which I participate.

I consent to and authorize Schuyler Community Schools to conduct a drug test if my number is drawn from the random pool. I also authorize the release of information concerning the results of such tests to designated District personnel. I understand that this form remains in effect until the submission of an Activity Drop Form or graduation and/or withdrawal from the District. I plan to participate in one or more of the following school sponsored competitive extracurricular activity(ies):

_____ I am volunteering my son/daughter to be placed in the testing pool.

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

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

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

_____ _____

Activities Administrator Date of Receipt

Appendix "1" to 2025-2026 Student Fees Policy of Schuyler Community Schools

Additional Specification of Required Materials and Fees

Secondary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Classroom Projects, i.e, Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.

Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.
School Meals		Breakfast (Grades 5-12)--$1.55 Lunch (Grades 5-12)--$2.55 Milk (Grades 5-12)--$.35 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None—Any postsecondary education costs are to be paid directly by students to the college.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to $5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of $60.00

Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about $35
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: $175 to $275
Locker usage	Use of school padlock	$5.00 fee if damaged or not returned at the end of the year.
Extracurricular and other programs	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Admission	Spectator fees for admission to events	$5.00 per event maximum. Students may purchase an Activity Ticket for $30.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed $20.00 per event.
Athletic Physicals	NSAA required athletic Physicals	Cost varies; payable directly to student's physician or clinic.
Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for

	other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: basketball (no additional), golf (golf bags & clubs), speech (dress attire; copies of research), track (no additional), volleyball (knee pads), wrestling (head gear), cheer/dance/flags (approved uniforms, poms, other accessories)
Travel meals	Meals	Students are responsible for their own meals while traveling.
Locker use	Padlock for locker	$5.00 fee if damaged or not returned at the end of the year.
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed $25.00 per club.
Marching Band and Musical Groups	Equipment and attire	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to

		$50.00. For High School Band Students an $8.00 uniform cleaning fee is requested. For Junior High Band Students a $7.00 uniform cleaning fee is requested. For High School Vocal students a $6.00 choir robe cleaning fee is requested.
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of $130.00
Future Farmers (F-F-A)	State & national dues, meals and activities	Annual dues not to exceed ~~$50.00~~ $14.00 per club.
Future Career/Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed ~~$50.00~~ $15.00 per club.
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $5~~0~~.00 per club.
Swing Choir	Attire	Students are responsible for purchasing outfits and accessories. Not to exceed $150.00.
All Girls Swing Choir	Attire	Students are responsible for purchasing outfits and accessories.
Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $50.00 per club.
Dance Team	Uniforms	Uniforms range up to $250.00. Camp attendance is optional.

Cheerleading	Uniforms	Uniforms range up to $500.00. Camp attendance is optional.
School plays, musicals and social activities	Admission to events	$10.00 per play or activity
School dances	Admission to prom, homecoming, etc.	Up to $10.00 per event
Class dues		Currently no dues are assessed. Each of the six secondary classes may assess its members an amount not to exceed $50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of

		graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed $50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.
Trips	Transportation, lodging, meals, admission to events, etc.	Students will be responsible for meals. Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be $2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

Graduate Attributes

SCHS Future Ready

1. Collaborator: to work well with one another; to cooperate

2. Global: pertaining to the whole world; universal, the dream of global peace.

3. Resilient: returning to the original form or position after being bent, compressed, or stretched.

4. Accountable: prompt, dependable, and responsible to self and to others.

5. Inquirer: to seek information by questioning; ask

6. Knowledgeable: meet or exceed the expectations of the state

7. Responsible: answerable or accountable, as for something within one's power, control

8. Problem Solver : problem solver using creative methods

9.Communicator: speaking and listening effectively and using appropriate verbal and nonverbal cues

10. Respect: Golden Rule, respect others and self

Schuyler Community Schools' Laptop Loan Agreement

Student/Borrower:_____Grade:_____

One MacBook Air laptop computer and charger are being lent to the Borrower and are in good working order. It is the Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is, and at all times remains, the property of Schuyler Community Schools of Schuyler, Nebraska, and is herewith lent to the student for educational purposes only for the Academic School year. Students may not deface or destroy this property in any way. Inappropriate use of the machine may result in the student losing his/her right to use the computer and/or Internet. The equipment will be returned to the school when requested by Schuyler Community Schools. If the student withdraws from Schuyler Community Schools prior to the end of the school year the laptop will need to be returned prior to the last day of attendance.

Nebraska statutes 79-737 and 79-2,127 allow the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. The Borrower acknowledges and agrees that the Borrower's use of the District Property is a privilege and that by the Borrower's agreement to the terms hereof, the Borrower acknowledges the Borrower's responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Schuyler Community Schools.

I have read and agree to Schuyler Community Schools' Laptop Loan Agreement.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Payment Turned In To Office _____

Receipt of 2025-2026 Parent-Student Handbook

This signed receipt acknowledges receipt of the 2025-2026 parent-student handbook of Schuyler Community Schools. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules. The undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the district's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used in responding to harassment or discrimination. The parent/guardian and student signing below are giving permission for Schuyler Community Schools to place student photographs, artwork, writing, or other projects on the web site/social media.The parent/guardian and student signing below are giving permission for their child to participate in school-sponsored field trips and to grant permission for their child's directory information to be released as defined by school district policy.

At Schuyler Community Schools, staff sometimes use or implement online applications and software that might share a student's information with third party applications. Federal and state law impose requirements on the student data that can (and cannot) be shared with outside entities. In addition, parents and guardians may opt out of any online program or software that shares student data with any third-party application. Unless a parent or guardian opts out of any program or software, the District will assume that parents and guardians consent to their students accessing the applications and software tools at school.

Please check the box next to each item from which you wish to opt your student out:

- ☐ **Field Trips** - I **do not** grant permission for my child to participate in school-sponsored field trips.
- ☐ **Publication of Pictures on District Media** - I **do not** grant permission for my child's picture to be used on district websites, social media, or other promotional materials.
- ☐ **Dissemination of Directory Information** - I **do not** grant permission for my child's directory information to be released as defined by school district policy.

Date _____

_____ _____

Student Signature Parent or Legal Guardian Signature

_____

Student Grade

SCHUYLER COMMUNITY SCHOOLS
Warrior Success Academy Handbook
2025-2026 School Year

Rethinking The High School

Relevance – Rigor – Relationships - Recovery

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Schuyler Community Schools Vision Statement

Schuyler Community Schools, in partnership with students, parents, and the community, is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society.

Schuyler Community Schools Belief Statements

1. We believe that students, teachers, administrators, parents, and the community share the responsibility for student learning, therefore we will promote communication and involvement among all involved in the education of our students.

2. We believe that students learn best when they are actively engaged in the learning process, therefore we will use a variety of teaching strategies to meet the needs of all learners.

3. We believe students need the reading, writing, math, and problem solving skills that enable them to be life-long learners; therefore, we will follow our continuous school improvement process.

4. We believe our students should be valued, safe, and secure, therefore we will provide a learning environment that is physically, socially, and emotionally healthy.

5. We believe that we are accountable for student learning; therefore we will use available information to guide instructional decisions.

Members of the Board of Education for Schuyler Community Schools

President – Richard Brabec; Vice President – Brian Vavricek; Treasurer – Amanda Jedlicka; NASB Delegate –Dr. Renee Sayer; Secretary – Paul Pleskach: Member – Virginia Semerad

Warrior Success Academy Advisory Committee:

High School Principal: Dr. David Cunningham (or designee), High School Assistant Principal: Mr. Josh McPhillips, High School Guidance Counselor: Ms. Katie Bertrand, WSA Lead Teacher: Mr. George Lower

PHILOSOPHY:

At the Warrior Success Academy (WSA) we believe that every student will reach their potential given the right environment, individualized support and the freedom to explore their interests. Our philosophy centers on providing a nurturing and flexible environment where students are valued and challenged to achieve. Our students are individuals with unique backgrounds, diverse learning styles and varying needs. We aim to empower students to take ownership of their learning while equipping them with the skills, mindset and motivation needed to succeed in all aspects of their lives.

Our belief is that education should be transformative not transactional. While college and achievement tests are important, the ultimate goal is for our students to live meaningful lives. A mindset that is oriented towards growth and lifelong learning will assist our students in achieving success in whatever career path they choose. Through personalized instruction, mentorship, and a supportive community, we aim to guide our students toward becoming confident, compassionate, and capable individuals who are prepared to contribute meaningfully to society.

PURPOSE:

Schuyler Community Schools is committed to providing quality educational opportunities for all children. The Warrior Success Academy is organized to provide flexibility in scheduling, individualized instruction, meaningful work experience both inside and outside of the regular classroom, and opportunities for individualized and group counseling. Priority is given to students who are experiencing difficulty excelling in the traditional school setting. The Warrior Success Academy was established as an alternative to regular school, not a school for alternative students.

HOURS:

The Warrior Success Academy is in regular session from 8:05 a.m. to 11:30 a.m. from approximately the middle of August to the end of May and will follow the regular district calendar.

QUALIFICATIONS:

The Warrior Success Academy (WSA) strives to provide high quality alternative education to students who need flexibility to pursue their educational goals. Each student will be evaluated for admission by the Warrior Success Academy (WSA) Advisory Committee. Admission will depend upon the unique circumstances of each application. In general, the following is a list of criteria that may be used to determine admission to the WSA:

9th-12th Entrance Criteria:

- Emergency placement for self-harm or harm to others
- Symptoms of depression, anxiety or other mental health issues related to current educational setting
- Parenting/Family Issues
- Habitual Truancy
- At risk of dropping out due to (in combination) attendance, SEL, challenging life issues, behind in academic credits.

Resident high school students who are or have been enrolled in an alternative middle school program, have completed the first semester of their 9th grade year, considered at risk, recommended by the student's parents and teachers, and approved by the **Warrior Success Academy (WSA) Advisory Committee** may qualify for admission into the program.

Any student who has been expelled or is suspended on long term may request admission into WSA for the duration of the suspension or expulsion as provided in the requirements of LB 658.

Students may choose to take SCHS regular courses in addition to those taken through the alternative program.

Students wishing to participate in regular SCHS activities must be enrolled in at least 4 courses or equivalent.

The focus of this program is to support students in completing their high school education, preparation for employment and/or college placement. Dual placement in WSA and SCHS is evaluated on a case by case basis.

WORK BASED LEARNING:

When not scheduled to attend class, the student is expected to be involved in a work based learning program outside of the school. This program will follow the guidelines set up as part of the work based learning program already in place at Schuyler Central High School. As much as possible, existing partnerships between employers and the school will be utilized. Where job opportunities are limited, Warrior Success Academy will work with vocational rehabilitation to establish new work based opportunities. Work based learning must have specific job targets and job skills outlined and monitored throughout the duration of employment. Credit for work will be given after the monthly assessments are completed by the employer. (See appendix 1)

ATTENDANCE:

Regular attendance is a part of any school program. In an effort to support students of varying needs, the Warrior Success Academy will focus on progress toward an education goal rather than time in the classroom. Students will meet with their instructor to set a daily progress goal based upon the following criteria:

- The student meets or exceeds the number of credits needed to stay on track for graduation based upon grade level.

- Specific assignments in each class that must be passed with an 80% or higher score.

Students who are on track for graduation and meeting a minimum score of 80% will be eligible to apply for early dismissal. Applications for early dismissal will be due the Friday before the week the student wants early dismissal. Applications must be approved by the administration, teacher and student's parent/s (if the student is a minor). Parents and students will be responsible for transportation issues due to early dismissal. If a student fails to meet the agreed-upon criteria, early dismissal privileges will be revoked immediately and the student must meet the criteria for one week before reapplying for early dismissal. Early dismissal privileges will also be revoked immediately if the student has an unexcused absence.

ABSENCES

1. **Circumstances of Absences** – Definitions. The circumstances for all absences from school will be identified as excused or unexcused. Absences should be cleared through the principal's office in advance whenever possible.

a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:

• Impossible or impracticable barriers outside the control of the parent or a child that prevents a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, illness, vacations, and medical appointments.

• Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. Other absences as determined by the principal or the principal's designee.

b. Not school Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows: • Other absences are those in which the parent has not communicated a reason for the student's absence or the parent does not know where the child is.

2**. Absence Procedure**. In its student information system, the district may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

WARRIOR SUCCESS ACADEMY (WSA) GRADUATION REQUIREMENTS:

Core Requirements:	**255 Credits**
English	40 Credits
Speech	5 Credits
Social Studies	30 Credits
Mathematics	30 Credits
Science	30 Credits
Health and Physical Ed.	10 Credits
Personal Finance	5 Credits
Informational Technology applications	5 Credits
Electives	**100 Credits**

ELECTIVE CREDITS

Students may earn elective credits for graduation through one or a combination of the options listed below:

Elective Courses: Students may receive elective credits by exceeding the requirements in the core areas listed above or through the completion of courses in the areas of Industrial Technology, Woodworking, Metals, Computer Technology, Business, Art, Music, Drama, Family and Consumer Science, Foreign Language, and Physical Education.

Work Based Learning: Elective credit would be awarded for participation in work based learning. Credits would be awarded based on pay stubs, and supervisor evaluations. Maximum of **30** credits allowed toward graduation requirements. (See appendix 1)

Group Counseling: Elective credit would be awarded for participation in-group or individual counseling. Group counseling would include guest speaker presentations. Credits would be awarded at the rate of 10 hours of counseling per credit. 50 hours of participation in counseling/activities would be equivalent to a one-semester course. Maximum of **20** credits allowed toward graduation requirements. (See appendix 2)

Appendix A: Work Based Learning

Our mission at the Warrior Success Academy is to provide essential foundational skills, along with guidance for self-discovery of students' strengths and interests that will lead them toward a successful and fulfilling career after graduation.

Overview

Work-based learning provides work experience for which students receive high school credit. It provides an opportunity for students to be employed and receive credit for learning from a satisfactory job performance. It is hoped that this experience will help develop a positive attitude and promote an understanding of the relationship between formal education and job success through supervised, part-time employment as part of the students' total school program. This experience lasts from one semester up to one school year. Students will receive 5 credit hours for each semester they successfully complete an acceptable internship experience.

Prerequisites for Internship

Maintain a **passing grade in all classes** during the previous semester. Be in compliance with the school's **attendance and tardy policy** during the previous semester.

Be in compliance with the school's behavior policy and have no behavior referrals during the previous semester.

Complete all paperwork required prior to the first day of the semester (placement request, resume, calendar, supervisor/intern contract and handbook signatures).

If ALL prerequisites have been met, the student is allowed to take an internship for credit.

Parent/Guardian Expectations

The parent and/or guardian agrees for the student to participate in the internship program and understands that the transportation of the student to and from the work site is the responsibility of the parent/guardian and student. The parent/guardian attests that the student holds current and accurate vehicular insurance.

They understand that school personnel will not be present when the student is on the work site and will not be responsible for the student.

The parent and/or guardian releases Schuyler Community Schools from any liability.

Supervisor Expectations

The supervisor agrees to place the student for the purpose of providing occupational experience of instructional value.

The supervisor agrees to mentor and guide the student as they learn new skills.

The student activities performed will be under safe, hazard-free conditions.

The supervisor will provide a quarterly evaluation of the student-worker and agrees to communicate any concerns to the internship coordinator.

The supervisor understands that they may not be an immediate family member of the student.

Coordinator Expectations

The coordinator may visit each student learner at the work site and continue a close working relationship with the person to whom the student learner is responsible while on the job.

The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned.

Student Intern Expectations

The student will follow Schuyler Community Schools rules and regulations.

The student will be respectful toward the employer and customers.

It is the responsibility of the student to communicate with the employer when scheduling conflicts such as school activities, snow days, personal appointments, etc., happen. The student should give 24 hours (or more) notice of any absence.

The student will be prompt and complete assigned tasks prior to the end of the work day. The student is expected to stay for the full time scheduled.

The student will sign in and out of the school office. The student will complete a log at their work site which will be signed by the supervisor and returned to the coordinator weekly.

The student will drive directly to their work site and directly back to school (no detours or stops).

The student must hold current and valid vehicular insurance and/or have access to safe transportation.

The prompt delivery and return of evaluation sheets and internship logs to and from the coordinator and employer are the responsibility of the student.

The student will abide by the eligibility requirements set by Schuyler Community Schools and the Warrior Success Academy Advisory Board.

The student will maintain compliance with the attendance and tardy policy of the school.

The student will maintain compliance with the behavior policy.

Placement Suggestion

The placement must be located in Schuyler.

The supervisor may not be an immediate family member of the student.

The placement must have similar “open” hours as the school.

Internships are based on a student's pathway. Students can offer suggestions, but they may not always be honored.

The student will ultimately make contact with the business/organization at which they wish to intern.

Resume

The student must turn in an updated resume to the internship coordinator.

Calendar

The student must turn in an updated semester calendar to both the internship coordinator and the job site supervisor. All known absences must be included on both calendars.

Handbook

This internship handbook must be read and signed by the student and the parent or guardian. It must also be signed by the job site supervisor.

Supervisor/Intern Contract

This supervisor contract must be completed by the supervisor prior to the first day of the start of the semester.

Internship Log

This log needs to be filled out by the intern every day at the job site. At the end of the

month, the supervisor will sign the log and the student will return the log to the internship coordinator by Monday morning of the following week.

Evaluations

The internship supervisor will complete a quarterly evaluation on the student's performance. This evaluation can be discussed with the student. The student is responsible for returning the evaluation to the coordinator prior to the end of each quarter. Poor evaluations may eliminate the student from the internship program.

Job Site Visits

The internship coordinator will visit each job site at least once per quarter. These will be random visits. Other members of the Schuyler Community Schools may also perform random visits. Unsatisfactory job site visits may eliminate the student from the internship program.

Grading System

Internship will be a graded class based on these components:

Beginning paperwork - Is it completed and turned in on time? (placement suggestion, resume, calendar, handbook, and contract) (**50 points**)

Internship logs - Are they completed and turned in on time? (5 logs each semester x 10 points each = **50 points**)

Evaluations - Is your evaluation satisfactory? (3s and 4s) (2 evaluations per semester x 10 points each = **20 points**)

Job site visits - When you have a surprise visit, are you where you need to be and performing the job duties that you should be doing? (2 visits per semester x 10 points each = **20 points**)

Failure to Comply

If the student fails to comply with ANY of the internship requirements outlined in this handbook or the SCS Handbook, the following consequences will be established:

- Strike 1: The student will write an apology to the appropriate parties involved. In addition, the student will spend 2 weeks in an alternate placement of the internship coordinator and school administrator's choosing.

- Strike 2: The student will no longer be allowed to attend internship for the remainder of their high school career at Schuyler Community Schools and will receive no credit for the internship course(s) on their transcript. They will instead spend those class periods in an alternate placement of the internship coordinator's choosing for the duration of the semester.

I have read and understood the expectations and requirements outlined in this handbook. I understand that the final decisions of the internship the program is up to the discretion of the school administration.

Student Name: _____

Internship Placement: _____

Supervisor Signature: _____

Parent/Guardian Signature: _____

Student Signature: _____

Internship Suggestion for _____ (your name)				
Instructions: Using a highlighter, horizontally highlight the pathway that best suits your college/career goals. Then, within that pathway, please circle the courses you have already taken. Put a star beside courses you will take this coming year.				
Agriculture, Food, & Natural Resources				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Ag, Food, & Natrl Resources	Agribusiness Systems	Intro to Ag (Full Year)	Agribusiness or Leadership	Internship
Ag, Food, & Natrl Resources	Animal Systems	Intro to Ag (Full Year)	Animal Science	Vet Science / Large Animal Mgmt
Ag, Food, & Natrl Resources	Environmental and Natrl Resources Systems	Intro to Ag (Full Year)	Resource Mgmt.	Internship
Ag, Food, & Natrl Resources	Food Products and Processing Systems	Intro to Ag (Full Year)		Internship
Ag, Food, & Natrl Resources	Plant Systems	Intro to Ag (Full Year)	Plant Science	Landscape / Agronomy
Ag, Food, & Natrl Resources	Power, Structural, and Technical Systems	Intro to Ag (Full Year)	Welding I	Welding II
Ag, Food, & Natrl Resources	Diversified Ag Systems	Intro to Ag (Full Year)		Internship
Business, Marketing, and Management				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Business Administration	Accounting	Intro. to Business or Personal Finance	Accounting I, II	Accounting III, IV
Business Administration	Entrepreneurship	Intro. to Business, Mktg	Accounting I (Full Year)	Entrepreneurship
Business Administration	Management	Intro. to Business	Business Law	Internship
Finance	Finance	Personal Finance, Intro to Business	Accounting I (Full Year)	Internship
Marketing	Marketing	Marketing		Internship
Human Sciences and Education				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Health Science				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Health Science	Health Science	Health I	Health Science I & II, Anatomy, Med Terms	CNA Certification, Internship

Health Science	Health Informatics	Health I	Health II, Med Terms	Internship
Health Science	Life Span Performance	Health I	Anatomy, Med Terms	Internship
Skilled and Technical Science				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Architecture and Construction	Construction	Trades I	Building Construction I	Building Construction II
Manufacturing	Manufacturing	Drafting and Design	Woods I	Woods II/III
Manufacturing	Welding	Drafting and Design	Welding I	Welding II
Communication and Information Systems				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**

What is your plan after high school?

_____

*If you said "I don't know," it might be a good idea to consider multiple internship placements to gain exposure to various fields.

What are your top 3 placement suggestions?

1. _____

2. _____

3. _____

What is it about your top placement that made you suggest it as #1?

_____

_____

_____

How does that placement fit within your chosen "pathway" of courses?

_____

_____

_____

Is there anything else we should consider?

_____

SUPERVISOR/INTERN CONTRACT

I agree to have _____ placed as an intern

for one semester during the _____ school year.

Monday - Thursday time: _____-_____

Friday time: _____-_____

Internship Placement:

_____

Name of Supervisor:

_____

Signature of Supervisor: _____ Date

_____ Email of Supervisor:

_____ Phone: _____

Best way to contact supervisor:

_____

INTERNSHIP LOG

MONTH OF: _____

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____

Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____

Supervisor Signature: _____ Date:

_____ Student Signature:

_____ Date: _____

Appendix B: Lifelong Learning Credits

Students who complete individual counseling, group counseling or participate in guest speaker presentations are eligible to earn Lifelong Learning Credits.

Lifelong Learning credits will be awarded based upon documented participation in approved activities at 50 clock hours per 5 credits. Clock hours will be documented on the student's Personal Learning Plan. Credit will be awarded at the end of each semester.

Schuyler Community High School

Activity Handbook

2025 - 2026

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ACTIVITY PHILOSOPHY

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

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

Schuyler Central High School offers an extensive program of activities to supplement the academic program. Participation in these activities offers the chance for expression of interests, development of personality and poise, and the acquisition of talent and development of leadership skills that will carry over through an entire lifetime. Each student is encouraged to participate in one or more activities. Each activity adds to the total school fabric. Schuyler Central High School does not recognize one activity as being more important than another activity. It is recognized that conflict will from time to time arise whenever a student desires to participate in more than one activity. Wherever reasonably possible, an activity sponsor shall work with the student and the demands of the competing activity to try and resolve conflicts. When conflicts exist, the final decision is to be made by the student and the student's parents. Coaches and sponsors must recognize the student's dilemma, make reasonable accommodations, consult with the student in a sympathetic manner, and will not place any undue pressure on any student to make decisions favoring one activity over another.

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

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

In the event of injury to an athlete, the coach and/or athletic trainer will render first aid. In case of serious injury, the parents will be contacted at once, and their advice or direction secured. The Principal and Activity Administrator will be notified if the parent or the family physician cannot be contacted. Coaches are authorized to use their best judgment in obtaining competent medical care and service. If an injury requires a participant to visit a doctor, the participant is required to show the coach/sponsor a doctor's release before he/she is allowed to participate in practice or contests.

ACTIVITIES AND ORGANIZATIONS OFFERED

Art Club: Art Club promotes the study and participation in art, and the completion of projects and art shows.

Athletics: Schuyler Central students have earned the right to be proud of their athletic teams and must work hard to maintain programs in which students and community members continue to show pride. Fall sports are cross-country, football, girls golf, ~~softball~~, and volleyball. Winter sports include basketball and wrestling. In the spring boys golf, soccer, and track and field are available. Schuyler Central is a member of the Central Conference. Other conference schools are Adams Central, Aurora, Crete, Grand Island Northwest, Columbus Lakeview, Seward, and York.

Class Officers: Incoming seniors, juniors, sophomores and freshman will elect officers at the end of the preceding school year. Their purpose will be to serve as executive officers for the business of specific class activities.

Limitations On Elected Offices:

1. Initiations for all school organizations are prohibited.
2. A student may be president of only one organization at a time. Editor and cheerleader or drill team co-captain are considered equivalent offices because of the responsibility and time required.
3. A student may not hold the same office in two different organizations at the same time.
4. A student may hold only one presidency or vice-presidency, and only one secretary or treasurer position. A student may be president and secretary or president and treasurer but not president and vice-president.
5. A student may not run in election for another office once elected to their quota of offices.

~~Culture Club is an organization of students interested in community service, cultural exploration and recreation. The members have meetings, field trips, and organize the Red Cross blood drives.~~

FCCLA: Family, Career, and Community Leaders of America is a national organization of students who have taken or are taking a homemaking course in high schools of the United States and its territories. The goal of F.C.C.L.A. is to help individuals improve personal, family, and community living now and in the future.

FFA: Future Farmers of America is a national organization for students studying vocational agriculture in public secondary schools. Members learn through active participation how to publicly buy and sell cooperatively, solve their own problems, finance themselves, and assume responsibility.

Intramurals: Co-Ed sports are extracurricular activities where students learn about the rules and some strategies of each sport and then play the sport for fun and having a good time. Intramurals instill good sportsmanship, working together socially, exercising, helping to stay fit and healthy, and most of all having fun and competing too.

Fall Season - Basketball (October)

Winter Season - Volleyball (January)

Spring Season - Softball Flag Football

~~Mock Trial: Students act as attorneys and witnesses in a case prepared by the Nebraska State Bar Association in competition against other schools in actual courtrooms to gain a deeper understanding of the American judicial system.~~

Musicals: Schuyler Central High School puts on a musical every other year.

National Honor Society: Schuyler Central High School is a member of the National Honor Society. The purpose of this organization is to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character.

One Act Plays: Students may try out for a part in Schuyler Central High Schools one act play, help build sets or work with lighting. When performed, one act plays are 30 minutes long.

Pep Band: Pep band plays for home football, volleyball, and basketball games when appropriate. Band members that are attending home games will play in pep band.

S-Club: S-Club is an organization of letter winners in athletics. Due to the influence of athletes on other members of the student body and on younger children, members of the S-Club should constantly strive to uphold the principles of good conduct, good sportsmanship, and leadership both in school and in the community.

Spirit Squads: Due to time and performance considerations, a student may only be a member of one of these spirit squads.

Cheerleading: The purpose of the Schuyler Central High School cheerleading squad is to promote school spirit in all athletic activities and other designated events. Members of the squad enthusiastically support the school, the administration, faculty, and sponsors of organizations, the community, and all pertinent school policies. Cheerleaders will be required to have a physical and take concussion tests.

Dance Team: The purpose of the Dance Team is to provide entertainment for audiences at selected pep rallies and home athletic contests, to encourage school spirit, to promote physical fitness, to acquire perfection in performance, and to have fun working together as a group. Dancers will be required to have a physical and take concussion tests.

Science/Math Club: Science/Math Club is an organization of students who have a special interest in science and/or mathematics. Meetings, field trips, speakers, projects, and an annual science fair are activities designed to meet the special needs and interests of the members.

Speech: Any student may be on the speech team. The speech team participates in up to eight meets and provides many different opportunities.

Student Council: Student Council promotes the continual improvement of Schuyler Central High School by its students, and seeks to create and maintain good spirit by providing the opportunity for students to express themselves for the school's best interest. The Student Council works with the Principal and faculty in matters pertaining to student government, promotes the general welfare of the school in all projects and activities pertaining to the student body, and brings to the school administration and faculty all ideas and problems of the student body.

ACTIVITY PROGRAM INFORMATION

Academic eligibility: The Nebraska School Activities Association has established a number of rules governing eligibility for high school students participating in any interscholastic competition that falls under the authority of the NSAA. The school's main goal is to teach students and to facilitate their movement toward high school graduation. The following academic eligibility rule has been added to the existing NSAA eligibility requirements, and applies to all Schuyler Central High School extra and co-curricular activities:

~~Student grades will be collected on a weekly basis throughout the school year. Any student failing one class is considered in warning status. Any student failing two classes when the report is published on Monday~~ **~~will have until Wednesday at 9:00 a.m. to get their grades passing.~~** ~~The eligibility report will be rerun on Wednesday to determine eligibility until the following Monday. Any student still failing two classes on Wednesday morning is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in~~

~~addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.~~

Student grades will be collected on a weekly basis throughout the school year. The eligibility report will be run each Monday at 9:00 a.m. throughout the semester, beginning on the fourth Monday of the first semester, and the third Monday of the second semester. Any student failing two classes is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.

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

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

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

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, pep band, speech, One Act, FCCLA, art club, student council, National Honor Society, musicals and all other school sponsored organizations and activities. The Code of Conduct also applies to participation in school-sponsored activities such as school dances and royalty for such activities.

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

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

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

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on ~~and~~ or off school

grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written oral request of a school staff member, or the voicing of disrespect to those in authority.

2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.

4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.

5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or brining or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful contrary to school activity rules.

6. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician

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

7. Public indecency

8. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.

9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.

11. Repeated violation of any of the school rules.

12. Truancy or failure to attend assigned classes or assigned activities, or tardiness to school, assigned classes or assigned activities.

13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

14. Dressing or grooming in a manner which is dangerous to the student's health and safety or danger to the health and safety of others or repeated violations of dress and grooming standard; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

15. Willfully violating the behavioral expectations for those students riding Schuyler Community School buses or vehicles used for activity purposes.

16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or supervisor.

17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the coach or sponsor will determine the validity of the reason. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.

18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility

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

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use, alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Alcohol. Tobacco, and/or Drug Offenses and/or Criminal Activity Beginning at the time of a student's initial attendance at SCHS and continuing through completion of attendance or high school eligibility, a student is subject to suspension from all NSAA public appearances related to co-/extra-curricular activities and/or competition if s/he has a violation in the, alcohol, tobacco, and/or drug offenses and/or criminal activity policy. Disciplinary consequences imposed under this policy will involve suspension from public representation of SCHS and may additionally involve other measures. The activities administrator is responsible for completing a suspension notification procedure within three (3) days following a participant's suspension. The coach or sponsor will communicate other suspension actions to parents. The term of suspension shall be the next regularly scheduled weeks of public representation during the school year as defined by the Nebraska School Activities Association. The term of suspension is considered a probationary period and the student will be reinstated only after evidence of abiding by the ideals of activity participation. Continued practice and participation in the activity is expected, even though the student is not permitted to represent the school publicly. Public representation takes place when an event is a competition with an opposing team(s) and the event is taking place during one or more NSAA defined seasons. Intrasquad scrimmages are not considered competition with an opposing team. Students must complete the season in good standing for the weeks of suspension to apply.

Term of suspension:

- 1st offense: Next four activity weeks publicly representing SCHS.
- 2nd offense: Eight weeks with mandatory professional substance abuse counseling
- 3rd offense: The student will be suspended from all activities until he/she participates in a professional evaluation for chemical dependency. After the student becomes a participant in a chemical dependency program, the student may be reinstated in school activities upon successful completion of the program. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the dependency center prior to reinstatement of the student.

Self-reporting alcohol, tobacco, and/or drug offenses and/or criminal activity violation may reduce the suspension time for a 1st offense from four (4) weeks to two (2) weeks by reporting the policy violation to school officials. A student in violation of the alcohol, tobacco, and/or drug offenses and/or criminal activity policy must notify a school official (coach or sponsor, teacher, activities administrator, school counselor, principal or assistant principal) of the violation within 24 hours of the violation for the reduction to apply. During the 2nd offense, the mandatory professional substance abuse counseling must be completed before the end of the eight-week suspension or the suspension continues until counseling is completed. It is required that documentation of completion of professional substance abuse counseling be turned into the activities office prior to the student returning to competition. SCHS is not liable for expenses incurred through such counseling sessions.

Organizations/clubs that are not under the NSAA umbrella have discipline for ATOD and criminal activity written into the organizations/clubs constitutions.

Drug and Alcohol Violations

Meaning of Terms:

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

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

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

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and

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

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

Steroid Offenses: A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the same terms of suspension as listed

for alcohol, tobacco, and/or drug offenses and/or criminal activity.

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

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.

4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.

5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

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

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.

2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.

a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.

b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.

3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.

4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the

Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.

c. If a hearing is requested:

i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.

iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.

iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).

The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.

More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Athletic Participation: To the extent reasonably possible, it shall be the policy of Schuyler Central High School to provide an opportunity for students to participate on teams and events. It shall be the policy of Schuyler Central High School to encourage all interested students to take advantage of these opportunities.

Ideally, all interested students should be given an opportunity to participate, develop their skills, and to enjoy competition and the comradeship that comes with being a member of a team. Because of budget limitations, personnel limitations, and facility limitations, it is not possible for Schuyler Central High School to fulfill the ideal level of opportunities and participation. With that in mind, Schuyler Central High School recognizes that certain policies must be implemented. For the foregoing in mind, the following policy dealing with limiting team size has been adopted.

1. Prior to the commencement of each season, sponsors shall determine the appropriate number of students that their facilities and staff can accommodate. In reaching that decision, the sponsors shall consult with the activities office. In the event more students try out for these sports than the coaches believe they can accommodate, the coaches may cut the additional students.

2. If any of the students are to be cut from any of these activities, an announcement to that effect shall be made at the beginning of the season. A trial period shall be afforded to every student wishing to participate. The length of the trial period shall be announced at the beginning of the season. The sponsor shall determine the length of the trial season after consulting with the Activity Director. To the extent possible, every student shall be entitled to a fair opportunity to demonstrate his/her abilities.

3. Because of the potential number of participants involved, it may not be possible to guarantee that each freshman/JV/Varsity player will be able to participate in every game. Decisions with respect to participating in games, as it applies to freshman/JV/Varsity, shall be the decision of the sponsors involved. If possible, "B" freshman games may be scheduled, but if no such games can be scheduled, some freshmen may receive little, or no, participation in game type situations.

4. The fact that a student was on a previous year's team shall not be a factor in making the current year's team. The fact that a student was cut the previous year shall not be a factor in making the current year's team. The fact that a student did not participate in another given sport shall not be a factor in the student not making the team for which s/he is trying out. Nothing in this policy shall prevent a sponsor from dismissing a student from a team for disciplinary reasons.

5. A coach in cutting a student from a team at the end of the trial period shall inform that student of the decision in a private meeting between the coach and the student. The coach shall make every reasonable effort to critique the student's performance and explain why the decision was made. The student's parents/guardian may participate in the meeting to discuss the coach's decision.

Attendance Requirements:

The expectation is for the students to be in attendance for at least ½ day of school on the day of activities prior to performance unless arrangements have been made with prior administrative approval.

Bus Rider Rules: These rules and regulations apply to any trip under school sponsorship. All student riders shall respect the wishes of the chaperones and driver appointed by the school.

1. Keep hands and head inside the bus at all times after entering and until leaving the bus.

2. Assist in keeping the bus safe and sanitary. Loud talking, laughing, or unnecessary noise diverts a driver's attention and may result in an accident.

3. Treat bus equipment as you would your own property. The offender must pay damage. Bus riders should never tamper with the bus or any of its equipment.

4. Leave no books, lunches, or other articles on the bus.
5. Keep books, packages, coats, and all other objects out of the aisles.
6. Students are responsible for helping clean the buses immediately upon return from an activity.
7. Do not throw anything out of the bus windows.
8. Bus riders are not permitted to leave their seat while the bus is in motion.
9. Horseplay is not permitted around or on the school bus.
10. Bus riders are expected to be courteous to fellow pupils and the bus driver.

11. Absolute quiet is necessary when approaching a railroad crossing.

12. In case of a road emergency students are to remain in the bus.

Changing Activities: If a student participant desires to switch from one activity to another, the participant must have the consent of both sponsors. NSAA bylaws also require that a student switching from one sport to another must be restricted from practice and competitions in the new sport for a period of seven school days. A participant cut from a squad for disciplinary reasons may not be a member of another program without approval of the Activities Administrator.

Checklist For Participation: The Schuyler Central High School athlete must complete the following steps listed prior to participating in any practice sessions or games.

Physical Examination: This is a Nebraska State Activities Association requirement. An examination is required once each year. A physical taken on or after May 1 will be in effect for the school year. The student may obtain a physical examination form from the principals' office or the high school website. The processed and completed physical examination form shall be given to the school nurse, who will issue a permission slip to check out for a particular activity.

1. Insurance: Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The Board of Education does not require participants in athletics to be insured against athletic accidents but strongly recommends that they be insured against athletic accidents at the parent's expense. The Board of Education does require each participant's parent to sign an "Insurance Waiver." The school does not offer any insurance or coverage. There are many individual and group athletic accident policies available about which the school does have information. This information may be obtained from the Activity Administrator. Parents are urged to investigate and study the various policies so that they may purchase the accident coverage they prefer. The Nebraska School Activities Association does provide insurance for catastrophic injuries for activity participants.

1. School Activities Permit Form: This is a consent form that the N.S.A.A. requires each school to have on file. Parents are required to sign the student participation and permission agreement.

2. Athletic Agreement: This section pertains to the Schuyler Central High School Athletic Code. A copy of this code will be made available to all candidates and their parents for the interscholastic athletic teams.

3. Emergency Medical Treatment Consent: This allows school personnel to give consent to have emergency medical treatment for your student if you as a parent or guardian are not present and cannot be reached in a time of emergency.

4. With the implementation of LB 260 The Concussion Awareness Act, Schuyler Community Schools conduces impact testing for all ninth and eleventh graders along with any athlete that had a concussion in the previous school year and who are involved in football, softball, volleyball, wrestling, basketball, soccer and track/field (jumping and throwing). There is no cost to the student and testing must be completed before participating in practice.

Church/Family Night/Sunday/Weekend/Other Practices: Schuyler Central High School observes every Wednesday night as Church and Family night, and school activities generally do not take place on

Wednesday night. All practices will be concluded by 6:00 pm. There will be no practices or activities on Sunday unless there is a contest on Monday of the forthcoming week. The principal and activities administrator must approve practices on Sunday or Holidays. Any practice held on the weekend or holiday must be optional for the participants. Family commitments must be honored by the coach/sponsor. Missing the practice will not change the participant's position or team status in the activity.

Conditioning Program: SCHS organizes and supervises a year-round conditioning program to include weight lifting, running, and exercising for all its members. Such a conditioning program shall be general in nature and may include only exercises designed to promote physical fitness, except that practice of individual skills of any sport may be taught in other than organized physical education classes if the school does strictly adhere to the specific rules governing organized practices. Conditioning sessions shall be no longer than 90 minutes in length and no member shall participate in more than one such session per day.

Due Process Rights of SCHS Activity Participants: The due process afforded students in relation to these activities policies shall be similar to that provided in Nebraska State Law 79-264 through 79-294. In other words, suspensions from activity participation for five or fewer days shall be consistent with provisions for short-term suspensions, while suspensions from activity participation of six or more days shall be consistent with provisions for long-term suspensions. Removal from a team shall be consistent with provisions for expulsions.

Equipment Responsibility: The participant is responsible for all equipment checked out to them by the coach/sponsor. All items of equipment that have been checked out by the participant must be checked in at the conclusion of the season. The participant responsible for checking it out must pay for any missing item(s). All fees (for items not checked in at the end of the activity) will be turned in to the coach/sponsor. A list will be kept of athletes who owe fees and they will not be allowed to participate in another sport until fees are paid.

Interscholastic Eligibility: In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. If you do not understand a summary of these rules listed below or need an explanation of other requirements, consult the Activities Office.

1. Student must be an undergraduate.
2. Student must be enrolled in at least twenty hours per week and regular in attendance in accordance with the school's attendance policy.
3. Student must be enrolled in some high school on or before the 11 th day of the current year.
4. Student is ineligible if nineteen years of age before August 1 of current school year.
5. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership.
6. Student must have been enrolled in school the immediate preceding semester.
7. Student must have received twenty semester hours of credit the immediate preceding semester.
8. Once the season of a sport begins, a student shall compete only in athletic contests/meets in that

sport that are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.

9. A student shall not participate in sports camps or clinics during the season of a sport in which he/she is involved, either as an individual or as a member of a team.

10. A student shall not participate on an all-star team while a high school undergraduate.

11. A student shall be ineligible for ninety school days to represent a school in inter-scholastic competition at the varsity level if the school is located in a school district other than the district in which his/her parents maintain their domicile. (Check with school administrator for an interpretation of rule if the district where parents reside has no high school or if there are two or more high schools in a district.)

12. A student is ineligible for ninety school days if his/her parents have changed their domicile to another school district and the student has remained in a former school that is in a different school district. (EXCEPTIONS: If parents have moved after school has started, the student will be eligible to compete for the remainder of the school year, or if parents have moved during the summer which immediately precedes the school year and the student is in grade twelve and has attended the high school for two or more years, the student is eligible for that school year in the district from which the parents moved.)

13. Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and ruling.

14. A student shall not participate in a contest under an assumed name.

15. A student must maintain his/her amateur status.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law

General Lettering Criteria and Post Season Awards: Lettering in a school activity is for those participants who have met stated levels of performance. These general considerations govern lettering in SCHS activities:

- The participant must be in good standing (member of the organization) at the end of the season to receive a letter.
- Participants injured and must drop out of a school activity, may be given special consideration.
- Sponsors who believe there are special conditions or unusual situations (other than ATOD and/or criminal activity suspensions) for a participant s/he may letter that participant.

- Students who participate in an activity for four years, may letter in that activity.
- A student manager may receive a varsity letter at the discretion of the sponsor.
- A sponsor may revoke a letter for disciplinary reasons.

A school activity participant involved in a multiple day suspension (ISS and/or OSS) will not receive a letter for the activity(ies) in which the suspension took place and will not receive any SCHS post-season awards in which the multiple day suspension took place. Awards that are given for all year performances will not be given to a school activity participant that had multiple day suspensions (i.e. weightlifter of the year, female athlete of the year etc.). The year ends on the evening of the activities award night.

Specific Lettering Criteria: in addition to the expectations noted above, the following conditions apply to lettering in these activities:

Basketball

1. One quarter of the regular season varsity quarters played.
2. All varsity players letter if they are a part of a state tournament team.

Cheerleaders

Participate in the following assigned sports: football, volleyball, boys and girls' basketball, and wrestling.

Cheerleader squad members will be expected to follow all guidelines established by the sponsor, activities administrator, school, and NSAA.

A cheerleader will not receive a letter for these reason(s) stated in the cheerleader constitution.

Cross Country

The participant receives an individual award or medal at a Varsity meet.

Dance Team

1. Must participate in all Dance Team activities unless otherwise excused.
2. Dance Team members will be expected to follow the constitution and all guidelines established.

Football

1. An athlete must participate in 1/4 total varsity quarters played
2. If varsity players win their District, or are State qualifiers, all members of the varsity team qualify for a letter.
3. 1 quarter is awarded for each of our football camps that is attended
4. 1 quarter is awarded for helping at our football Youth Camp
5. 3 quarters for 90% of summer weight attendance
6. 2 quarters for 80% of summer weight attendance

Golf

1. Golfer who sets a school record during competition.
2. Golfer who competes in one half of the varsity meets.
3. Senior who has competed three consecutive years.

4. Golfer who receives a medal in a triangular meet or larger.
5. All members of a state qualifying or conference championship team.
6. Working a golf youth camp qualifies as one varsity competition
7. Attending a golf camp will qualify as one varsity competition
8. 90% of summer weight attendance qualifies as two varsity competitions
9. 80% of summer weight attendance qualifies as one varsity competition

Soccer

1. The participant must have played in 50% of all varsity halves played.
2. If varsity players win their District, or are State qualifiers, all members of the team qualify for a varsity letter.

~~Softball~~

~~3. Play in 1/7 of the varsity teams' innings played in the regular season.~~
~~4. If team wins district or qualifies for state all varsity members letter~~
~~5. 2 innings awarded for each camp attended~~
~~6. 4 innings awarded for 90% of summer weight attendance~~
~~7. 3 innings awarded for 80% of summer weight attendance~~

Track and Field

Accumulate at least 10 points throughout the track season by doing any of the following.

1. Score at any track meet. The number of points that an athlete scores at a meet will be the number of points earned towards a letter.
2. Qualify for State. Any athlete that qualifies for the State Track Meet will earn 10 points.
3. An athlete that is selected as a team captain will earn 3 points.
4. An athlete will score one point every time s(he) makes an improvement throughout the year at a JV or Varsity meet.
5. Perfect Attendance. Athletes will earn 5 points if they have no absences from practice (excused or unexcused). An exception will be made for other school-sponsored events.

Volleyball

1. An athlete must play in at least 50% of all regular season varsity games played
2. 90% attendance of summer weights will waive 4 varsity games
3. 80% attendance of summer weights will waive 2 varsity games
4. If the team qualifies for the state tournament, all team members qualify for a varsity letter.

Wrestling

An athlete must finish the season in good standing and meet at least one of the following criteria:

1. Wrestle 18 varsity matches
2. Earn 20 varsity team points (points that contribute to the team score during a contest)
3. Place 1,2,3, or 4 in the conference or district meet

Locker Rooms: All athletes are to lock their lockers and give valuables to the student managers for safekeeping or leave such items at home. All athletes will shower at the conclusion of every practice and competition.

Ninth Grade Athletes: The coaching staff of a particular sport may decide on which team an outstanding freshman athlete shall be placed. This pertains to football, boys and girls' basketball, and volleyball.

The outstanding 9th grade athletes will compete on the 9th and JV teams or the JV and Varsity teams, but may not compete on the 9th and Varsity teams and may not (without administrative approval) compete at all three levels (9th, JV, Varsity). The head coach of the sport will contact parents/guardians of the student to be moved up prior to the student practicing or competing at the higher level, and will inform the activities administration before such action will be taken.

Off-Season Training Programs: The use of off-season training programs to promote a better athletic ability is encouraged. However, these programs should not be held at the expense of athletic programs in season. Programs in season have first priority for both facilities and participants. Therefore, off-season programs will not commence nor be encouraged for at least two weeks following the start of a new season.

Padlocks: Padlocks will be checked out from the sponsor of an activity. When the participant is finished with the sport season the lock will be returned to the sponsor. If the participant loses the padlock, a replacement fee will be charged for replacement of the lost padlock.

Participation: Varsity teams shall be made up of 12th, 11th, 10th, and 9th grade students, reserve teams shall be made up of 11th,10th, and 9th grade students, sophomore teams shall be made up of 10th grade students, and freshman teams shall be made up of 9th grade students. Workouts or supplementary practice outside of regular squad practices and competition are not specifically restricted. It is expected however, that participants given the privilege of representing their school will owe first allegiance, as far as participation is concerned, to the Schuyler Central High School activity of which they are a member and the public school sponsors who are responsible for the participant's training program. This policy is not intended to restrict casual or recreational activities.

POST-SEASON AWARDS

Awards To Students: No award of greater value than $50.00 shall be given to participants of activities by the schools of the Nebraska School Activity Association.

Boys Basketball:

Gaeth Memorial Award: awarded to varsity players with the most assists and the most rebounds in the season.

Oberg Free Throw Award: awarded to the varsity player who has the highest free throw season percentage.

Girls Basketball Season Leaders:

Awarded to the varsity players with the most assists, most rebounds, and highest free throw percentage for the season

Football:

Defensive Football, Interior Lineman, and Most Improved: These awards are presented to outstanding football players based on the decision of the coaching staff. Factors considered are season statistics, contribution to the team, and post-season honors.

Myers-Reinecke-Shonka Memorial Awards:

Cross Country: The head coach and assistant coach will determine the boy and girl winners of this award. Consideration will be given to season placing, leadership, cooperation, and grade level.

Football: Presented to the outstanding offensive football player based on:

a. Decision of the coaching staff
b. Season statistics, contribution to the team, and post-season honors.

G/B Golf: Presented to the most deserving golfer. Consideration will be given to the number of medals, medal placement, season statistics, and leadership.

Girls/Boys Track: Coaches judgment in regard to leadership, accomplishments, team or individual records, attitude, years on varsity, points scored in competition.

Volleyball:

Offensive Player-This award is presented to an outstanding offensive player based on statistics provided from the season and the decision of the coaching staff. Factors considered are season stats pertaining to the most kills per game/season, the best kill efficiency per game/season and contributions to the team.

Defensive Player-This award is presented to an outstanding defensive player based on statistics provided from the season and the decision of the coaching staff. Factors considered are season's stats pertaining to the most blocks per season or the player with the most digs per season, contributions to the team, hard work ethic, and greatest effort on defense.

Most Improved-This award is presented to the player that shows the most improvements throughout the season, based upon effort, improved fundamental skills, awards, and contribution to the team. The team will vote upon this award.

Female And Male Weightlifter of the Year: Awards are presented based on a nomination and vote of the coaching staff. Each head coach nominates the top two lifters they had during their season if they incorporate weightlifting in their sport. The first nomination is worth 5 points and the second, 3 points. The student with the highest number of total points is the recipient.

Senior Boy Athlete of the Year:
All senior boys athletes who have lettered their senior year and have not served an alcohol/tobacco/drug/crime suspension their senior year are eligible for this award. The award will be selected by the following criteria:
1. Most athletic letters won over their high school career
2. If a tie exists we will use the following to break the tie
a. Most State Medals
b. Most District Medals
c. Most Conference Medals
d. Highest GPA
e. If tie still exists it will be awarded to all athletes tied

Virgil Swanson Memorial Girl Athlete of the Year Award: Any sophomore, junior, or senior girl athlete who meets the following requirements is eligible for the Virgil Swanson Memorial Girl Athlete of the Year Award. The head and assistant coaches for each sport rank the players for their sport on a point system and those points are totaled. The player with the highest point total receives this award. The requirements are
1. To have a "B" (85%) average
2. To have lettered in two sports during her high school career
3. To be participating in two sports in the current year

4. This excludes student managers who have lettered.

Schuyler Strider Girl Athlete of the Year Award: Requirements for selection are the girl must be a senior and have participated in at least two sports every year for all four years of her high school career. The award will be given to the girl who has earned the most varsity letters, most individual medals in state competition, most team medals in District and Conference competition, most team medals in State competition, and most recognition on All State, All Area, and/or All conference lists throughout her high school career.

Soccer Awards:

This is given in both girls and boys soccer. Players vote on the following: Most Improved, Defensive Player, Offensive Player, and Most Valuable.

Wrestling:
Most Pins: Greatest number of pins in a varsity competition.
Most Near falls: Greatest number of near falls in a varsity competition.
Most Takedowns: Greatest numbers of takedowns in varsity competition. Most Improved Wrestler:

- Improvement on winning percentage from previous year
- Improvement from beginning of year to end of year.
- Adversity that was overcome during the year.

Wrestler of The Year:

- Most team points acquired
- District and State tournament
- Season consistency
- Seasonal Leadership
- Attitude and work ethic

Practice Session: An athlete may participate in only one team practice per day during a school day. Example: If varsity practices in the morning, then the members of the varsity may not practice in the afternoon of the same day. Exception: If "two a day" practices on non-school days such as the preseason practices in the fall.

School Colors and ~~Insitgliai~~ Insignia Schuyler Central High School's colors are green and white. The school mascot is the Warrior. The Warrior is known for strength, agility, speed, and courage, and symbolizes the pride and spirit of Schuyler Central High School students as they represent the school in athletics and other activities.

School Lockers: All athletes will bring everything to the locker room that they need so that they will not be in the halls of the building after practice.

Social Functions: School dances are for students and their dates as well as for SCHS staff. Outside dates are permitted as long as the date is approved by administration and are 20 years of age or less. These people must be willing to conform to all school regulations. ~~The STUCO Back-to-School Dance is one exception~~. Only students enrolled at Schuyler Central High School may attend the back to school dance. Students will be admitted during the first hour of the dance, and are expected to stay until the end of the dance. Once students choose to leave, they will generally not be readmitted to the dance. Activities held during the week shall end by 11:00 p.m. School dances will be scheduled from 7:30 p.m. to 11:30 p.m. on weekend dates or 12:00 a.m. if the dance is held on a Friday night. A school-sponsored dance is a

school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation. Each person that attends the dance will be subject to a Breathalyzer.

HOMECOMING PROCEDURES

Step #1 To be eligible for Homecoming royalty you must be:

- Senior Status (minimum of 180 credits)
- Be enrolled in your 7th semester of high school
- GPA ~~2.5~~ 3.0 or Higher
- Must be a full-time student

All students who meet the criteria will be placed on the first ballot which will be voted on by the "S"-club and Student Council with students in both organizations receiving only one vote.

Step #2 The top 5 boys and the top 5 girls who meet the following criteria will be selected for royalty court: (example: If a tie occurs for number 5, we will take a 6th candidate for both the boys and girls.)

- Participation in a minimum of two NSAA sponsored activities or school sponsored activities (FFA, Art, FCCLA, FBLA, Esports, etc.) their Jr. year.

Activities include: Cross country, football, volleyball, softball, basketball, girls and boys wrestling, girls and boys golf, girls and boys soccer, track and field, music, play production, speech, cheerleading, and dance team.

- No activity suspension for their high school career
- No ISS or OSS during their Jr. year
- Not under the supervision of the court system (probation, etc)
- From these 10 candidates a popular vote of the student body will occur to determine the King and Queen winners to be crowned after the football game on the football field.

(The administration reserves the right to make special exceptions to these guidelines as they see fit.)

TRANSPORTATION TO AND FROM EVENTS

Head Coaches are required to ride the bus to and from events to supervise athletes. Assistant Coaches may be relieved of these duties on rare occasions if approved by the head coach. In rare circumstances the AD can suspend this rule for a Head Coach if the situation warrants.

Activity participants travel to and from out of town events as a unit. Exceptions to this rule will be made rarely and must be approved in writing and verbally by parents to a school official. A student will only be permitted to travel apart from the team or organization when that student's parent/guardian specifies all alternate travel arrangements (time, vehicle, driver, etc. info) to the satisfaction of the coach or sponsor.

~~RESIDENCY POLICY~~

~~While we understand all employees have different situations. We believe that our entire community~~

~~benefits when our teachers, coaches and sponsors choose to live in our district. Therefore, we will continue to provide incentives for teachers who move here. We will also make it a priority to hire all coaches/sponsors but especially Head Coaches who are willing to move into the district.~~

UNIFORMS

Team issued warm-ups will not be worn as a travel suit or worn during normal school days. Uniforms/Warm Ups will be purchased on a rotation basis and available from your AD. If you have more athletes than uniforms, please see the AD office.

BOOSTER CLUB

For a number of years we have had an active booster club that raises money to help provide our athletic programs with items that go above and beyond district expenses. The booster club will work through our AD office to solicit items requested by coaches. These requests must be approved by the AD and should be items that are luxury as opposed to necessity for a sport. Clothing items such as travel suits, towels and warm ups are items that will not be approved.

COACHES CLINICS

~~$100~~ $110 per coach is allowed for clinics, school transportation will be provided and must be registered with AD with prior approval. If a head coach and assistant coach wish to attend a clinic, it should be included in their requisition. Expenses beyond the annual ~~$100~~ $110 will need to be taken out of the club account.

CONCESSIONS

Each School Organization must sign up to do at least one concession stand for home events. The procedure for payment after expenses is the school organization will keep 70% ~~"you make it, you take it, less~~ 25% will be kept by the activities department. ~~10%~~". The ~~10%~~ 5% kept by SCHS will be used for equipment improvements for our concession stands as well as the consumables such as popcorn, bags, oil, etc.. Suggestions for these improvements should be made to the AD office. ~~In the event that you are running a club event or some other outside event, where you are bringing in a lot of other items to sell, you may elect to pay for the cost of items sold plus $200 a day for concession stand use.~~

TELEPHONES AND SOCIAL MEDIA

In today's day and age we have become very dependent on our cell phone. At times phones and other electronic devices can be a large distraction from the task at hand. Coaches have the right to apply specific electronic device rules within reason during their activities.

Social Media can be a great tool to promote positive activities within our school. However, coaches, athletes and parents need to avoid negative posts or replying to other negative posts. These posts should be brought to the Head Coaches and AD's attention so they can be handled appropriately. Coaches

should also spend time with their athletes teaching them to use social media appropriately and may have specific policies that relate to social media.

STATE CONTESTS

Coaches that attend state contests when Schuyler teams are not involved will get permission from the Athletic Director. Only the HEAD COACH will be excused to attend the tournament or meet for one day out of school. Coaches may attend the tournament or meet additional days that are not scheduled at the same time classes are in session or take a PTO day for this activity.

STUDENT FEES

Extracurricular and other programs	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	~~$5.00 per event maximum. Students may purchase an Activity Ticket for $30.00 per year.~~ Admission is $7.00 for adults and $5.00 per student. An activity pass can be purchased for $50. For District and Conference events hosted by the School, cost to be set by NSAA.
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to the student's physician or clinic.
3.Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing,	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks, and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular

	equipment, or other items associated with the sport or activity.	sports or activities include: Activity | Basketball | No additional Cross County | No additional Football | Mouthpiece Golf | Golf bag & clubs Soccer | Soccer shin guards ~~Softball~~ | ~~Softball glove~~ Speech/Etc. | Dress attire; copies of research Track | No additional Volleyball Volleyball knee pads Wrestling Wrestling shoes Cheerleading and Dance Team Squads Shoes, approved uniforms (top & skirt; jacket, etc), pom-poms and other accessories

Travel meals	Meals	Students are responsible for their own meals while traveling.
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps, and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.

Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories for their own uniforms. The school will supply uniforms for the marching band and choir robes; students required to have uniforms and robes

		cleaned. (Fees not to exceed $20)
Clubs/Organizations		
Future Farmers		
(FFA)	State & national dues, meals and activities	Annual dues not to exceed $14.00 per club.
Future Career/		
Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed $15.00 per club.
National Honor Society	State & national dues, meals and activities	No annual
Science and Math Club	State & national dues, meals and activities	Annual dues not to exceed $2.00 per club.
Student Council	State & national dues, meals and activities	Annual dues not to exceed $5.00 per club and partial registration fees.
Social & Recognition Activities		
School plays, musicals, and social activities	Admission to events	To be announced

School dances	Admission to prom, homecoming, etc.	To be announced
Class dues		Each of the four secondary classes may assess its members an amount annually for rental, fee for band or DJ, yearbook, and decoration of dance facilities. Students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Trips	Transportation, lodging, meals,	Students are responsible for costs of school sponsored trips where the trip is

	admission to events, etc.	an extracurricular activity.
If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count toward graduation credit or grade advancement, and participation on the trip is voluntary for students.		

Acknowledgement of Activity Handbook

I, [ ], acknowledge that I have received, carefully read, and fully understand the School Activity Handbook for Schuyler Community High School for the 2025-2026 academic year.

I agree to comply with all rules, regulations, and policies outlined in the handbook. I understand that participation in school activities is a privilege, and I am responsible for adhering to the standards of behavior and academic performance described therein.

I am aware that failure to comply with the guidelines may result in disciplinary action or loss of privileges as determined by school administration.

By signing below, I confirm my commitment to upholding the principles and expectations set forth in the School Activity Handbook.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Reconocimiento del Manual de Actividades Escolares

Yo, [ ], reconozco que he recibido, leído cuidadosamente y entendido completamente el Manual de Actividades Escolares de Schuyler Community High School para el año académico 2025-2026.

Me comprometo a cumplir con todas las reglas, regulaciones y políticas descritas en el manual. Entiendo que la participación en actividades escolares es un privilegio, y soy responsable de adherirme a los estándares de comportamiento y desempeño académico descritos en él.

Soy consciente de que el incumplimiento de las directrices puede resultar en acciones disciplinarias o pérdida de privilegios, según lo determine la administración escolar.

Al firmar a continuación, confirmo mi compromiso de mantener los principios y expectativas establecidos en el Manual de Actividades Escolares.

Firma del Estudiante: _____ Fecha: _____

Firma del Padre/Tutor: _____ Fecha: _____

Schuyler Community Schools

Mentoring Handbook

Updated June 2025

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Mentoring Program Definitions

Mentoring is the confidential process by which a trusted, trained and experienced mentor takes personal and direct interest in the staff member new to Schuyler Community Schools.

A Mentee is a permanent staff member new to Schuyler Community Schools, returning to Schuyler Community Schools, or staff member who has a change in role involving a new supervisor. The mentee is open, honest, and receptive to participate in the mentoring process.

A Mentor is an experienced staff member who participates voluntarily in the Mentoring Program, and who has a direct interest in the role of the mentee.

Mentoring Program Purpose

1. Provide a safe place for confidential conversations to create a trusting relationship.
2. Provide resource information and who to go to for problem solving.
3. Allow for opportunity for mentees to ask questions and build capacity for self-reflection.
4. Structured conversations for mentors to anticipate questions.
5. Build and enhance relationships and school culture.
6. Discuss tools necessary for professional growth.
7. Provide one-on-one support for new teachers, prevent teacher isolation.

Our Beliefs About Mentoring

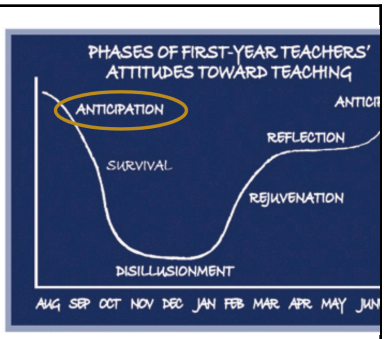
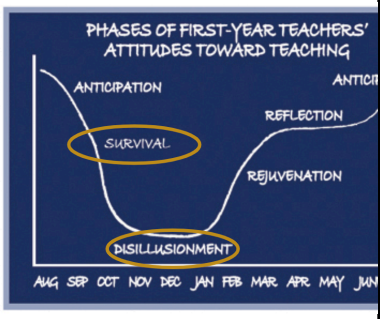
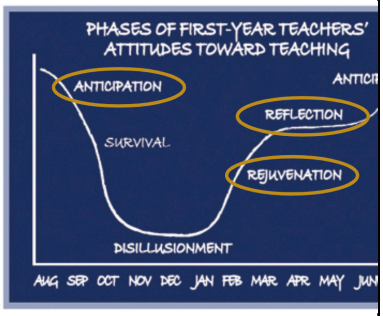
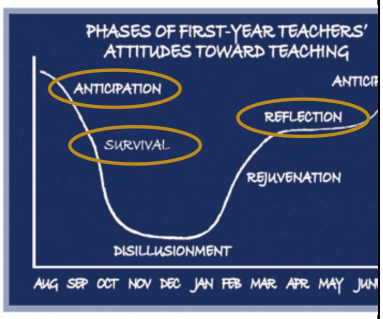
1. Mentoring is an investment in retention, integration, and growth. It is important to us that our new employees are welcomed. Schuyler Community Schools is a growth-oriented, learning focused organization.

2. Mentoring creates cohesive and collaborative teams.

3. Mentoring relationships offer opportunities for both the mentor and the mentee to think out loud, share information, and learn from each other.

4. We are all on a professional learning journey. No one person knows it all. Mentors are powerful models for new staff as they describe their own connection to Schuyler Community Schools and how they have grown professionally.

Comprehensive Supports for Beginning Teachers

Physical Support	Physical support involves helping a beginning teacher become acclimated to the district at large and to their individual classroom. Physical support may include assisting new teachers in the creation of rules and procedures for their classroom and helping them comply with district policies and processes. Physical support is necessary throughout the entire year, but is most helpful during the "Anticipation Phase" at the beginning of the school year.	
Emotional Support	Emotional support is necessary to help beginning teachers cope with the stress and responsibilities associated with their new roles. Emotional support may include engaging in active and supportive listening, validating teachers' feelings, and sending encouraging messages. Emotional support is most important during the "Survival Phase" and the "Disillusionment Phase."	
Instructional Support	Instructional support challenges beginning teachers to refine their instructional practices. Instructional support strategies may include setting and monitoring professional growth goals, analyzing data to inform instruction, and observing others teach. Instructional support is important throughout the year, but especially during the initial "Anticipation Phase," the "Rejuvenation Phase," and the "Reflection Phase."	
Institutional Support	Institutional support encourages new teachers to grow in the profession by seeking additional training and by expanding their professional networks. Institutional support strategies may include collaborating with other teachers, reading educational books, and seeking additional opportunities within the district. Institutional supports are particularly helpful during the initial "Anticipation Phase," the "Survival Phase," and the "Reflection Phase."	

Boogren, T. H. (2015). *Supporting Beginning Teachers*. Bloomington, IN: Marzano Research.

Overall Timeline

1. July - send out mentee/mentor assignments and contact information to mentors and share the coordinators for each building
2. Pay for Mentors
    a. A mentor will receive $1,000 for the first mentee
    b. A mentor will receive $600 for each additional mentee
3. Order Supporting Beginning Teachers Book to be provided at the mentor/mentee meeting in August
4. August 4, 2025 - Mentor and Mentee Lunch and Work Time

Big group meeting

1. At least twice a year, building principals and mentor coordinators will have a meeting with all mentors and mentees.

Mentor Job Description

Each building will have a Mentor Coordinator. The Mentor Coordinator will ensure that all mentors are on the same page and will act as a liaison between the mentors and the administrators.

Schuyler Community Schools expects mentors to

1. Have a genuine desire to help others.
2. Have a positive and dedicated focus.
3. Interact with others in a professional, confidential manner.
4. Be able to make mentees feel welcome and comfortable.
5. Be able to provide a balance of comfort and challenge to the new teachers.
6. Have a minimum of three years experience in Schuyler Community Schools, at the discretion of the principal.

Expectations

1. Each mentor will meet or check in with their mentee once a week at their agreed upon time.
2. The monthly sheet will be used at each meeting and turned into the principal at the end of each month.
3. Mentors and mentees will attend the large group meetings as assigned above.
4. If any issues or questions arise, the mentor will immediately contact the building coordinator for assistance and added support.
5. The building mentor coordinator will regularly check in with the mentors, mentees, and building principals.
6. Peer observations will be conducted at least once a semester.

August

Mentee _____ Mentor_____

Physical Support

- ❏ General Physical Support
  - ❏ Assist in the creation of classroom rules/social contract
  - ❏ Assist in the creation of a course syllabus
  - ❏ Assist with the physical arrangement and organization of the mentee's classroom
  - ❏ Provide guidance for creating a parent letter or class website
  - ❏ Lead the mentee on a tour of the building and review "How To" folder.
  - ❏ Educational Acronyms
  - ❏ Review upcoming district and building activities
- ❏ District-Specific Discussion Topics
  - ❏ Monthly meeting agendas
  - ❏ SPED supports with Special Education teacher
  - ❏ EL supports
    - ❏ Who they can go to for assistance
    - ❏ Ellevation
  - ❏ Open house
  - ❏ Curriculum Guides (accessing and using)
  - ❏ School safety information (Standard Response Protocol)
  - ❏ Submitting lesson plans
  - ❏ Lesson plan template
  - ❏ Behavior Referral (IC)
  - ❏ Grading (IC)
    - ❏ Posting grades weekly
    - ❏ Setup grade book
  - ❏ Attendance (IC)
  - ❏ Seating Charts (IC)
  - ❏ Red Rover
    - ❏ Creating sub plans for emergency and planned absences
  - ❏ Specific School Policies: Dress code, cell phones, gum, etc.
  - ❏ Tech Support
  - ❏ Extra duty assignments (morning, after school, events)
  - ❏ Class schedule/Building schedule
  - ❏ Activity Information (Coach or Sponsor)
    - ❏ Sending entry fees
    - ❏ Submitting missed assignments
    - ❏ Ineligible lists
    - ❏ School forms/permission forms

Emotional Support

- ❏ Frequent check-ins

Instructional Support

- ❑ Co-planning
- ❑ Creating and using appropriate learning objectives

Institutional Support

- ❑ Eat lunch with mentee
- ❑ Show mentee how to access ESU training offerings
- ❑ Discuss the district's "unwritten rules" (rules that veteran teachers follow that are not officially recorded)

Additional Topics Discussed to Share with Admin Team

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

September

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Revisit rules and procedures
  - ❑ Review upcoming district and building activities
  - ❑ Discuss spirit week/homecoming events
  - ❑ Collaborate to create quality sub plans
- ❑ District-Specific Discussion Topics
  - ❑ Discuss making contact with parents to express concerns with specific students or to share encouraging progress
  - ❑ Administration of the Star Early Literacy/Reading for grades K-2 and NWEA MAP assessment for grades 3-12 and the examination of data.
  - ❑ Students who need support getting caught up on classwork
  - ❑ Discussing the Marzano model and sharing effective instructional strategies
    - ❑ IObservation
  - ❑ Setting up classroom phone
  - ❑ Posting grades weekly
  - ❑ Safe Schools videos
  - ❑ Discuss process for parent-teacher conferences
  - ❑ Expectations as an educator in regards to IEP meetings.
  - ❑ Discuss MTSS process
  - ❑ Develop an understanding of 504's.

Emotional Support

- ❑ Frequent check-ins

Instructional Support

- ❑ Review data and help mentee make instructional decisions
- ❑ Use data to create student learning objectives
- ❑ Create IRIP plans for students below the threshold in grades K-3
- ❑ Co-planning using district assessment data
- ❑ Discuss growth goals
- ❑ Arrange for the mentee to observe a peer teach
- ❑ Emphasize the importance of aligning classroom instruction to daily learning objectives
- ❑ Sharing effective instructional strategies

Institutional Support

- ❑ Encourage/invite mentee to attend a school activity or a community event

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

October

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Discuss parent communication methods
  - ❑ Review curriculum guides and standards taught to this point in the year

Emotional Support

- ❑ Support the teacher through active listening and questioning
- ❑ Frequent check-ins
- ❑ Offer suggestions for time management and prioritization of responsibilities

Instructional Support

- ❑ Review assessment data and make plans to support struggling students
- ❑ Evaluate progress made towards growth goal
- ❑ Share effective instructional strategies
- ❑ End of quarter procedures (Changing quarterly classes, posting grades, setting up gradebook)
- ❑ Review sub plans expectations.

Institutional Support

- ❑ Clarify the teacher evaluation process
- ❑ Assist in expanding the mentee's professional learning network through social media

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

November

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Revisit rules and procedures
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Share information regarding upcoming semester testing
  - ❑ Debrief parent-teacher conferences

Emotional Support

- ❑ Send encouraging notes
- ❑ Frequent check-ins
- ❑ Support the teacher through active listening and questioning
- ❑ Offer to cover an extra-duty assignment to allow the mentee time to get caught up on responsibilities
- ❑ Share strategies for avoiding teacher burnout between Thanksgiving and Christmas

Instructional Support

- ❑ Share strategies for engaging and motivating students in their learning
- ❑ Evaluate progress made towards growth goal

Institutional Support

- ❑ Debrief the formal evaluation process
- ❑ Invite mentees to collaborate with colleagues

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

December

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Check that mentee has all necessary materials for new classes they teach second semester. If no classes change, make sure they still have everything they need for all classes.
  - ❑ Finalize plans for end of semester testing

Emotional Support

- ❑ Send encouraging notes
- ❑ Frequent check-ins
- ❑ Support the teacher through active listening and questioning
- ❑ Celebrate success
- ❑ Emphasize the importance of rest over the upcoming break
- ❑ MAP testing review

Instructional Support

- ❑ Reflect on progress made towards growth goal
- ❑ Discuss concerns/successes of students and strategies for working with struggling students
- ❑ Brainstorm and share ideas in how to plan meaningful and engaging activities for the days between Thanksgiving and Christmas
- ❑ Document accommodations for state and district testing (90 days prior to testing)
- ❑ Discuss purpose and design of semester test
- ❑ Discuss end of semester procedures (posting grades, setting up new gradebook)
- ❑ Discuss procedures for the start of the second semester. (reviewing student expectations, etc.)

Institutional Support

- ❑ Discuss end of semester procedures and district activities
- ❑ Ensure peer observation has been completed.
- ❑ Posting final grades in IC.

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

January

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support

Emotional Support

- ❑ Regular check-ins
- ❑ Review and discuss first semester experience (highs and lows)

Instructional Support

- ❑ Review NWEA MAP data and help mentee make instructional decisions
- ❑ Complete a teaching self-observation in iObservation to discuss with your mentor.
- ❑ Review professional growth goal and select a new goal, if necessary
- ❑ Share appropriate instructional strategies

Institutional Support

- ❑ Discuss upcoming observations and formal observations, walk-throughs, etc.
- ❑ Share appropriate educational research, books, and/or articles with mentee

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

February

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Contact parents of struggling students
- ❑ District-Specific Physical Support
  - ❑ Review curriculum guides to make sure all necessary standards are taught before state testing
  - ❑ Discuss process for parent-teacher conferences

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Arrange for the mentee to observe mentor or another peer teacher teach

Institutional Support

- ❑ Discuss learnings from shared professional learning resources
- ❑ Discuss contracts

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

March

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Discuss procedures/schedules for ACT/NSCAS Growth testing
  - ❑ Ensure you know how to get the testing started

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Share strategies for cumulative review

Institutional Support

- ❑ Become aware of professional organizations in your discipline or area of interest
- ❑ Look for upcoming workshops, classes, professional development opportunities in areas they wish to pursue or may want to acquire additional strategies or knowledge

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

April

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Discuss procedures for end of year events, ordering, field trips, etc.
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Review requisition/ordering procedures for upcoming year
  - ❑ High school-ACT testing day and jump-up day for 8th grades schedule and assignments
  - ❑ Share information related to district honors convocation

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Share strategies for helping students focus at the end of the year

Institutional Support

- ❑ Review/discuss results of formal evaluation process
- ❑ Become aware of professional organizations in your discipline or area of interest
- ❑ Look for upcoming workshops, classes, professional development opportunities in areas they wish to pursue or may want to acquire additional strategies or knowledge

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

May

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Reviewing upcoming district and building activities
  - ❑ Review next year's calendar
  - ❑ Discuss any changes to courses being taught during the new school year and any necessary preparations
- ❑ District-Specific Physical Support
  - ❑ Updating classroom inventories
  - ❑ End-of-the-year checkoff sheet

Emotional Support

- ❑ Celebrate success!

Instructional Support

- ❑ Evaluate progress made on student learning objectives
- ❑ Create and administer a student survey

Institutional Support

- ❑ Register and attend summer workshops
- ❑ Identify summer professional reading
- ❑ Explore opportunities for involvement in the school and community over the summer months

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

2025 - 2026 Mentor/Mentee Assignments

Mentor Coordinators

Schuyler Elementary School - Nicole Taylor-Liermann
Fisher's 24 - Rachel Stuehmer
Schuyler Middle School - Cindy Beebe
Schuyler Central High School - Staci Shonka

Schuyler Elementary School

Mentors	Mentees
Katie Vavrina	Bianny Gaspar
	Logan Fiala
	Dalia Covarrubias
Jasmin Lopez	Abigail Boatright
	Daysi Magana
Sherri Klaassen	Diana Salazar
Megan Holub	Jose Santander
Andra Pracheil	Jasmin Lizcano
	Allie Chavez
Kelly Kort	Daisy Guerrero
Doreen Gibbons	Jessica Prusa

Schuyler Middle School

Mentors	Mentees
Jill Domina	Sheila Arriola
Cindy Beebe	Roy Dalisay
Aimee Sigler	Richard Cribello
Shanda Hall	Arlene Diamanté
	Emilia Goetsch
Tyrell Reichert	Ernalyn Balicat
Mike Baptiste	Jay Danila
Morgan Semerad	Lowgaen Schmidt
Rod Ruybalid	Pam Palangan

Schuyler Central High School

Mentors	Mentees
Staci Shonka	Josephine Pabellano
Clarissa Eloge	Marietta Caparala
	Alyssa Carranza
Mike Trotter	Rey Aleman
	Jayson Tongol
Abby Linnerson	John Lewis
John Sayer	Dorina Ramos
	Katelyn Wiegand
Scott Mollring	Ashlie Stone
	Jaylabie de la Cruz
	Brooke Rowan
Daisy Mejia	Alexis Wilch
	Cesar Rodriguez
Morgan Semerad	Jonathan Madison
Audrey Blaser	Aries Galas
	James McMann

Schuyler Community Schools

Emergency Operations Plan

Revised June 23. 2025

Record of Changes

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE

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Signature Page

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

NAME: Dr. Bret Schroder

TITLE: SCS Superintendent

DATE:

NAME: Samantha Ladwig

TITLE: SCS Director of Curriculum, Instruction, & Assessment

DATE:

NAME: Rich Brabec

TITLE: SCS Board of Education President

DATE:

NAME: Brian Vavricek

TITLE: SCS Board of Education Vice President

DATE:

NAME: April Becker

TITLE: SCS Director of Special Education

DATE:

NAME: Joshua Rowan

TITLE: SCS Safety Coordinator

DATE:

NAME: Robert Farber

TITLE: Schuyler Police Dept. Chief of Police

DATE:

NAME: Cheyne Terrell

TITLE: SCS School Resource Officer

DATE:

NAME: Shawn Messerlie

TITLE: Colfax County Sheriff

DATE:

NAME: Brad Sock

TITLE: Schuyler Fire & Rescue Chief

DATE:

District Plan

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Schuyler Community Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Schuyler Community Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Schuyler Community Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Schuyler Community Schools regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Schuyler Community School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Schuyler Community Schools Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we cannot control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Schuyler Community Schools Emergency Operations Plan operates within the framework of the Schuyler Community School's Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Schuyler Community Schools is approximately 937 elementary school students, 380 middle school students, and 648 high school students located in six buildings in the district. These students are supported by a committed staff and faculty consisting of:

__11__ Superintendent/Directors/Principals/Building Administrators
__157_ Teachers
__57__ Instructional Assistants
__6__ Counselors, Social Workers, and Psychologists
__3__ School Nurses/Health Assistants
__22__ Custodians/Maintenance Personnel
__16__ Office/Support Staff
__16__ Food Service/Cafeteria Staff
__4__ Technology Director & IT staff
__1__ Business Manager

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule for all Schuyler Community Schools buildings is also located in Appendix A in this plan.

b. Special Needs Population

Schuyler Community Schools is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Schuyler Elementary School's current enrollment of students with special needs is approximately 12, Schuyler Middle School is approximately 5, and Schuyler Central High School is approximately 1. However, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in Appendix B.

2. Building Information

Schuyler Community Schools has six locations, with 5 located within Schuyler city limits and 1 outside city limits. Schuyler Central High School (401 Adam St.) includes the main building, track with football field, press box, activity building, soccer fields, softball field, a greenhouse, and parking on the east, west, and south sides of the building. Schuyler Middle School (200 W. 10th St.) includes the main building, a fieldhouse, and parking on the north, south, east, and west sides of the building. Schuyler Elementary School (2404 Denver St.) includes the main building with a playground, soccer fields, and parking on the west, north, and east sides of the building. Schuyler Preschool (100 E. 15th St.) includes the main building, a playground, and parking on the east and south sides of the building. The SCS District Office Building (120 W. 20th St.) includes the main building, a playground, and parking on the north and south sides of the building. Fisher's Elementary (1098 RD J) is located approximately 5 miles north of Schuyler and includes the main building, a playground, and parking on the south side of the building.

Annotated maps of the buildings and grounds are included in Appendix C. More detailed, interactive versions of these maps can be found on Navigate 360.

Located in Appendix D are the list of local emergency agencies and utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Schuyler Community Schools is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

Lloyd Hansen of Nesbitt & Associates completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students.

In addition, the table below briefly discusses Schuyler Community School's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

TABLE 1. High-Priority Hazards	
Flood	Due to being located just north of the Platte River, Schuyler is susceptible to flooding in the late winter and/or early spring due to ice melting and rain.
Severe Storm	Schuyler and its surrounding areas are vulnerable to severe storms, such as tornadoes and blizzards.
Fire	Fire hazards are the most prevalent types of hazards and can occur for a multitude of reasons.
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Schuyler due to it being a farming community and having a meat packing plant on the west side of town.
Intruder	While a hostile intruder incident has never occurred at Schuyler Community Schools, Schuyler schools, like any school, is vulnerable to intruders.
Civil Disturbance	The City of Schuyler, like most communities with diverse populations, may be vulnerable to civil disturbances.
Terrorism	Schuyler Community Schools, like other public institutions, is vulnerable to terrorist activity.

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Schuyler Community Schools is committed to taking proactive, preventive measures whenever possible to protect the safety and security of students and staff.

In addition, Schuyler Community Schools requires school visitors to check-in to the main office in each building, scan their IDs to be checked against the sex offender registry, and be provided a visitors badge that is time stamped.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Schuyler Community Schools fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Schuyler Community Schools will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and

families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post-disaster roles and responsibilities

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Schuyler Community Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Schuyler Community Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Schuyler Community Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:
https://www.education.ne.gov/safety/

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Schuyler Community Schools participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Schuyler Community Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Schuyler Community Schools works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.

Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.

It is highly recommended that all staff and students participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System

In a major emergency or disaster, Schuyler Community Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Incident Commander at Schuyler Community Schools will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the Schuyler Community School's EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent

The superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent to focus on policy-level activities and interfacing with other agencies and parents.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid to the extent in which staff has been trained.

D. Support Staff (Para-professionals, administrative assistants, custodial staff, kitchen staff, etc.)

Responsibilities include:

- Assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities include:

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid to the extent in which staff has been trained.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.

F. School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.

- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school-based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Remain with and supervise assigned students until directed otherwise by Incident Commander or ICS supervisor
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- Remain at home or work until otherwise directed by the Incident Commander or through specific emergency notifications from the school district
- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Monitor school and community communications (school website, text notifications) for updates.
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Follow all requests and procedures regarding reunification of parents and students.

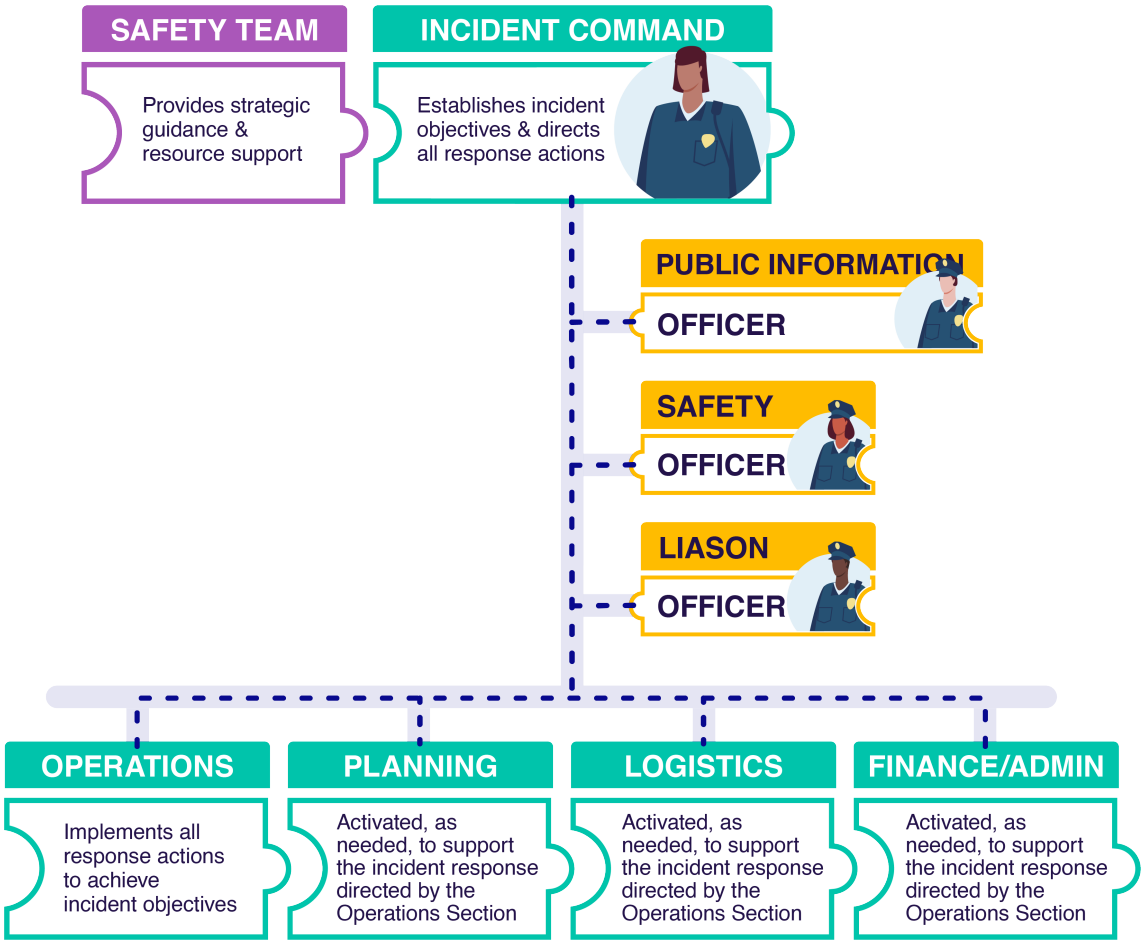
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the Schuyler Community Schools EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in Appendix E1. Appendix E2 is a list of your ICS contacts within your school. Appendix E3 is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

FIGURE 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with administration.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities. Appendix F

2. Operations Section

Directs all tactical operations of an incident including implementation of response/ recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. Appendix F

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

TABLE 2. Operations Section Teams	
Team	**Potential Responsibilities**
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • Provide triage & treatment services as needed. • Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: • Setting up a first aid area for students. • Stop the bleed. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team **Reunification Team**	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for: • Establish an Incident Command. • Classroom evacuation. • Mobilize the reunification team. • Provide a secure assembly area, greeting area, check in table, reunification area. • Law Enforcement support and investigations. • Student/Staff Transport. • Proper unification paperwork. • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
PFA-S Support Team	The PFA-S Support Team is responsible for: • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team **Reunification Team**	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

3. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. Appendix F

4. Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. Appendix F

5. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.
Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. Appendix F

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Schuyler Community Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Schuyler Community Schools District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Schuyler Community Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Michelle Evert County/City Emergency Manager, Mark Arps County/City Emergency Management Department.

D. Coordination With First Responders

An important component of the Schuyler Community Schools EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Schuyler Community Schools.

E. Source and Use of Resources

Schuyler Community Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive.

Sample Memorandums of Understanding (MOU)
Appendix G1: Local Business
Appendix G2: Interlocal Agreement
Appendix G3: Emergency Response Entities
Appendix G4: County Sample

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Schuyler Community School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Remind 101:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the Superintendent, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will communicate via phone to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the superintendent who will monitor all school district communication.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Schuyler Community Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Schuyler Community Schools will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered each year
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

- Discuss specific strategies with parents of students with special needs or trauma as needed, the best way to support their children during an incident.

During the incident, Schuyler Community Schools will:

- Disseminate information via text messages, mass telephone messages, or emails to inform parents about exactly what is known to have happened when appropriate.
- Implement the plan to manage phone calls and parents who arrive at school. Parents are strongly encouraged to wait to make contact with the school and/or their child until information is given to them.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide the school social media sites, Schuyler Community Schools website or Remind App where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication With Media

Incident Commander will:

- Superintendent will coordinate messages with the administrators and Safety Team.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)

All Schuyler Community Schools employees are to refer requests for information and questions to the Superintendent/Superintendent's designee. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

GUIDANCE: The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople (Public Information Officer or PIO) should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment from the University of Nebraska Public Policy Center - in partnership with the Nebraska Department of Health and Human Services, Division of Behavioral Health, and the Nebraska Department of Education.

https://www.education.ne.gov/wp-content/uploads/2024/08/Communication-Messages-for-use-during_after-a-Threat-Hazard-or-Incident.pdf Appendix H

Media contacts at the major television, Internet, and radio stations are maintained by the Superintendent or Superintendent's designee. In the case of an incident, these media contacts will broadcast Schuyler Community School's external communications plans, including the information for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. As appropriate, the following may be instituted to combat rumors, Schuyler Community Schools may:

- Provide **appropriate** information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers.
- Consistent statement is provided as a response to possible questions.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Schuyler Community Schools may conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Schuyler Community Schools will schedule exercises of the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Colfax County Office of Emergency Management.

The school district will:

- Review the use of the Incident Command System and identify areas for modification.

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: remote learning.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Schuyler Community Schools *may* use include the following:

- **App:** The Remind app will be utilized by the school district to send appropriate information to stakeholders as needed.
- **School District Phones:** School district phones will be staffed as appropriate. Depending on the crisis, the phones may not be staffed.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **Intercom systems:** The intercom system includes office-initiated communication with the staff using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Email:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire evacuation or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Schuyler Community Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix I (District created).

B. Recordkeeping

1. Administrative Controls

Schuyler Community Schools is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities Appendix F recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. Appendix E3 (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Schuyler Community Schools EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

School staff will receive information and training on procedures and protocols identified within the EOP. In addition, they should be included in exercises and drills to enhance the effectiveness of response. The school staff should also be included in the debriefing exercise review and be given the opportunity to provide input for future enhancements.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board.
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Appendix J

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Appendix J

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The Schuyler Community Schools EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Trainings, Drills, and Exercises

Basic training and refresher training sessions will be conducted during the in-service days throughout the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

Appendix K1: Record of Trainings
Appendix K2: Schedule/Record of Drills
Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties. (those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

(1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;

(4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;

(5) Establishing security awareness and preparedness tools and training programs for public school staff;

(8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that very school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;

B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;

C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;

D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;

E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;

F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;

H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);

I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);

J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);

K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;

L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;

M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are five specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Remain in the area until the "All Clear" is indicated

ADULTS
Close and lock door
Business as usual
Account for students and adults

SECURE! Get inside. Lock outside doors.

STUDENTS
Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS
Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults

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K12 2021 STANDARD RESPONSE PROTOCOL

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release also.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: https://iloveuguys.org/The-Standard-Reunification-Method.html

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

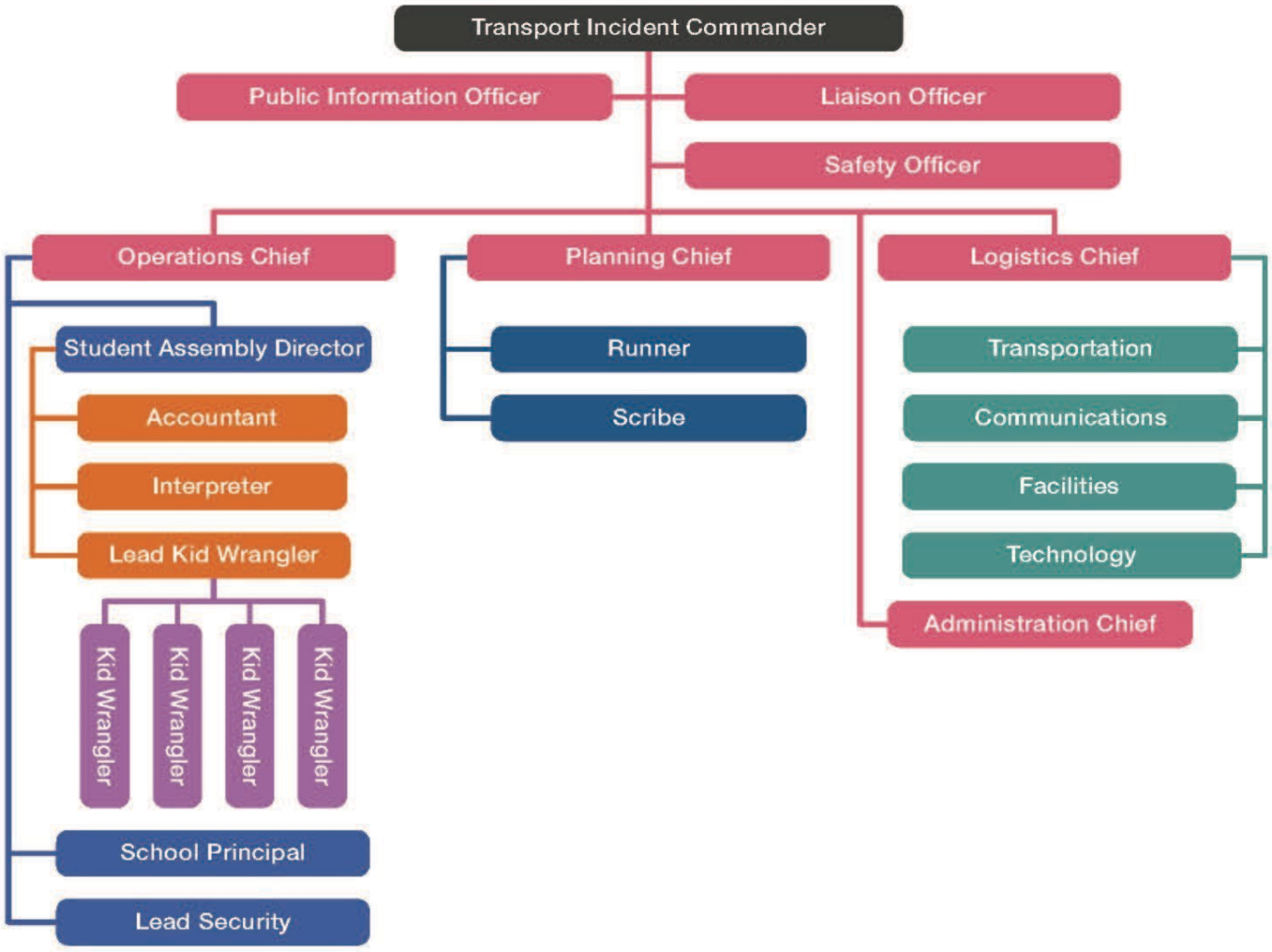
- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers them to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: https://iloveuguys.org/The-Standard-Reunification-Method.html#Download-the-ROK

Transport Organization Chart Appendix L1

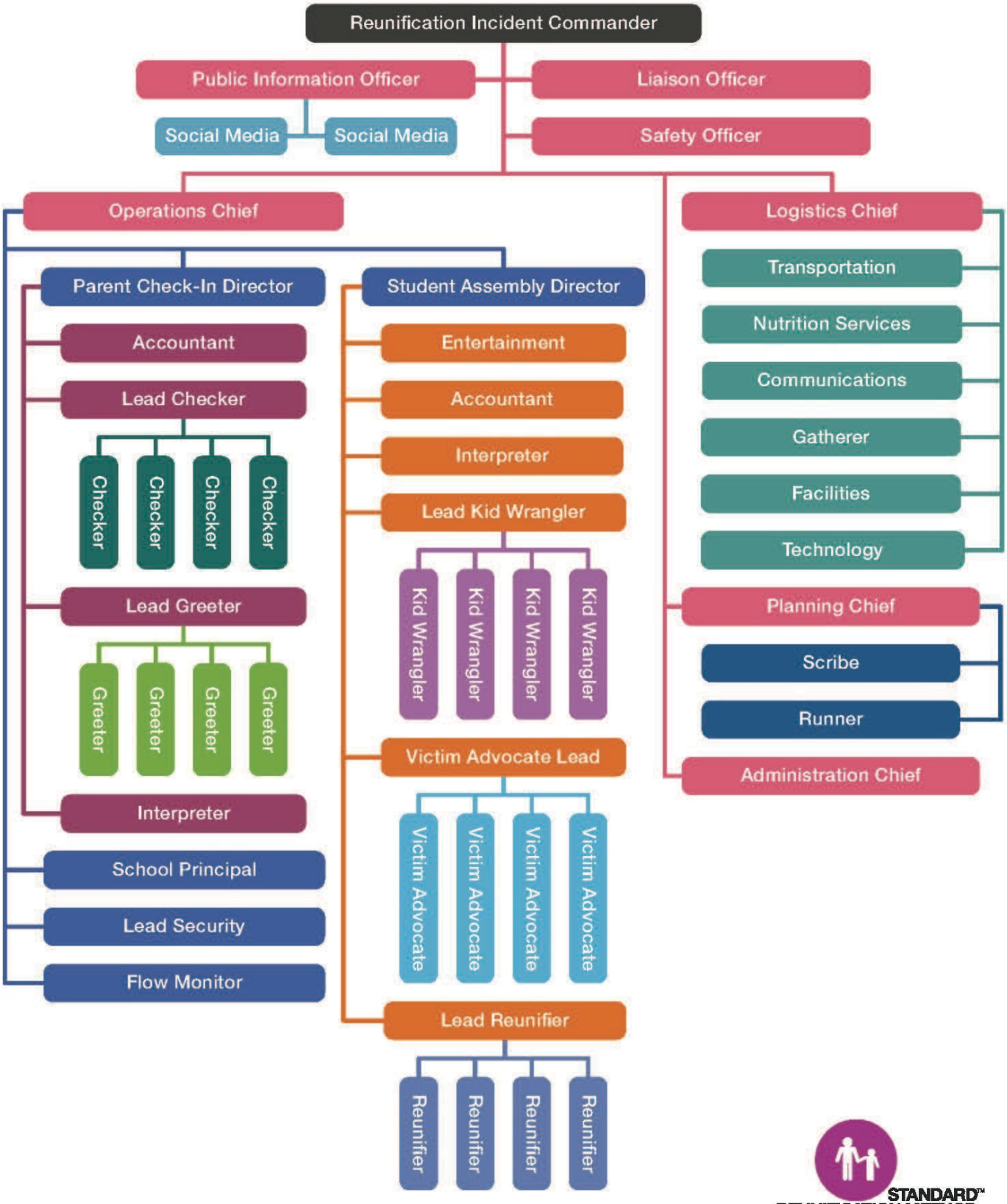
Offsite Reunification Organization Chart Appendix L2

SAMPLE TRANSPORT ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.

Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.

If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.

SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.

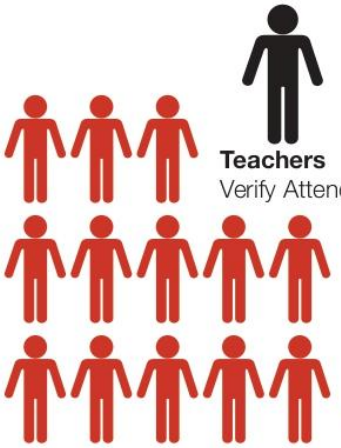
REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

School for Transport

STEP 3
SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

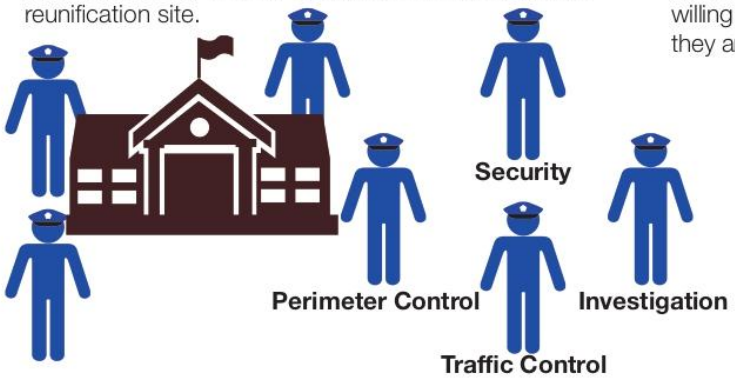
STEP 4
STUDENT AND STAFF TRANSPORT

Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.

Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS
CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.

Continuity of Operations Plan

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.
Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Schuyler Community Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Schuyler Community Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel	
Person Responsible	**Actions**
Superintendent	• Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Dr. Bret Schroder	Phone: (402) 540-1937
Alternate: Samantha Ladwig	Phone: (402) 615-3013
Second Alternate: April Becker	Phone: (308) 627-1984
Building Principals and/or Assistant Principals	• Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations.

	• Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum.
Primary Person SCHS: Dr. David Cunningham	Phone: (402) 992-7104
Primary Person SMS: Teri Ruybalid	Phone: (402) 604-1084
SES/Fishers Primary Person: Bill Comley	Phone: (817) 300-0289
Preschool Primary Person: Heather Bebout	Phone: (402) 309-0810
Custodians/ Maintenance Personnel	• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Ron Mundil	Phone: (402) 615-1820
Alternate: Juan Melendrez	Phone: (402) 615-2131
Second Alternate: Matt Wachal	Phon: (402) 615-3374
School Secretary/ Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
SCHS: Alejandra Dimas	Phone: (402) 615-5625
SMS: Marisela Lopez	Phone: (402) 968-4224
SES/Fisher's: Leticia Whitley	Phone: (817) 879-1078
Preschool: Monserrat Martinez	Phone: (402) 615-5400
Counselors, Social Workers, Psychologists	• Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain contact with families and students for social-emotional support.
SCHS: Katherine Bertrand	Phone: (402) 719-4612
SMS: Angela Wemhoff	Phone: (402) 366-0006
SES: Annette Sanchez	Phone: (402) 615-3113
School Nurses/Health Assistants	• Assist families with medical questions and concerns. • Connect families/students with medical services.
SCHS: Cori Vavricek	Phone: (402) 525-8525
SMS/Fisher's/Pre-School: Kellie Pleskac	Phone: (402) 670-8091

SES: Tori Olerich	Phone: (402) 615-1149
Food Service /Cafeteria Workers	• Determine how food services will resume. • Establish food security for students.
Primary Person: Jamie Ramirez	Phone: (402) 615-1710
Alternate: Sheila Trainer	Phone: (402) 270-1317
Teachers	• Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain contact with families and students. • Continue the learning environment as much as possible. • Communicate with counselors any concerns on the well-being of students.
SCHS: Staci Shonka	Phone: (308) 530-4340
SMS: Jill Domina	Phone: (402) 750-5471
SES: Andra Pracheil	Phone: (402) 270-5694
Fisher's: Rachel Stuehmer	Phone: (402) 641-3037
Preschool: Meghan Macaluso	Phone: (402) 679-2135
Transportation	• Assist in the distribution of food/lunches. • Assist in transportation of students as needed.
Primary Person: Glenn Dicken	Phone: (402) 352-6996
Alternate: Renee Brabec	Phone: (402) 615-0295
Second Alternate:	Phone/Email:
Emergency Management	• Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person: Mark Arps	Phone: (402) 352-7958
Law Enforcement	• Maintain the security of off-site location. • Set up traffic flow at an off-site location. • Provide traffic control at the off-site location.
Primary Person: Robert Farber	Phone/Email: (402) 499-4884
Alternate: Cheyne Terrell	Phone/Email: (806) 231-2695
Second Alternate: Ryan Andel	Phone/Email: (402) 270-6487
Parents	• Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed.

Students	• Engage in Continuity of Learning with support of school staff and parents
IT	• Maintain IT infrastructure. • Provide guidance and assistance to building principals. • Ensure staff and students have access to necessary electronic devices.
Primary Person: Vicki Jones	Phone: (402) 443-8428
Alternate: Dan Rinkol	Phone: (402) 910-2715

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession				
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**			
Method of Notification	*Successor(s) will be notified by the Superintendent (or designee) or Board of Education either in person or via phone call*			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	Curriculum Director or SPED Director	Building Principals	TBD as needed
	Building Principals	Assistant Principals		TBD as needed
Succession Revision Procedures/ Date Completed	*Succession plan will be reviewed by the district safety team on an annual basis*			

Delegation of Authority

In the event the Superintendent is out of contact/unable to execute duties, authority will be delegated to a Director or Principals per the Board of Education according to Board Policy 301.03. The policy is listed below.

In the absence of the superintendent, it shall be the responsibility of the other administrators to assume the superintendent's duties.

If the absence of the superintendent is temporary, the successor shall assume only those duties and responsibilities of the superintendent that require immediate action. If the board determines the absence of the superintendent will be a lengthy one, the board shall appoint an acting superintendent to assume the responsibilities of the superintendent. The successor shall assume the duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

A. Activation and Relocation

The Superintendent or principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the Remind app used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

Alternative Communications		
Device type/name	**Internal Capability (Y/N)**	**External Capability (Y/N)**
Schuyler App, social media	Y	Y
Remind 101	Y	Y
Email, text, voicemail	Y	Y
Website	Y	Y

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential

relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be Schuyler Central High School (401 Adam St., Schuyler, NE 68661). For a longer term arrangement, schools in the immediate vicinity of Schuyler would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location
Schuyler Central High School	Alternative Site: Schuyler Middle School
	Secondary Site: Schuyler Elementary School
Schuyler Middle School	Alternative Site: Schuyler Central High School
	Secondary Site: Schuyler Elementary School
Schuyler Elementary School	Alternative Site: District Office Building
	Secondary Site: Schuyler Central High School
Fisher's	Alternative Site: Schuyler Elementary School
	Secondary Site: District Office Building
Schuyler Preschool	Alternative Site: District Office Building
	Secondary Site: Schuyler Elementary School

Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of a school building, another school building is the first option for relocation. Currently the lines and services for telephones and computers at all buildings are maintained, protected, and backed up offsite by the district office.

In Schuyler Community Schools, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself.

Vital Records and Retention File

All vital records are warehoused in online programs that can be access online from any offsite location.

Vital Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**

Staff Contact List	District Office Building	Google Drive/Infinite Campus
Personnel Records	District Office Building	Infinite Campus/Software Unlimited
Payroll Records	District Office Building	Software Unlimited
Student Emergency Contact List	School Buildings	Infinite Campus
Student Education Records	School Buildings	Infinite Campus

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated
Notifying Staff about their role during an emergency

- All staff have access to the emergency plan prior to an incident
- Staff will be communicated with according to established plan
- Staff will be assigned special roles as necessary

Notifying Students and Parents/Guardians about the Continuity of Instruction

- The communication plan will be followed to give direction to parents and students

Provisions and accommodations for students who have IEPs

- Continuity of instruction and services will be provided
- The communication plan will be followed to give direction to parents and students

Provisions and accommodations for eligible students to continue receiving medical and food service

- School nurses will provide access to medical services as needed.
- Food service will provide access to food security as needed.

COOP training plan for staff

- Training will be provided during staff meetings and professional development days.

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services.

The Superintendent or designee has the authority to order devolution when essential school functions fail to operate on a case by case basis. The Superintendent or designee will consult with the Board of Education as needed when making a decision to order devolution.

The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat, hazard, or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	**Duties**	**Primary Responsible**	**Alternate Responsible**
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Director(s) or Principal(s)
	External alert and notification	Superintendent	Director(s) or Principal(s)
	Transfer equipment, vital records, data	Office Staff Maintenance Director	Office Staff Maintenance Staff
	Transfer communications	Technology Director	Technology Staff
	Deployment and departure from alternate facility	Principal(s)	Assistant Principal(s)
	Transition to primary operations	Superintendent	Director(s) or Principal(s)
	Set up at primary or replacement site	All Staff	All Staff
Operations	Execution of essential functions	Superintendent	Director(s) or Principal(s)
	Execution of non-essential functions	All Staff	All Staff
	Establishment of communications	Superintendent	Director(s)
	Procurement of equipment and supplies	All Staff	All Staff
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent	Safety Coordinator

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
Schedule COOP maintenance meeting	District Safety Coordinator	Building Administration	
Review list of essential functions	District Safety Coordinator	Building Administration	
Identify essential employees and confirm their availability	District Safety Coordinator	Building Administration	
Update contact information, emergency call roster, and checklists	District Safety Coordinator	Building Administration	
Establish assistance/ cooperative agreements with suppliers and vendors	District Safety Coordinator	Building Administration	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Building Administration	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Superintendent	Building Administration	

Appendix M1 is a COOP Example and Appendix M2 is a COOP form (Fillable).

RECOVERY: psychological healing procedures/psychological first aid for schools (pfa-s)

I. PURPOSE

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally informed and flexible manner.

PFA-S assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to prevent the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.

- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA-S, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA-S.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA-S.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency operations plan and initiates preliminary activation of the PFA-S team(s). Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase can occur during the THI, or hours or days after an emergency, and are the most appropriate time to deliver PFA-S. Depending on the nature of the incident, recovery may be a long-term process. PFA-S is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA-S is most effective immediately during and following the incident. This could start while the THI is occurring to days, weeks, months or even years after an event. In some circumstances, assuming the safety of students and staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter, evacuation, or lockdown situations.

PFA-S is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following actions provide guidance that staff, students, and other professionals can perform during and after a THI. Mental health professionals available in the school community such as nurses and social workers are highly suggested to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

1. **Contact and Engagement:** Initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort:** Enhance immediate and ongoing safety and provide physical and emotional comfort.
3. **Stabilization (if needed):** Calm and orient emotionally overwhelmed or disoriented students and staff.
4. **Information Gathering:** Current Needs and Concerns Identify immediate needs and concerns, gather additional information, and tailor PFA-S interventions to meet these needs.
5. **Practical Assistance:** Offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports:** Help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping:** Provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services:** Link students and staff with available services needed at the time or in the future.

These core actions of PFA-S constitute the basic objectives of providing early assistance during a THI, or hours, days, weeks, months, or years following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the PFA-S Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.

- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the Superintendent/principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Refer to the communication procedures in the basic plan
- Convene a staff meeting as necessary to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up support rooms as needed. (include PFA-S Team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA-S Team.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, students and staff may be excused from school.
- Designate staff person(s) to be the communication liaison between the school and the family.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

GUIDANCE:

The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

Appendix N1: Threats/Hazards List
Appendix N2: Risk Assessment Worksheet
Appendix N3: Examples of Threats/Hazards in SRP Areas
Appendix N4: Sample Goals/Objectives and Action Plans
Appendix N5: Goals/Objectives and Action Plans (Fillable)

Glossary of Terms

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an Incident Command Post (ICP). Command staff often include a Public Information Officer (PIO), a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) A comprehensive plan for addressing prevention, preparedness, response, and recovery minimizing the impact of any hazard, threat or incident to the safety and security of students, staff, visitors, school building(s), and property.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a

common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term “prevention” refers to preventing imminent threats.

Psychological First Aid for Schools (PFA-S) Team: The school team that assists in carrying out the PFA-S plan. PFA-Sis an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident’s cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/ Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter: Is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Standard Reunification Method (SRM): Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

Standard Response Protocol (SRP): The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we cannot control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Training: Training can give you the skills to properly react to emergency situations so you can better protect yourself and assist others until responders arrive. Training is essential to ensure that everyone knows what to do before, during, and after a Threat, Hazard, or Incident.

List of Appendices

Appendix A: Current Master Schedule

Schuyler Elementary School

Master Schedule 2024-2025								
	Kinder	1st	2nd	3rd	4th	5th		
8:10	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT		
8:15	Reading	Math	Math	Reading	Intervention	Specials		
8:30						8:20-9:10		
8:45								
9:00					Math			
9:15				Recess 15 min	Specials	Intervention		
9:30	Recess 15 min				9:15-10:05			
9:45			Recess 15 min					
10:00			Reading			Reading		
10:15		Specials		Intervention				
10:30		10:10-11:00						
10:45	Lunch					Recess 15 min		
11:00	10:50-11:20	Spelling		Specials				
11:15	Recess 10 min	Lunch		11:05-11:55				
11:30		11:20-11:50			Recess 15 min			
11:45	Intervention	Recess 10 min	Lunch		Reading	Math		
12:00		Reading	11:50-12:20	Cursive/Typing				
12:15			Recess 10 min	Lunch				
12:30	Specials		Grammar/Writing	12:20-12:50				
12:45	12:35-1:25			Recess 10 min				
1:00			Sci/SS	Math	Lunch	Lunch		
1:15					1:00-1:30	1:00-1:30		
1:30	Math		Specials		Recess 10 min	Recess 10 min		
1:45		Intervention	1:30-2:20					
2:00								
2:15								
2:30		Recess 15 min			Sci/SS	Sci/SS		
2:45	Science/SS	Sci/SS	Intervention	Sci/SS				
3:00								
3:15								

Schuyler Middle School

SMS Master schedule 2025-2026										
8th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Sixth hour**	**lunch**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:08-12:52	12:52-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Danila	Plan	8th science	8th Science	8th Science	8th Science	8th Science	Lunch	8th Science	8th Science	Warrior Time
Dalisay	8th literature	Plan	8th literature	8th literature	8th literature	8th literature	Lunch	8th Literature	8th Literature	Warrior Time
Bowling	Pre-Algebra	8th math	8th math	8th math	8th Math	Plan	Lunch	8th Math	8th Math	Warrior Time
Baptiste	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	Lunch	8th Amer Hist	Plan	Warrior Time
Jaixon	8th Writing	8th writing	8th writing	8th Writing	Plan	8th writing	Lunch	8th writing	8th Writing	Warrior Time
7th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Lunch**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:05-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Diamante	Lit 7	Plan	Lit 7	Lit 7	Lit 7	Lunch	7th literature	7th Literature	7th literature	Warrior Time
Balicat	Algebra 8	7th Math	7th Math	7th math	7th Math	Lunch	Plan	7th Math	Pre-Algebra	Warrior Time
Stewart	Plan	7th S.S	7th S.S	7th SS	7th S.S	Lunch	7th S.S	7th S.S.	7th S.S	Warrior Time
Rocha	7th writing	7th Writing	7th Writing	7th writing	Plan	Lunch	7th writing	7th writing	7th writing	Warrior Time
Nolan	7th Science	7th Science	7th Science	7th SS	7th Science	Lunch	7th science	Plan	7th Science	Warrior Time
6th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Lunch**	**Fifth Hour**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:18-11:48	11:51-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Sigler	6th S.S.	6th S.S.	Plan	6th S.S.	Lunch	6th S.S.	6th S.S.	6th S.S.	6th S.S.	Warrior Time
Twibel	6th Science	6th Science	Plan	6th science	Lunch	6th Science	6th Science	6th S.S.	6th Science	Warrior Time
Gutierrez	6th Math-A	6th Math-A	Plan	6th math-A	Lunch	6th Math-P	6th Math-P	EL NC math	6th Math-P	Warrior Time
Robinson	6th Math-A	6th Math-A	Plan	6th math-A	Lunch	6th Math-P	6th Math-p	math resource	6th Math-P	Warrior Time
Arriola	writing 6	writing 6	Plan	writing 6	Lunch	writing 6	writing 6	writing 6	writing 6	Warrior Time
Domina	6th literature	6th literature	Plan	6th literature	Lunch	6th literature	6th literature	6th literature	6th literature	Warrior Time
8th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Sixth hour**	**lunch**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:08-12:52	12:52-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Neujahr	PE6	PE 7/8	PE 7/8	Plan	PE7/8	PE7/8	lunch	PE 6	PE7/8	Warrior Time
Bos	PE7/8	PE7/8	PE7/8	PE7/8	Plan	lunch	Lunch Duty	PE7/8	PE7/8	Warrior Time
Beebe	PF8/PF8	PF8/PF8	CL/CL/CL/CL6	CL1/CL1	PF8/PF8	Plan	lunch	PF8/PF8	PF8/PF8	Warrior Time
Novacek	CL1/CL1	CL1/CL2	CL/CL/Cl/CL6	CL2/CL2	CL1/coding	Plan	lunch	Coding	CL2/CL2	Warrior Time
S.Hall	lib	lib	lib	yearbook(8)	lib	lib	lunch	digial media(7)	lib	Warrior Time
Cunningham	7 Health/7 Health	7Health/8 Health	8 Health/7Health	8Health/Health	PE 6	Lunch	**Lunch duty**	Plan	PE6	Warrior Time
7th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Lunch**	**sixth hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:05-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Poulas	C/O lit 8	C/O lit 6	C/O lit 7	plan	C/O math 7	lunch	C/O math 6	C/O math 8	C/O writing 8	
T. Reichert	Pull-out ELA	Pull-out math	C/O writing 8	plan	C/O writing 6	lunch	C/O writing 7	C/O lit 6	C/O lit 8	
Richards	Lit lv 2	writing lv 2	c/o writing 7	C/O writing 8	Interventions 7/8	lunch	writing LV1	Lit lv 1	plan	Resource
Cribello	Plan	D/M 7/8	D/M -robotics 8	D/M 7/8	Robotics 8	**Lunch Duty**	lunch	D/M 7/8	D/M 7/8	Warrior Time
Ringenberg	FCS8/FCS8	Plan	FCS/FCS/FCS/FCS6	FCS7 /FCS7	Lunch	**Lunch Duty**	FCS8/FCS7	FCS8/FCS8	FCS7/FCS7	Warrior Time
6th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Lunch**	**Fifth Hour**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:18-11:48	11:51-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Palangan										
Ruybalid	Science lv1	Social Studies lv1	C/O 7 math	C/O math 8	lunch	6 Interventions	Science lv. 2	Social Studies lv.2	plan	Resource
Semerad	HS	7/8 Vocal	MU/MU/MU/MU6	7/8 Vocal	TRAVEL	TRAVEL	HS	HS	HS	6th choir
Goetsch	Art 8/Art 8	Art 8/Art 8	Art/Art/Art/Art6	Plan	**Lunch Duty**	lunch	Art 7/Art 8	Art7/Art7	Art 8/Art8	Warrior Time
Schmidt	HS	6th Band	7/8 Band	7/8 Band	**Lunch Duty**	ELEM	ELEM	ELEM	ELEM	ELEM
Mattison	HS	6th Band	7/8 Band	7/8 Band	HS	HS	HS	HS	HS	HS
Revised	6/4/25									

Schuyler Central High School

	Block 1		Block 2		Block 3		Block 4	
	1	2	3	4	5	6	7	8
Mooney	Intro to Welding (S1/S2)	Intro to Welding (S1/S2)	Advanced Welding (S1/S2)		Advanced Welding (S1/S2)		WKBL	PLAN
Alema	Landscape & Nursery Management (S1/S2)		Food Science (S1) / Food Prouct & Tech (S2)	Intro to Ag. (S1/S2)	Animal Science (S1/S2)		PLAN	Landscape & Nursery Management
Pieke	Wildlife Man (S1) / Natural Resources (S2)	PLAN	Crop Management (Agronomy)	Ag Business (S1) / AG leadership (S2)	Plant Science I (S1) / Plant Science II (S2)	Veterinarian Science	Intro to Ag. (S1/S2)	Plant Science II (S1) / Plant Science I (S2)
Tongol	Woods I (S1) / Woods II (S2)		Tech Exploration (Intro to STS) x 2	PLAN	Woods I (S1) / Woods II (S2)		Tech Exploration (S1/S2)	Tech Exploration (S1/S2)
McMann	American Government	U.S. History	American Government	PLAN	American Government	American Government	U.S. History	American Government
Galas	U.S. History	World Studies	World Studies	World Studies	World Studies	U.S. History	PLAN	U.S. History
Blaser	Psychology / Sociology	American Government	Media Influence / Media Influence	American Government	PLAN	Psychology / Sociology	American Government	Sociology / Psychology
Cook	World Studies	PLAN	U.S. History	U.S. History	U.S. History	World Studies	World Studies	World Studies
Bolen	9th PE & Health (S1)/9th PE & Health(S2)		Weightlifting & Health	PLAN	Lifetime Sports & Health (S1/S2)		Weightlifting & Health (S1/S2)	
Mollring	Lifetime Sports & Health	PLAN	Lifetime Sports & Health	Weightlifting & Health	9th PE & Health (S1)/9th PE & Health(S2)		Weightlifting & Health (S1/S2)	
Hauptman	Weightlifting & Health(S1/S2)		PLAN	Nutrition and Wellness (S1)/(S2)	Weightlifting & Health (S1/S2)		9th PE & Health (S1/S2)	
Carranza	ML Government (S1)/Lang. Ctr. SS I(S2)		ML US History (S1)/ML Government (S2)		ML World Studies (S1)/ML US History (S2)		PLAN	Lang. Ctr. Reading Intervention
Miranda	Lang Ctr. Science I/II (S1/S2)		Lang. Ctr. Science II/I(S1/S2)		Lang Ctr. Reading I/II (S1/S2)		PLAN	Lang Ctr. Reading Intervention
Flores	PLAN	Lang. Ctr. Reading Intervention	Lang. Ctr. English Grammar II (S1)/PreEnglish (S2)		ML PreEnglish (S1)/ML Speech (S2)		Lang. Ctr. English Grammar I (S1)/Grammar II (S2)	
Caparal	PLAN	Lang. Ctr. Reading Intervention	Lang Ctr. Reading I/II (S1/S2)		Lang. Ctr. English Grammar I (S1)/II (S2)		Lang Ctr. Reading I/II (S1/S2)	
Kearnes	Digital Design(S1) / Topics in Literature DC (S2)		Digital Media (S1/S2)		Library	Library	Library	PLAN
Grady	English 11	Journalism I/Journalism II	PLAN	English 11	English 11	Journalism I/Journalism II	English 11	English 11
Lickel	English 12	Speech (S1/S2)	Speech (S1/S2)	English 12	English 12	Speech (S1/S2)	PLAN	Speech (S1/S2)
Linnerson	Comp I/Comp II	English 10	English 10	Comp II/Comp I	Comp I/ Comp II	PLAN	English 10	Comp I/ Comp I
Sujuitan	English 9	English 11	English 12	English 9	PLAN	English 11	English 12	English 9
Spahr	English 10	English 9	English 9	English 10	English 10	English 9	English 9	PLAN
Lower	Alt Ed	Alt Ed	Alt Ed	Alt Ed	PLAN	Guitar S1/S2	Guitar S1/S2	Piano S1/S2
Matson	Concepts/Instrumentation	Intro to PLC/Sensors	Concepts/Instrumentation	PLAN				
Mejia	Intro Culinary (S1 / S2)	Intro Culinary (S1 / S2)	Intro to Fash. Design (S1) / Fash. Contruction (S2)	Intro to Ed. (S1) / Best Practices Ed. (S2)	Baking and Pastry (S1) / Advanced Culinary (S2)		Human Growth & Development (S1 / S2)	PLAN
McKenney	Yearbook	Yearbook	Marketing Management (S1/S2)	ML Personal Finance (S1) / Personal Finance (S2)	ML Computers (S1/S2)	PLAN	Personal Finance (S1/S2)	Personal Finance (S1/S2)
Torpin	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Entrepreneurship (S1/S2)	PLAN	Video Production SEM 1 / Media Production SEM 2	
Tuttle	Intro to Business (S1) / Business Law (S2)	PLAN	Accounting I (S1) / Accounting II (S2)	Business Law (S1/S2)	Accounting II (S1) / Personal Finance (S2)	Personal Finance (S1/S2)	Intro to Business (S1/S2)	Accounting I (S1) / Travel and Tourism (S2)
McKee	Geometry	Algebra I	PLAN	Basic Geometry	Business Math	Basic Geometry	Algebra I	Geometry
Pabellano	Algebra II	Algebra IB	Algebra IB	PLAN	Newcomers Math (S1/S2)		Math Intervention	Algebra II
Shonka	PLAN	Pre-Calculus	Algebra II	Calculus	DC College Algebra (S1/S2)	Trigonometry (S1) / Statistics (S2)	Algebra II	Pre-Calculus
Shafer	Algebra I	Geometry	Algebra I	Geometry	Algebra I	Algebra I	PLAN	Algebra I
Pospisil	Basic Math	Algebra IA	Standards Math	Algebra 1A	PLAN	Standards Math	Standards Math	Algebra IA
Ramos	Physical Science (S1/S2)		Physical Science (S1/S2)		Physical Science (S1/S2)		ML Physical Science	PLAN
Sayer	Chemistry (S1/S2)		Integrated Science (S1/S2)	PLAN	Chemistry (S1/S2)		Adv. Chem (S1)/Physics (S2)	
Wilcox	Adv. Biology (S1) / General Biology (DC) (S2)		Anatomy & Physiology (S1) / Adv. Biology (S2)		Adv. Biology (S1/S2)		Health Science (S1/S2)	PLAN
Wiegand	Biology (S1/S2)		PLAN	ML Biology	Biology (S1/S2)		Biology (S1/S2)	
Schmidt	PLAN	ML Biology	Biology (S1/S2)					
Wemhoff	PLAN	Intro to Construction (S1/S2)	Construction Block 1		Construction Block 2		Physical Science (S1/S2)	
Semerad	Band	SMS	SMS - Chorus	SMS	PLAN	Chorus	Piano S1/S2	SMS
Madison	Band	SMS	SMS	SMS	Music Theory	Elementary Band/HS Chorus	Beginning Band	Lessons
De La Cruz	SPED	SPED	Study Skills	SPED	Study Skills	PLAN	Study Skills	SPED
Stone	Study Skills	SPED	PLAN	Study Skills	SPED	SPED	SPED	Study Skills
Rowan	PLAN	Study Skills	SPED	SPED	SPED	Study Skills	SPED	SPED
Trotter	Intro to Ceramics(S1) / Intro Drawing (S2)	PLAN	Adv Art (S1) / Advanced Art (S2)	Drawing (S1) /Adv Ceramics (S2)	Intro Drawing (S1) / Intro to Ceramics (S2)	Ceramics (S1) / Drawing (S2)	Sculpture (S1) / Ceramics (S2)	Intro to Cermanics (S1/S2)
Wilch	Spanish I	Spanish II	Spanish III	Spanish II	PLAN	Spanish III	Spanish I	Spanish II
Rodriguez	Spanish II	Spanish I	Spanish I	Spanish I	Spanish I	PLAN	Spanish II	Spanish I
Vavricek	Nurse	Nurse	Nurse	Nurse	Nurse	Nurse	Certified Nursing Assistant (S1/S2)	
	1	2	3	4	5	6	7	8
PLANS	***6***	***5***	***5***	***6***	***6***	***5***	***6***	***6***

Appendix B: Students/Staff Needing Additional Assistance

This will be completed at the beginning of each year for each school building, and it will be maintained as new students/staff need assistance throughout the school year.

STUDENT/STAFF NAME	TRAINED STAFF TO ASSIST	BACK UP STAFF TO ASSIST

Appendix C: Map of School Buildings and Grounds

Schuyler Preschool - Site Plan

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Preschool	100 East 15th St Schuyler Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:21 AM	(402) 352-2628	(817) 300-0289

Schuyler Preschool

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Preschool	100 East 15th St Schuyler Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 9:03 AM	Dan Hurst Jun 25, 2019, 8:36 AM	(402) 352-2628	(817) 300-0289

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

AED | Exit | Fire Extinguisher | Fire Pull | Camera | 360 Image

Schuyler Elementary - Site Plan

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Elementary	2404 Denver St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:19 AM	(402) 352-9940	(402) 352-9940

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Elementary

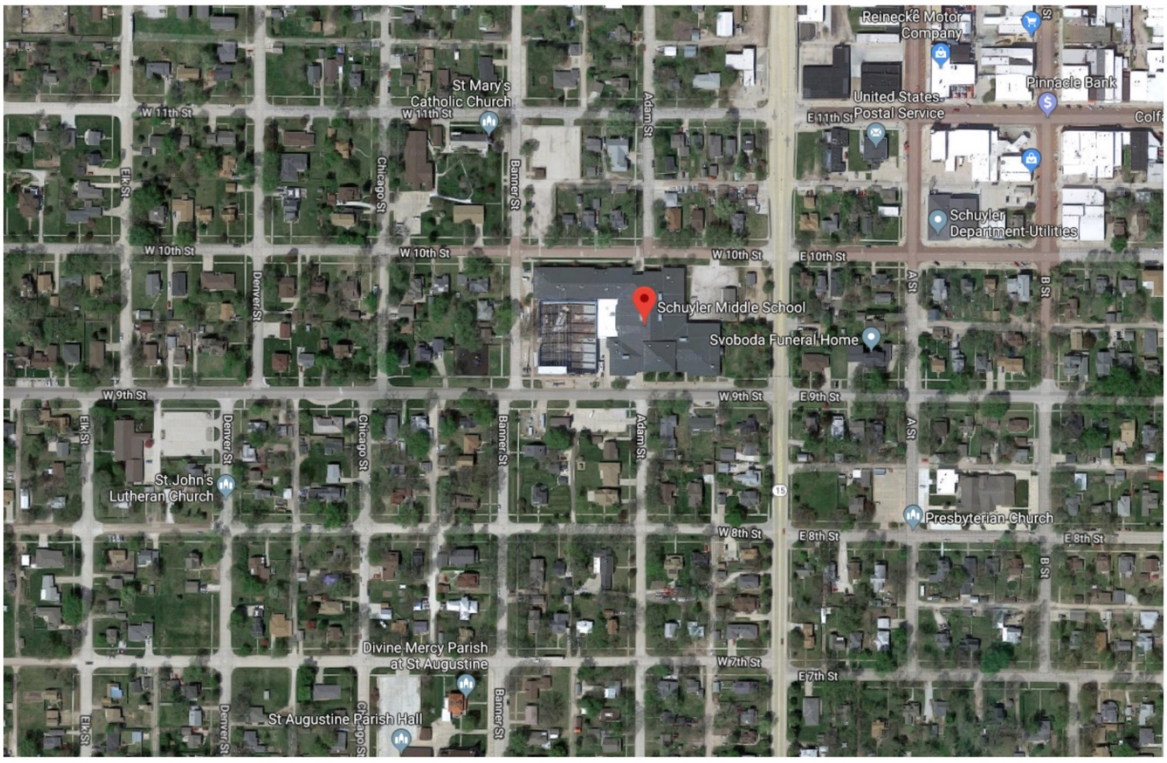
Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Elementary	2404 Denver St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 8:39 AM	Dan Hurst Jun 25, 2019, 9:09 AM	(402) 352-9940	(402) 352-9940

No shut offs identified.

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Middle School - Site Plan

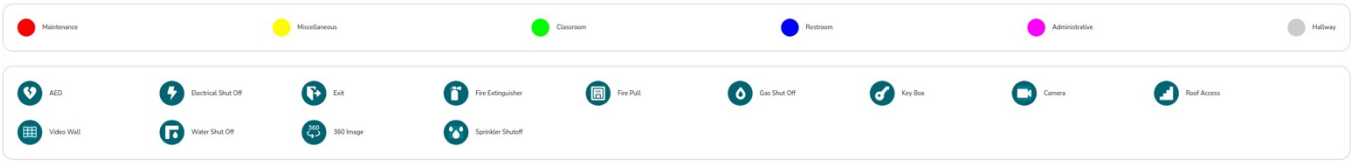
Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Middle School	200 West 10th St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:20 AM	(402) 352-5514	(402) 352-5514



Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Middle School

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Middle School	200 West 10th St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 8:38 AM	Dan Hurst Jun 25, 2019, 9:13 AM	(402) 352-5514	(402) 352-5514



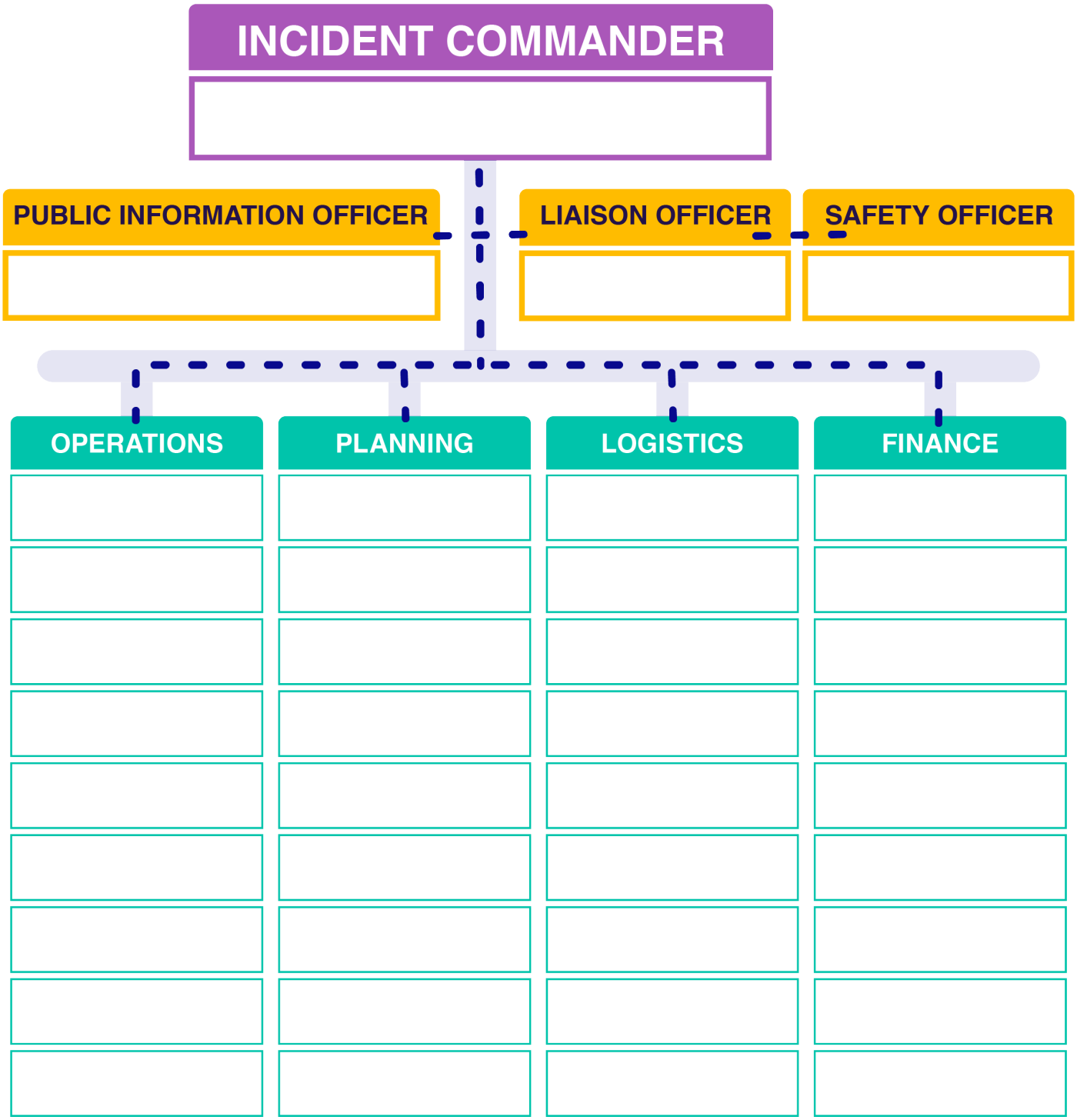
Appendix D: Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Schuyler Department of Utilities (Electrical, Sewer, Water)	(402) 352-5444
Black Hills Energy (Natural Gas)	(800) 694-8989
Century Link (Telephone)	(800) 777-9594
Eagle Communications (Internet)	(888) 893-2185
Vyve Communications (Internet)	(785) 301-2570
Schuyler Fire Department	(402) 352-5407
Colfax Emergency Management	(402) 352-7958

CHI Health Schuyler	(402) 352-2441
Columbus Community Hospital	(402) 564-7118
Animal Control Services (Schuyler Police Dept.)	(402) 352-2415
Child Protective Services	(800) 652-1999
East Central Health District	(402) 563-9224
Poison Control Center	(800) 222-1222
Schuyler Police Department	(402) 352-2415
Colfax County Sherriff's Department	(402) 352-8526
NE State Patrol Troop B Area (Norfolk)	(402) 370-3456
NE Dept. of Environmental Quality	(402) 471-2186 (M-F 8am-5pm) (402) 471-4545 (After Hours)
National Response Center Hazardous Substance Cleanup Reporting	(800) 424-8802

Appendix E1: ICS Organizational Chart

Below you will see that there is an ICS Organizational Chart that your school should use. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



Appendix E2: ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Bret Schroder	(402) 540-1937
Curriculum Director	Samantha Ladwig	(402) 615-3013
SPED Director	April Becker	(308) 627-1984
SCHS PRINCIPAL	Dr. David Cunningham	(402) 992-7104
SMS Principal	Teri Ruybalid	(402) 604-1084
SES Principal	Bill Comley	(817) 300-0289
Special Programs Director	Heather Bebout	(402) 309-0810
Business Manager	Bill Robinson	(402) 640-5411
Safety Coordinator/SMS Asst. Prin.	Josh Rowan	(308) 440-0298
School Resource Officer	Cheyne Terrell	(806) 231-2695
Law Enforcement	Robert Farber (Chief of Police)	(402) 499-4884
Law Enforcement	Shawn Messerlie (Colfax Co. Sherriff)	(402) 640-5584
Fire & Rescue	Brad Sock (Fire Chief)	(402) 352-5407
Fire & Rescue Backup	Matt Prochaska (Asst. Fire Chief)	(402) 615-2029
SCHS Assistant Principal	Josh McPhillips	(402) 920-0692
SCHS AD/AP	Seth Paesl	(402) 841-5025
SES Assistant Principal	Alicia Keairnes	(402) 720-0640

Appendix E3: Finance/Administration Future School Budgets

Page Left Intentionally Blank. District provides.

Appendix F: Chronological Log of Activities

Date of Incident:

Incident:

Logged by:

Completion Date:	Actions:

Appendix G1: Samples Memorandums of Understandings (Local Business)

ABC Public School District at 9905 E. Hwy 41, ABC, Nebraska 68000 hereby known as "District" enters into agreement with _____ at _____ for the purpose of partnering to preventing, responding and providing services to a threat/incident.

Term of Contract and Termination

This agreement shall begin _____, 20__ and end on _____, 20__. Either party may terminate this Agreement for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. In addition, either party may terminate this Agreement immediately in the event that funding should be discontinued or be materially reduced.

Responsibilities and Scope of Services

1. ABC Grocery Store will provide up to 500 bottles of water to ABC School District during and after an identified incident.
2. ABC Grocery Store will deliver and assist in handing out these supplies when called by the District.
3. ABC Grocery Store will be paid a one-time stipend of $500 for the scope of services as agreed in this MOU.
4. District may ask for further needed supplies as requested. Depending on financial aid for the incident, ABC Grocery Store may be reimbursed for supplies provided.
5. _____

Hold Harmless

The District and ABC Grocery Store agrees to indemnify and hold harmless each other, its appointed and elected officers and employees, from and against all loss and expense, including attorney's fees and costs by reason of any and all claims and demands arising out of, or in consequence of, the negligence of either party, it's officers, employees or any other contractors associated with the work described in this agreement.

Miscellaneous Provisions

This Agreement shall not be modified unless such modification is reduced to writing and signed by both parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.Notices: Any and all notices referred to herein shall be in writing and shall be deemed to have been given when personally delivered or when mailed, registered or certified mail, or postage prepaid.

_____

Provider/Agency Name & Address

_____

Provider/Agency Name Signature & Title Date

_____

School/Superintendent Name & Address

_____

School/Superintendent Signature & Title Date

Appendix G2: Samples Memorandums of Understandings (Interlocal Agreement)

INTERLOCAL AGREEMENT FOR COOPERATIVE PUBLIC SAFETY SERVICES BY AND AMONG THE COUNTIES OF _____, AND THE CITIES AND VILLAGES WITHIN SAID COUNTIES.

THIS AGREEMENT is made and entered into this ____ day of _____ 2020, by _____ and between the Counties of _____ and the participating cities and villages within said counties, all being a bodies political and corporate and political subdivisions of the state of Nebraska, hereinafter referred to collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, the Parties desire to form a Planning, Exercise and Training Region among public safety agencies; and

WHEREAS, the Interlocal Cooperation Act, Nb. Rev. Steat. §13-801, et seq. provides that units of local government of the State of Nebraska and Nebraska state agencies may enter into agreement for the joint and cooperative exercise of powers, privileges, or authority capable of being exercised by either agency; and

WHEREAS, Neb. Rev. Stat. §13-801 provides that any one or more public agencies may contract with any one or more public agencies to perform any governmental service, activity, or other undertaking which each public agency entering into the contract is authorized by law to perform; and

WHEREAS, Counties and the Cities are public agencies as defined by Neb. Rev. Stat. §13-80l; and

WHEREAS, Neb.Rev.Stat. §29-215 authorizes municipalities and counties to enter into contracts with any other municipality or county to form, operate and maintain a Planning, Exercise and Training Program"

NOW, THEREFORE, the parties mutually covenant and agree as follows:

Definition: _____ is the _____ Planning, Exercise and Training Regional group composed of the governmental agencies participating in this agreement.

Purpose: To establish, maintain and operate a public safety Training Exercise and Training Program within the jurisdictions of the participating agencies.

Term. This agreement shall have a term of ten (10) years commencing _____.

Termination. This agreement may be terminated at any time, with or without cause, upon the mutual consent of a majority of the member Parties.

Withdrawal. Any Party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than Ninety (90) days prior to the effective date of the withdrawal.

Governance. The activities of the cooperative undertaking shall be governed by a board composed of one or more representatives from each of the Parties, hereinafter referred to as the "_____ Policy Board." The _____ Policy Board shall meet not less than (six) times each calendar year. The _____Policy Board shall select as officers a Chairperson, Vice-Chairperson and a secretary who shall serve terms of one year. A quorum necessary for conducting business at any _____ meeting shall consist of fifty (50) percent plus (1) of the membership of the governing board All questions before the _____ Policy Board shall be determined by majority vote of the members present. The _____ Policy Board may adopt such by-laws and rules of procedure as deemed appropriate by the _____ Policy Board.

Cooperative Powers and Authority. Each Party shall maintain their local PET program, and other operating components of the local Emergency Management Program. Each shall grant permission for any public safety agency to participate in any such program.

Claims and Indemnity. At all times while utilizing or participating in the PET program the employee of the Party shall remain an employee of the employing agency. Each Party shall provide liability insurance and indemnification for its own personnel as provided in Neb.Rev.Stat. §13-1802.

Modification. This Agreement may be modified by written agreement of the Parties.

No Separate Entity. There shall be no separate legal entity created through this Interlocal cooperation agreement. Said agreement shall be jointly administered by the _____ Policy Board as provided in section 6, above.

Property. Any property acquired or made available by any party to this agreement for the purposes of this agreement shall remain the property of the party acquiring or making such property available and shall be disposed of such party as provided by law, regulation, or ordinance governing the same.

Any property acquired jointly shall, upon termination, be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property. In the event any Party withdraws from this agreement, an equitable distribution of the jointly held property, or the fair market value thereof, shall be made to the withdrawing party based upon the withdrawing Party's financial contributions toward the purchase and maintenance of any such jointly held property.

Any party can be elected or appointed by the _____ Policy Board to act as fiscal or purchasing agent in accordance with state law. Any property to be purchased and jointly held by the Parties shall be purchased pursuant to the purchasing rules or statutes applicable to the Party making the purchase on behalf of the Parties.

Any surplus or unusable jointly held property shall be disposed pursuant to the rules or statutes applicable to the Party making such disposition on behalf of the Parties. The proceeds of any sale or disposition of jointly held property shall be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property.

An inventory of all property jointly held and a report on the disposition of any joint property sold, transferred or disposed of during the prior twelve months shall be provided to the City or County Clerk of each Party on or prior to April 1 of each year.

Finances. This agreement shall be financed by funds available to the parties hereto.

Provision of Assistance. Pursuant to the Interlocal Cooperation Act, any party to this agreement, in the party's sole discretion, may appropriate funds and may sell, lease, give, or otherwise provide assistance, including personnel and services, as may be within the party's legal power to furnish.

Additional Agreements.

This agreement shall become effective for each party when that party by ordinance, motion or resolution adopts and approves this agreement and authorizes the proper official to execute this agreement. Additional cities or counties may become · parties to this agreement upon acceptance and execution of this agreement, and upon approval by the governing bodies of the Parties already a party to this agreement or as directed by the Nebraska Emergency Management Agency.

Executed this_ day of _____ , 2020.

County of _____ by:

_____

Chairperson, County Board of Commissioners

[attest]

_____

County Clerk Approved as to form:

_____

County Attorney

Appendix G3: Samples Memorandums of Understandings (Emergency Response Entities)

_____ (PET) REGION MEMORANDUM OF UNDERSTANDING

Overview
The _____ PET Region and _____ County recognize the need for coordination within the region for regional planning, exercise, and training (PET). Today's public safety realities have highlighted the need for counties to function regionally and establish the PET process for interoperability, mutual aid, and emergency response plans. This process not only goes beyond traditional jurisdictional boundaries but across disciplines as well.

To institute the regional PET process, the _____ and the participating cities and villages within said counties, emergency response agencies and public service agencies have worked cooperatively to develop a regional solution. This solution establishes the regional PET process for emergency response with procedures that are accessible and used by key public service officials, public safety officials, and public and private service executives.

Purpose
The regional PET process is the basis for formalizing the region. The purpose of the regional PET process is to provide structure for the _____ PET Region and create formalized governance in the form of a regional committee. This governance structure transcends traditional or mutual inter- discipline aid in terms of purpose. The regional PET process along with interoperability ensures an organized method of planning, exercising, and training for coordination of resources to expedite efficient deployment of those resources regionally. This shall serve primarily as the function to unify the regional PET process. Moreover, the signees of this memorandum of understanding will be responsible for coordinating with the region regarding the use of grant funds for the regional PET process, and equipment.

Policy
It shall be the policy that the region will align with the State Homeland Security Strategy when requesting Homeland Security Funds. Another requirement of the region is to maintain a 5-year regional PET calendar. Local Emergency Operation Plans (LEOP) shall be maintained by the individual counties. The purpose of these requirements is to ensure collaboration between local jurisdictions. All signees will be responsible for coordinating with the region regarding the use of grant funds for PET and equipment, in accordance with the approved equipment list (AEL). Regional partners shall address the sustainability of the PET program and equipment acquired through the Homeland Security Grant Program.

This PET Memorandum of Understanding in no way supersedes, overrides or overrules any other MOU, Mutual Aid Agreement or Interlocal Agreement the Region or Counties might have in place prior to the implementation of this MOU. In addition, any party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than ninety (90) days prior to the effective date of the withdrawal.

Oversight
Each county participating in the use of the regional PET process will provide the Emergency Management Director and one Emergency Management alternate (Deputy) as deemed appropriate as a representative to the regional committee after entering into this MOU. Oversight of the regional PET process is administered through the South-Central PET Region which will be chaired by a representative of that

committee. Any issues affecting policy, recommendation, and/or subsequent change that alter the purpose of the MOU will be implemented only after a consensus is reached by the regional committee respectively. Accordingly, each county will be responsible for oversight authority of their jurisdiction. It is the responsibility of the county to ensure that the regional SOPs are followed when necessary and to ensure that the National Incident Management System and the National Response Plan will be integrated into the regional PET process.

Executed this____ day of _____,2020.

_____ County

by:

_____

Chairperson, County Board of Commissioners

Appendix G4: Memorandum of Understanding (County Sample)

_____ COUNTY NEBRASKA
COUNTY BOARD RECORD OF APPOINTMENT

Whereas the Nebraska Emergency Management Agency and the Nebraska Governor's Homeland Security Policy Group act as the State Administrative Agency for Homeland Security within the State of Nebraska,

Whereas _____County has elected to participate in the Emergency Management and Homeland Security Programs set forth by Federal and State Agencies.

Whereas by participation in said Emergency Management and Homeland Security Programs _____County is part of a (15) county emergency management region established by the State of Nebraska for purposes including but not limited to: Interoperable Planning and System Implementation, Disaster Planning, and the Emergency Management/Homeland Security/Interoperable Grant Program, and other programs as prescribed by State and Federal Authorities

_____County by participating in the (15) county regional Emergency Management Group must appoint at minimum one person to serve as a member of and participate in the regional Emergency Management group to the full extent as permitted and required by the needs of the program. Authority of said appointee shall not exceed authority granted by State Statute and/or the policy and procedures of _____County.

Such appointment shall be at the pleasure of the governing authority of the County and be perpetual for the duration of the Emergency Management group. Such appointment shall be reviewed each year at the annual organizational meeting of the County Board.

The _____County Board of Supervisors does hereby appoint the _____ County Emergency Management Director and the _____ to the Emergency Management Regional group known as the _____ to fulfill all duties as required by the regional group.

This appointment is considered to be retroactive to the commencement of the region.

Approved and passed this _____ day of _____, 2020.

_____
County Board of Supervisors

_____
Clerk of County Court

(insert County seal)

Appendix H: Media Templates

The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople (Public Information Officer or PIO) should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment from the University of Nebraska Public Policy Center – in partnership with the Nebraska Department of Health and Human Services, Division of Behavioral Health, and the Nebraska Department of Education.

https://www.education.ne.gov/wp-content/uploads/2024/08/Communication-Messages-for-use-during_after-a-Threat-Hazard-or-Incident.pdf

Appendix I: Pre-negotiated Agreements, Contracts, and MOUs

The Schuyler Community Schools School Resource Officer Interlocal Cooperation Agreement and Memorandum of Understanding between the City of Schuyler, Nebraska and Schuyler Community Schools can be found online here:

https://drive.google.com/file/d/1MbUyTwZq5ZoFfM_weqFDjSQ6ZNhYEdB-/view?usp=sharing

Appendix J: Recording and Distributing the EOP Plan

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED

Appendix K1: Record of Trainings

2025-2026 School Year

		Present: ✓		Name:
Date	**Type of Training**	**EMS**	**LE**	**School Admin**

Appendix K2: Schedule/Record of Drills

2025-2026 School Year

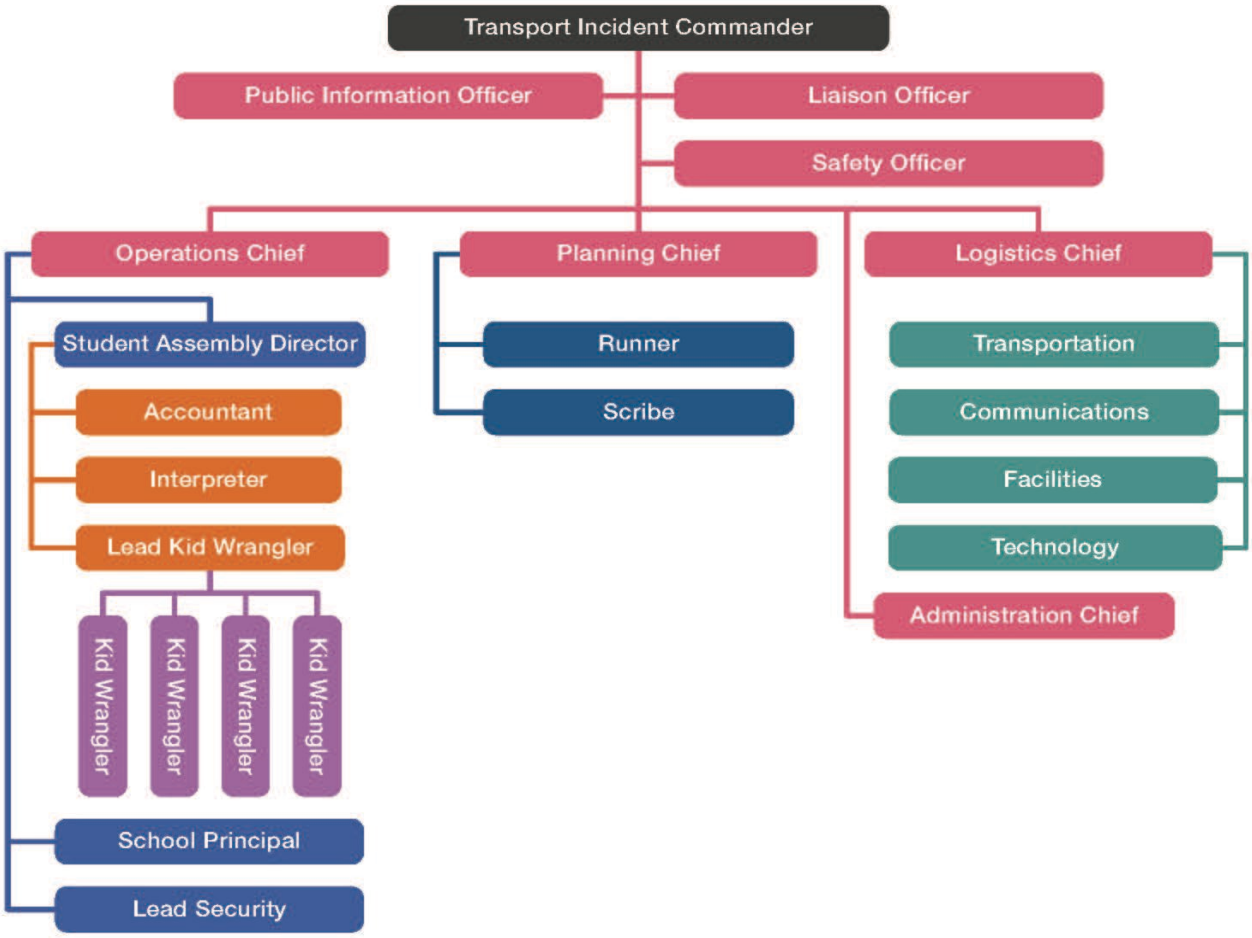
			Location:	Name:
Scheduled	**Date Complete**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)**	**SCHS, SMS, etc.**	**School Admin**

Appendix K3: Record of Exercises

2025-2026 School Year

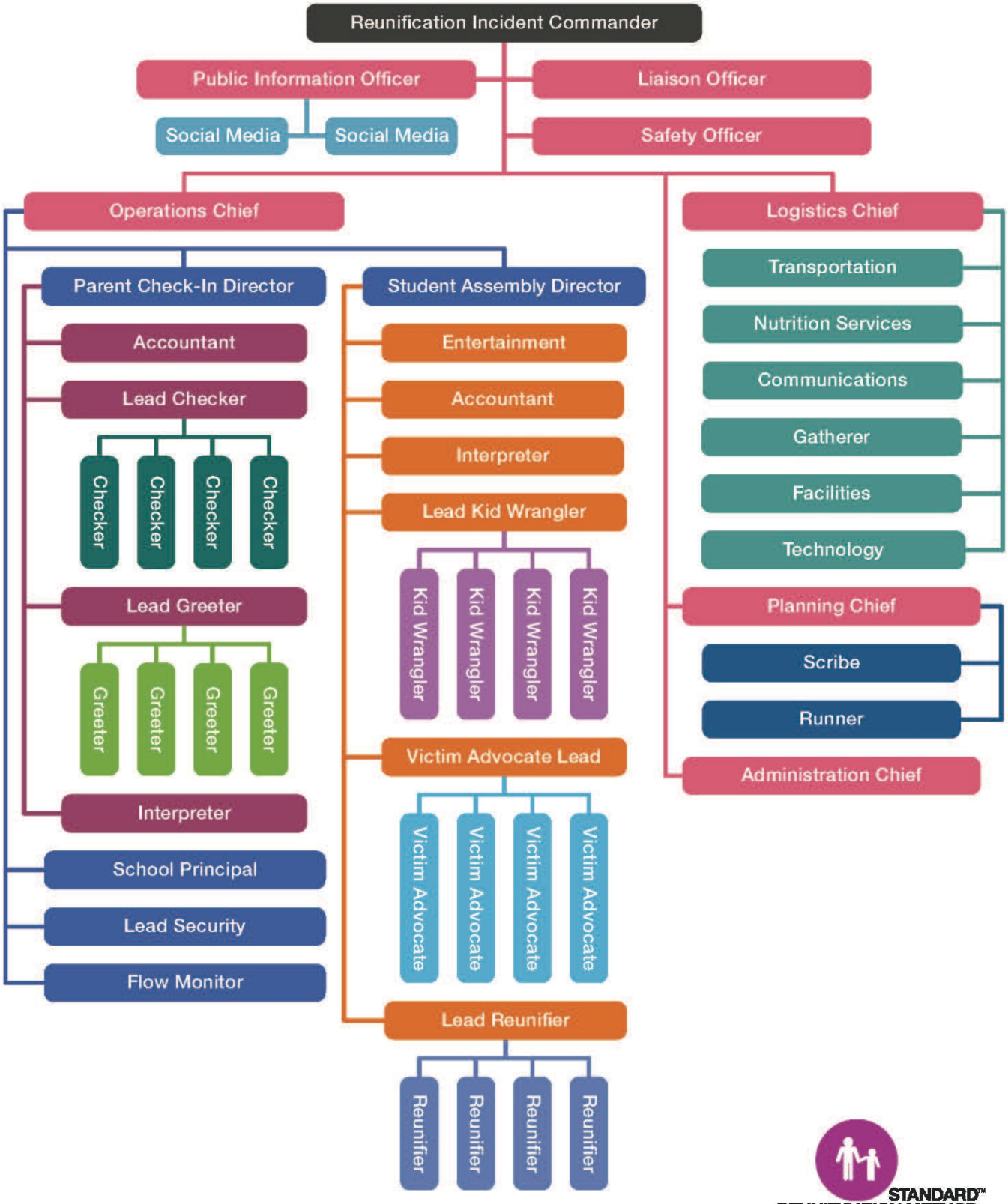
		Present: ✓		Name:
Date	**Type of Exercise**	**EMS**	**LE**	**School Admin**

Appendix L1: Transport Organization Chart



STANDARD™ REUNIFICATION METHOD

Appendix L2: Offsite Reunification Chart



STANDARD™ REUNIFICATION METHOD

Appendix M1: COOP Example

Continuity of Operations Plan			
GOAL: 1) Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.			
Objectives: 1.1 Define Essential Functions 1.2 Create Orders of Succession 1.3 Create Delegations of Authority 1.4 Identify Facilities and Locations 1.5 Establish Plans for Communications Continuity 1.6 Create a Plan for Assessing Vital Records 1.7 Establish a Plan for Human Capital Management 1.8 Establish Plans for Devolution 1.9 Establish a Plan for Reconstitution			
BEFORE		**DURING**	**AFTER**
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
Human Resources			
•	•	•	•
Communications			
Technology Support (hardware, systems)			
Facility Maintenance			
Building Safety & Security			
Safety & Well Being of Students			
•			
Continuity of Learning			
Restoration of School Operations			

Appendix M2: COOP Form

(Fillable)

Continuity of Operations Plan			
GOAL: 1) 2) 3)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
BEFORE		**DURING**	**AFTER**
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
Human Resources			
•	•	•	•
Communications			
Technology Support (hardware, systems)			
Facility Maintenance			
Building Safety & Security			
Safety & Well Being of Students			
•			
Continuity of Learning			
Restoration of School Operations			

Appendix N1: Threats/Hazards List

Protocols Enacted	Threat/Hazard Examples	
	• Explosions • Extreme Temperatures • Social Media Attack • Neighborhood Fire • Wind chill • Avalanches • Pipe Line breaks • Gas/Water breaks • Nuclear Power Plant • Nuclear Explosions • Snow storms • Planned warrant service in area • Political demonstration • Unknown or unauthorized person on grounds	• I.C.E. raids • Gangs • Sex Offender • Kidnapping • Behavioral crisis • Human trafficking • Hostage situation • Domestic violence • Racial matter • Civil unrest/Riot • Fight/assault • Dangerous animal on grounds • Terroristic threat • Thunder/lightning • Criminal activity in area
	• Gangs • Terroristic threats • Behavioral crisis • Pipeline breaks • Gas/water breaks • Homicide • Active killer • Intruder • Mass attack in crowded places in close proximity • Explosions	• Polling/voting places • Parent/custodial issues • Domestic violence • Fight/assault • Bioterrorism • Social media attack • Hostage situation • Riot • Racial matter • Concealed weapons
	• Bomb threat • Earthquake • Tsunamis • Floods • Flood debris flow • Explosion • Dam break	• Snow storms • Nuclear Power Plant • Nuclear explosion • Pipeline break • Gas/water breaks • Hostage situation • Terroristic threat • Chemical spills
	• Hurricanes • Earthquakes • Chemical spills • Nuclear Power Plant	• Nuclear explosion • Tornados • Severe weather
	• Auto/bus crashes • Missing students • Suicide (building or grounds) • Drug dog • Medical emergency • Fight/assault	• Suicide/Drowning • Student/staff death • Domestic violence • Pandemic • Epidemic

Appendix N2: Examples of Threats/Hazards in SRP Areas

SECURE			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism

- Secure the perimeter
- Lock outside doors
- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on secure protocols
- Educate students/staff on secure protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Door signs removed from exterior doors
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Ensure alignment with LEOP
  -
  -
  -
  -
  -
  -

- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on entrance/exit doors
- Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in secure
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available
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LOCKDOWN

Potential Hazards/Threats (outside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipeline Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test “out of sight”
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified

- Drill Practice(Muscle memory)
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

EVACUATE

Potential Hazards/Threats (outside)

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat
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- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP
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SHELTER			
Potential Hazards/Threats			
Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on Shelter protocols
- Educate students/staff on Shelter protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Check local weather conditions on a regular basis
- Have protocols developed for when school is weather watch/warnings
- Regularly clean Shelter area
- Determine needs of special ed/physically challenged
- Call 911 - to inform of Sheltering
- Access to weather alert radio
- If feasible, hand held radios
- Recovery - work under ICS Structure
- Identify students that need immediate physical/emotional support

- Practice
- List of students ready
- Have ‘go bags’ ready
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on areas of shelter
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in Shelter
- Ensure alignment with LEOP
- All Shelter locations identified, appropriate for Hazard type
- Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)
- Food and snacks
- HVAC system turned off for chemical spill
- Ensure medicine, food, etc. for medical purposes available in Shelter
- Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)

INCIDENTAL			
Potential Hazard/Threat			
Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	
• Emergency contact list parents/guardians • Develop EOP Plan prior • Accountability of students/staff • Assignment of staff at exterior doors • Educate parents on protocols • Educate students/staff on protocols • Disseminate parent letter • Public Information disseminated • Notify staff/students • Scripted announcement modified to situations • Educate students about seatbelts • Educate students about texting and driving • Educate students about defensive driving • Align memorials with PFA • Contact suicide partners (i.e., LOSS teams) • Follow ICS Structure for Auto/Bus Crashes • Identify support rooms for PFA team • • • •		• Review security procedures frequently • Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Determine if further action is needed • Ensure alignment with LEOP • First Aid Kit • Suicide Prevention Training • Practice protocols for bus safety • Bus evacuation drills • Team has been trained in PFA • Support team has PFA process in place • Contact ESU for PFA assistance • Good Supervision of all students in all settings • Follow through with Bully/Cyberbullying reports • • •	

HOLD			
Situation			
Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on HOLD protocols
- Educate students/staff on HOLD protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Exterior/Interior Doors and Windows numbered
- Call 911
- Move affected students away from line of sight of the incident

- Drill Practice
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in HOLD
- Ensure alignment with LEOP
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available

Appendix N3: Samples of Goals/Objectives and Action Plan

HAZARD: Tornado

GOAL:

1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life.
   1) (DURING) Protect life and property from damage by the tornado.
   2) (AFTER) Provide necessary medical attention to those in need.

Objectives:

1.1 Conduct shelter/tornado training and drills.
1.2 Identify location for shelter.
1.3 Ensure shelter location(s) are structurally sound.

2.1 Shelter all persons in the designated areas of the building.
2.2 Ensure building structure is secure, without unsecure objects.
2.3 Account for all persons and their safety.

3.1 Assess all persons' safety.
3.2 Call EMS to respond.
3.3 Immediately begin to provide first aid. (medical/PFA)
3.4 Evacuate from building.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public Information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all-clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - to inform of Sheltering	
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock	Check local weather conditions on a regular basis Access to weather alert radio Ensure alignment with LEOP	Everyone inside the building	
Operations			
	Assignments made for notification coverage Assignment of staff at exterior doors	Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress

Planning			
Develop EOP Plan prior	Have protocols developed for when school is weather watch/warnings Determine needs of special ed/physically challenged Review security procedures frequently Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Shelter Trainings/Drills are conducted Educate students/staff on Shelter protocols Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Educate parents on Shelter protocols		
Logistics			
	Regularly clean Shelter area If feasible, hand held radios Display Signage on areas of shelter All Shelter locations identified, appropriate for type of hazard Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) Food and snacks Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

INCIDENTAL: Suicide

GOAL:
1) (BEFORE) Prevent a suicide from occurring. (especially on school grounds)
2) (DURING) Protect all persons and loss of life.
3) (AFTER) Provide medical and psychological support to staff/students.

Objectives:
1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
1.2 Make available a report line to share concerns of reference suicidal staff/students.
1.3 Develop strong relationships with all students/staff.

2.1 Secure all persons in the building.
2.2 Account for all persons.
2.3 Call law enforcement/EMS.

3.1 Provide first aid to those in need.
3.2 Provide PFA to those in need.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Comprehensive Supervision of all staff/students in all settings		Align memorials with PFA Notify staff/students	Align memorials with PFA Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified Public Information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Scripted announcement modified to situations Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Contact ESU for PFA assistance Call 911 - to inform of Sheltering	Contact ESU for PFA assistance Contact suicide partners (i.e., LOSS teams)
Safety Officer			
Ensure buildings are structurally sound Ensure exterior doors lock	Ensure alignment with LEOP	Everyone inside the building	Follow through with Bully/Cyberbullying reports
Operations			
	Assignment of staff at exterior doors	Align memorials with PFA Modify routines according to	Checking in with staff/students who may have

	Identify PFA support rooms for PFA team Assignments made for notification coverage	time of situation (i.e., dismissal, lunch, end of day)	been affected Watch for students/staff signs & symptoms of distress Identify students that need immediate physical/emotional support
Planning			
Develop EOP Plan prior	Suicide Prevention Training Team has been trained in PFA Support team has PFA process in place Review security procedures frequently Educate students/staff on Suicide prevention		
Logistics			
	Ensure medicine, food, etc. for PFA support rooms		
Finance/Administration			
	Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

SECURE: Chemical or Hazardous Material (in Community)

GOAL:
1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
2) (DURING) Protect all persons from injury or harm.
3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:
1.1 Be prepared and have knowledge of what possible chemicals are in your community.
1.2 To identify locations to shelter during a chemical spill.
1.3 To have all necessary materials/supplies for room sealing.
1.4 Ensure HVAC shut offs are in working condition.
1.5 Provide training to staff and students how to shelter and seal an identified location.

2.1 Notify and ensure all persons to shelter because of chemical spill.
2.2 Account for all staff and students.
2.3 All locations with people are sealed.
2.4 Administer first aid.

3.1 Connect with local fire/rescue for assistance to determine next steps.
3.2 Prepare to evacuate or return to a learning environment.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified Public Information disseminated Disseminate parent letter	Disseminate parent letter Public Information Disseminated Scripted announcement modified to situations	Announcement of end of threat Disseminate parent letter Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911	
Safety Officer			
Review security procedures frequently Ensure building are structurally sound Ensure exterior doors lock	Check local weather conditions on a regular basis Access to weather alert radio Ensure alignment with LEOP Identify perimeter access points	Everyone inside the building	
Operations			
	Assignments made for	Lock outside doors	Identify students that need

	notification coverage Assignment of staff at exterior doors	Secure the perimeter Modify routines according to time of situation (i.e., dismissal, lunch, end of day) HVAC system turned off for chemical spill Checking in with staff/students who may have been affected	immediate physical/emotional support Watch for students/staff signs & symptoms of distress Checking in with staff/students who may have been affected
Planning			
Develop EOP Plan prior	Educate parents on secure protocols Educate students/staff on secure protocols Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Determine needs of special ed/physically challenged Review security procedures frequently Copy & Laminate signage Display Signage on areas of shelter Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted		
Logistics			
	Regularly clean Shelter area If feasible, hand held radios Display Signage on areas of shelter All Shelter locations identified, appropriate for type of hazard Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) Food and snacks Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) Have ‘go bags’ ready		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

LOCKDOWN: Intruder in building

GOAL:
1) (BEFORE) Prevent an intruder on school grounds.
2) (DURING) Protect all persons from injury or loss of life.
3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:
1.1 Security measures in place.
1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Account for all persons.
2.3 Call 911 for law enforcement and EMS to respond.
2.4 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Threat *management* process in place	Threat *assessment* team and process in place	Establish Incident Command Not opening classrooms w/o law enforcement Notify staff/students	Administrator or law enforcement officer unlock each classroom door for the all clear Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP Collaborating with community partners	Call 911 Ensure alignment with LEOP Communication with EMS and Law Enforcement	Ensure alignment with LEOP
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock Review security procedures frequently	Ensure alignment with LEOP	Everyone inside the building Protect crime scene “Don’t touch anything	
Operations			

	Assignments made for notification coverage Assignment of staff at exterior doors Testing alarm and intercom systems Buses available for evacuation Evacuation sites tested for functionality If feasible, hand held radios	Modify routines according to time of situation (i.e., dismissal, lunch, end of day) Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site	Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress Render First aid Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site
Planning			
Develop EOP Plan prior Office Personnel attend Secretaries Safety Training	Establish media location Evacuation sites identified Third party identified to answer student call when self evacuating Third party trained how to answer call Determine needs of special ed/physically challenged Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted Educate students/staff on protocols Educate parents on protocols Establish strong visitor protocols Educate all staff/students on visitor protocols Exercise possible situations Educate substitutes on protocols Practice and test “out of sight” Reunification sites identified Reunification drilled and exercised Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
	Doors/windows numbered (interior & exterior) Have ‘go bags’ ready ROK KIT prepared and ready Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) If feasible, hand held radios		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

LOCKDOWN: Intruder in building

GOAL:
4) (BEFORE) Prevent an intruder on school grounds.
5) (DURING) Protect all persons from injury or loss of life.
6) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:
1.1 Security measures in place.
1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Account for all persons.
2.3 Call 911 for law enforcement and EMS to respond.
2.4 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Threat *management* process in place	Threat *assessment* team and process in place	Establish Incident Command Not opening classrooms w/o law enforcement Notify staff/students	Administrator or law enforcement officer unlock each classroom door for the all clear Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP Collaborating with community partners	Call 911 Ensure alignment with LEOP Communication with EMS and Law Enforcement	Ensure alignment with LEOP
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock Review security procedures frequently	Ensure alignment with LEOP	Everyone inside the building Protect crime scene "Don't touch anything	
Operations			
	Assignments made for notification	Modify routines according to time of	Identify students that need immediate

	coverage Assignment of staff at exterior doors Testing alarm and intercom systems Buses available for evacuation Evacuation sites tested for functionality If feasible, hand held radios	situation (i.e., dismissal, lunch, end of day) Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site	physical/emotional support Watch for students/staff signs & symptoms of distress Render First aid Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site
Planning			
Develop EOP Plan prior Office Personnel attend Secretaries Safety Training	Establish media location Evacuation sites identified Third party identified to answer student call when self evacuating Third party trained how to answer call Determine needs of special ed/physically challenged Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted Educate students/staff on protocols Educate parents on protocols Establish strong visitor protocols Educate all staff/students on visitor protocols Exercise possible situations Educate substitutes on protocols Practice and test “out of sight” Reunification sites identified Reunification drilled and exercised Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
	Doors/windows numbered (interior & exterior) Have ‘go bags’ ready ROK KIT prepared and ready Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) If feasible, hand held radios		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

EVACUATE: Fire

GOAL:
1) (BEFORE) Prevent a fire from occurring on school grounds.
2) (DURING) Protect Students/Staff from injury or loss of life.
3) (AFTER) Provide necessary medical attention to those in need.

Objectives:
1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment.
1.2 Store combustible materials in fire safe containers or rooms.

2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner.
2.2 Account for all persons.

3.1 Notify 911 and EMS.
3.2 Immediately begin first aid.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
	Scripted announcement to be modified for situations Disseminate SRP parent letter Public Information disseminated	Disseminate parent letter Public Information disseminated Scripted announcement modified to situations	Disseminate parent letter Public Information disseminated PIO update the all clear PIO notification regarding next school day
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - regardless pacitated)	
Safety Officer			
Ensure buildings are structurally sound Ensure exterior doors lock	Supervision of student movement to location (backup plan if teacher/staff incapacitated) Review security procedures frequently	Everyone outside the building Supervision of student movement to location (backup plan if teacher/staff incapacitated Ensure accessibility at all times to evacuation site	Supervision of student movement to location (backup plan if teacher/staff incapacitated) Ensure accessibility at all times to evacuation site
Operations			
Ensure buildings are structurally sound Ensure exterior doors lock	Reunification with parents following SRM Assignments made for notification coverage Assignment of staff at exterior doors Assigned staff for safe street	Reunification with parents following SRM Display SRP Signs on building doors Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Reunification with parents following SRM Assigned staff for safe street crossing Identify students that need immediate physical/emotional support

	crossing Ensure accessibility at all times to evacuation site	Assigned staff for safe street crossing	Watch for students/staff signs & symptoms of distress Carry out procedures for early dismissal due to evacuate situation
Planning			
Display SRP Posters around building	Identify Evacuation Site - backup site identified Determine procedures for early dismissal due to evacuate situation Determine needs of special ed/physically challenged Copy & Laminate signage Display SRP Posters around building Create annual schedule of teaching evacuate protocols for parents Create annual schedule of teaching evacuate protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Evacuation Trainings/Drills are conducted Educate students/staff on Evacuation protocols All Evacuation locations identified, appropriate for type of hazard type		
Logistics			
Develop a Transportation plan	Transportation plan If feasible, hand held radios Appropriate supplies (i.e., bottled water) Have 'to go' bags ready Food and snacks Ensure medicine, food, etc, for medical purposes available Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)	Transportation plan	Transportation plan
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Substitute Pay Rates for 2025-2026

Substitute pay rates:

Tier I: Teachers subbing in their first year for Schuyler Schools will be paid at $178.00 per day.

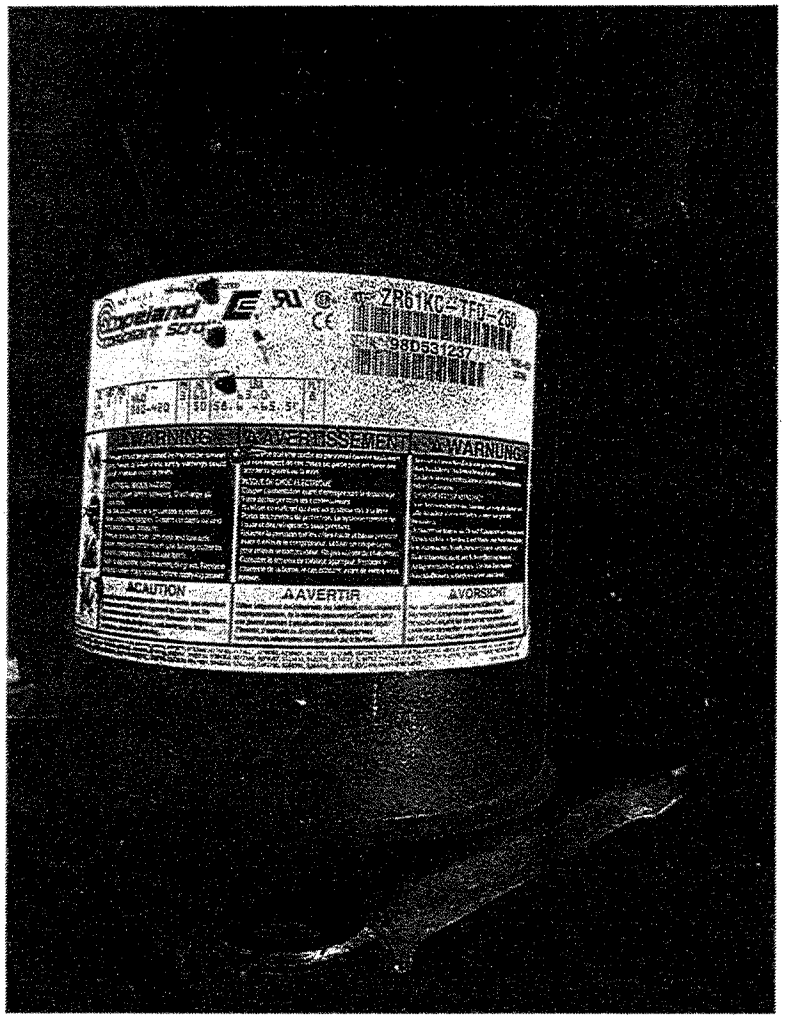
Tier II: Teaches subbing in their second year or thereafter will be paid at $186.00 per day.

Tier III: Teachers that retired from Schuyler Community Schools will be paid at $196.00 per day.

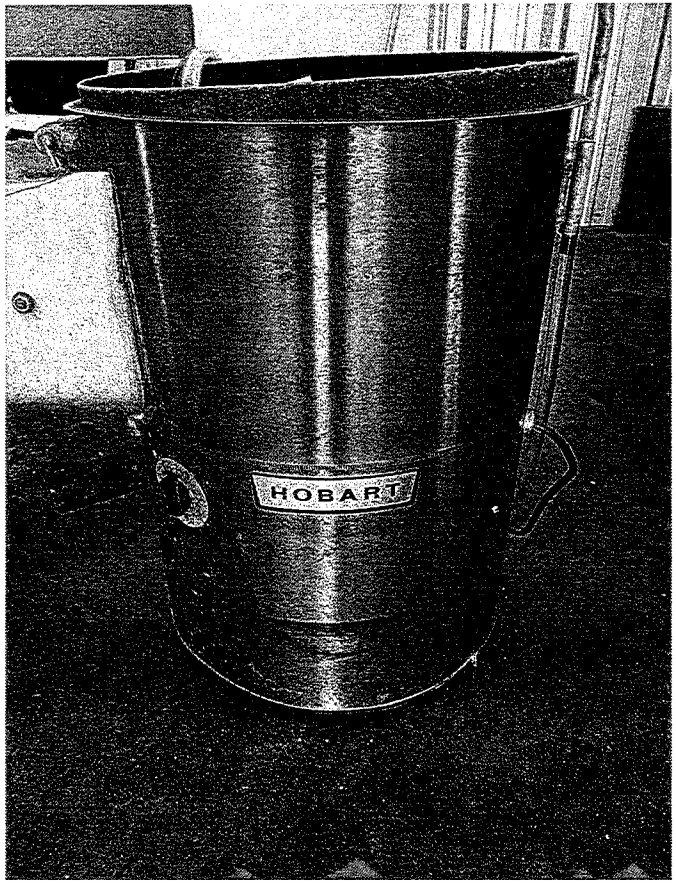
Tier IV: Long-term substitute teachers after the 11th day will be paid $216.00 per day or 185th of the base pay.

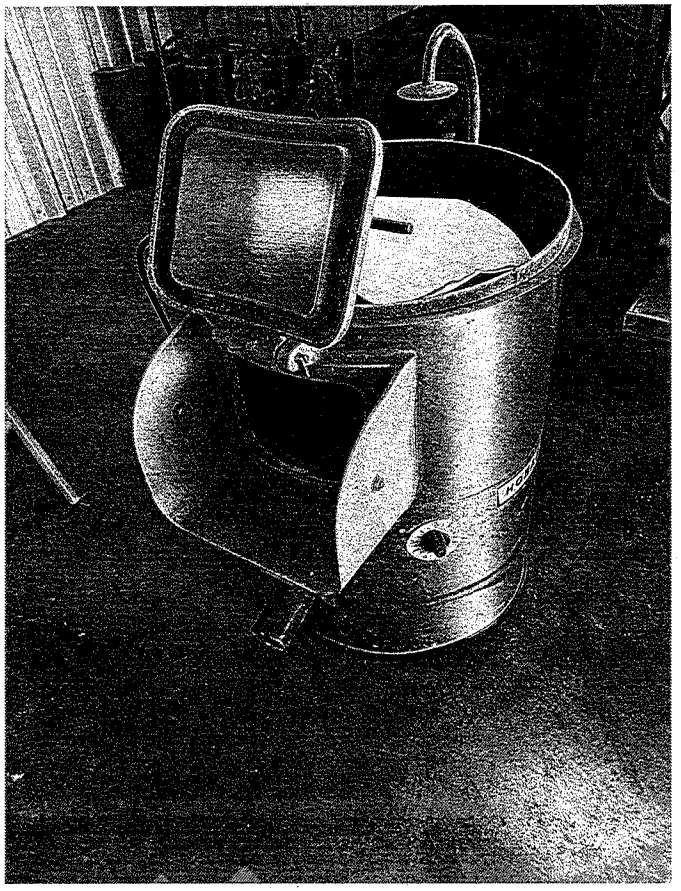
Class Coverage: A certified teacher covering a class period during their plan time will be paid at $27.00 per class period. This is based on the base daily rate per hour.

Copeland Compressors



Hobart Potato Peeler





2 - Public Address Speakers - 19" wide x 25"high x 14" deep

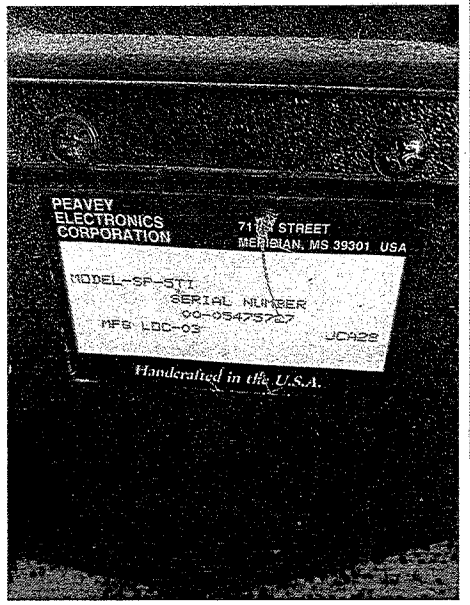
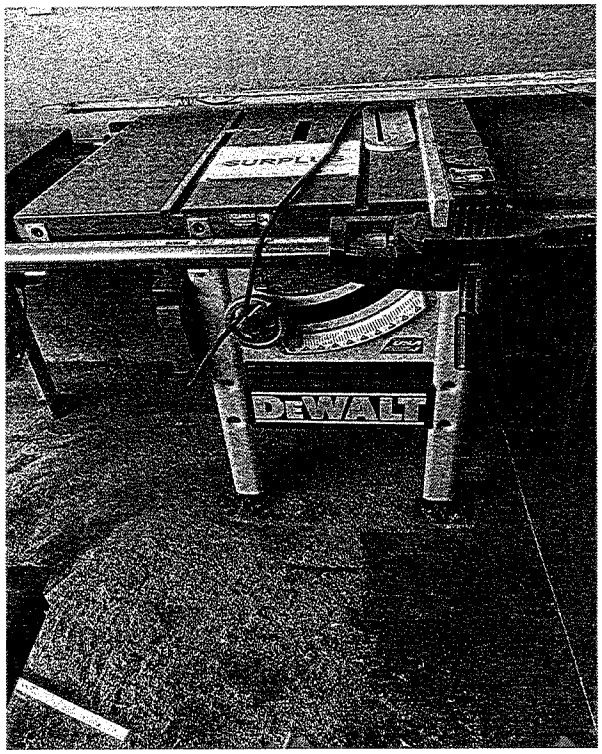
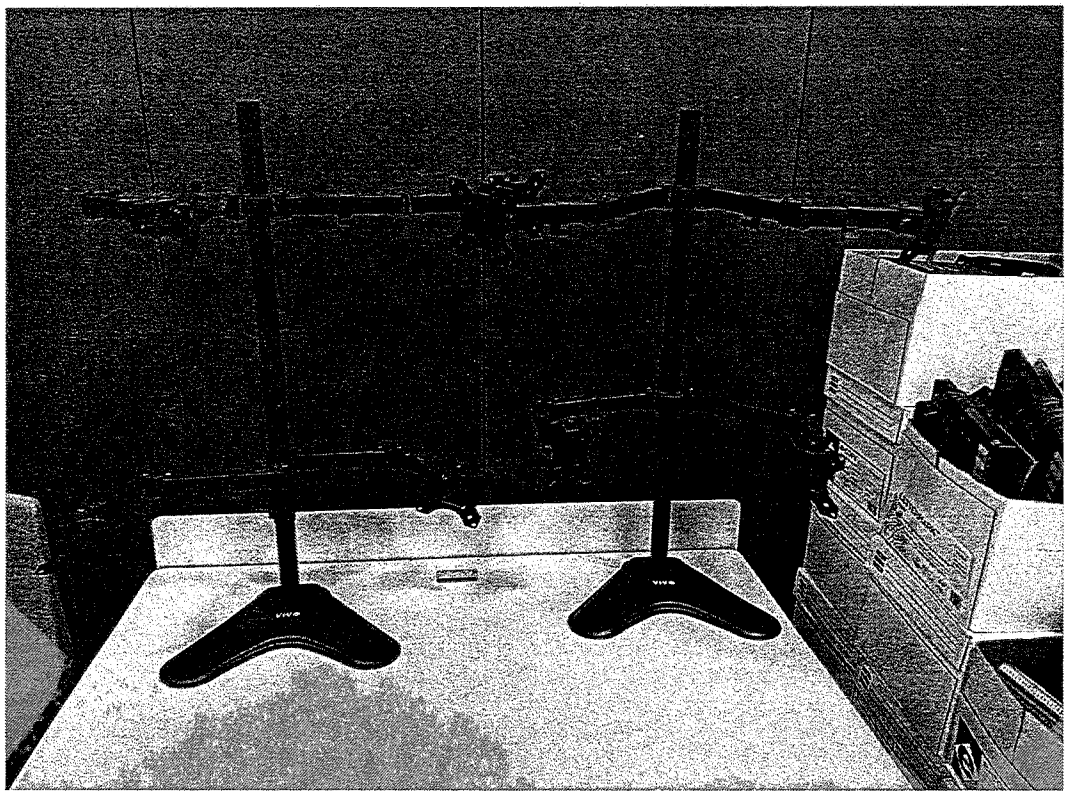


Table Saw & Generator

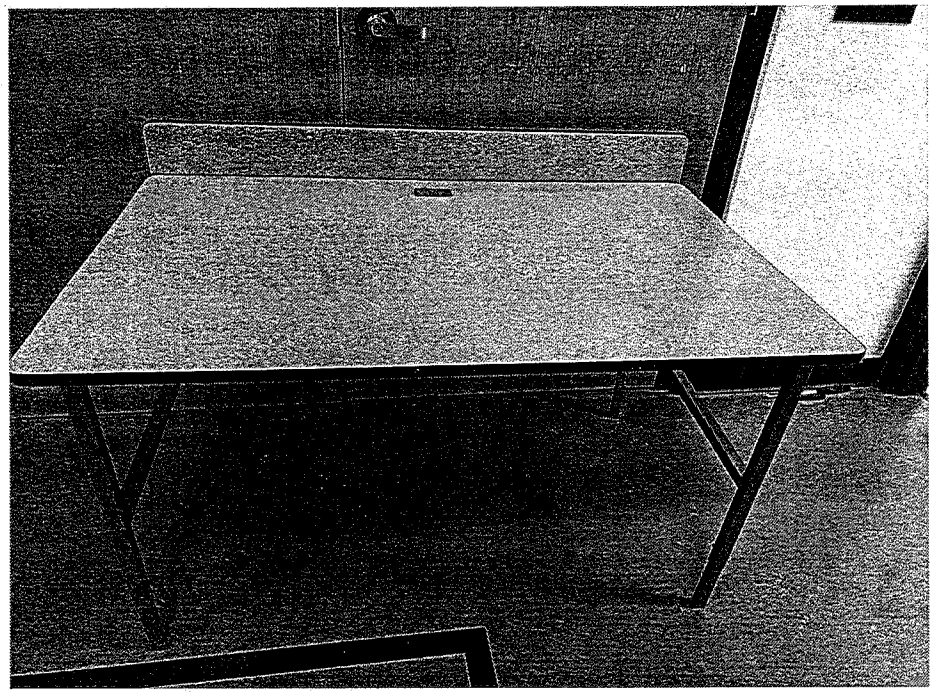


2 - Four Computer Screen Stands

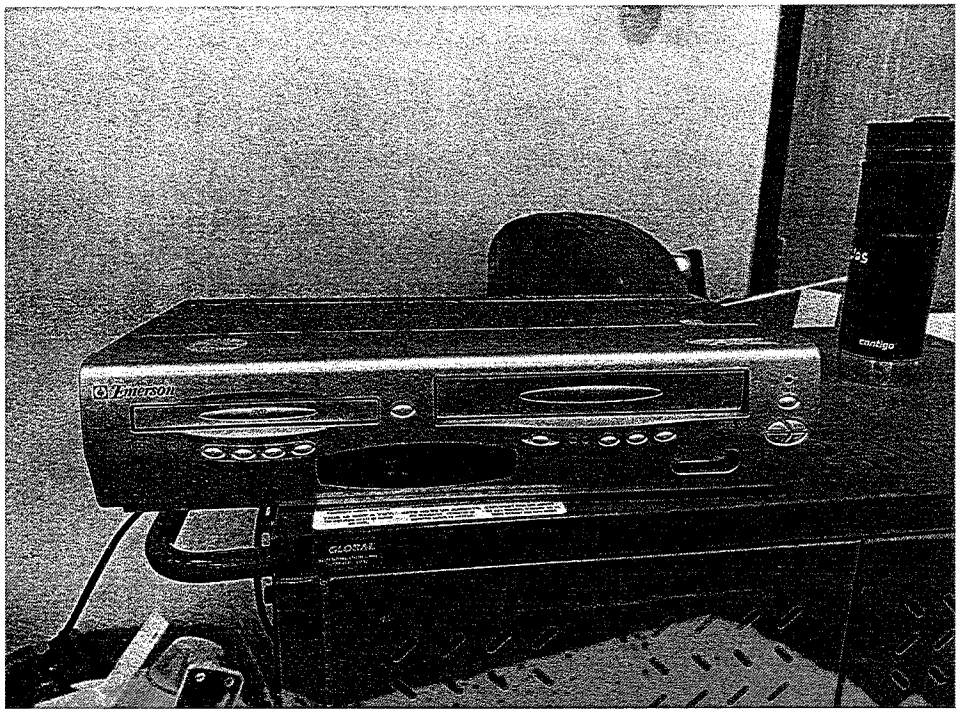


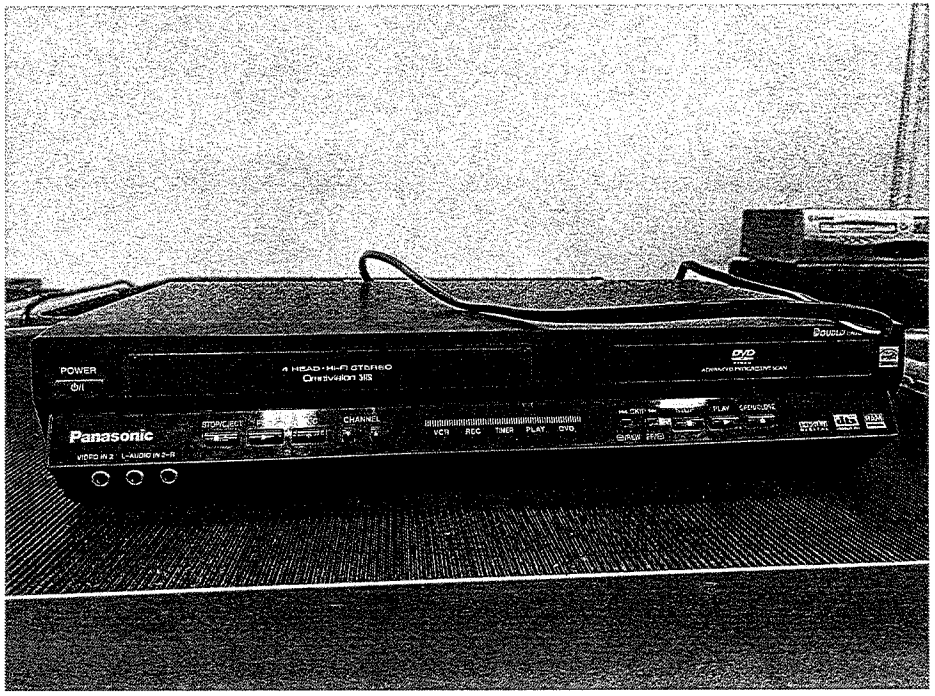
Avigilon Dynamic Video Cameras & Parts

3 - Project Tables

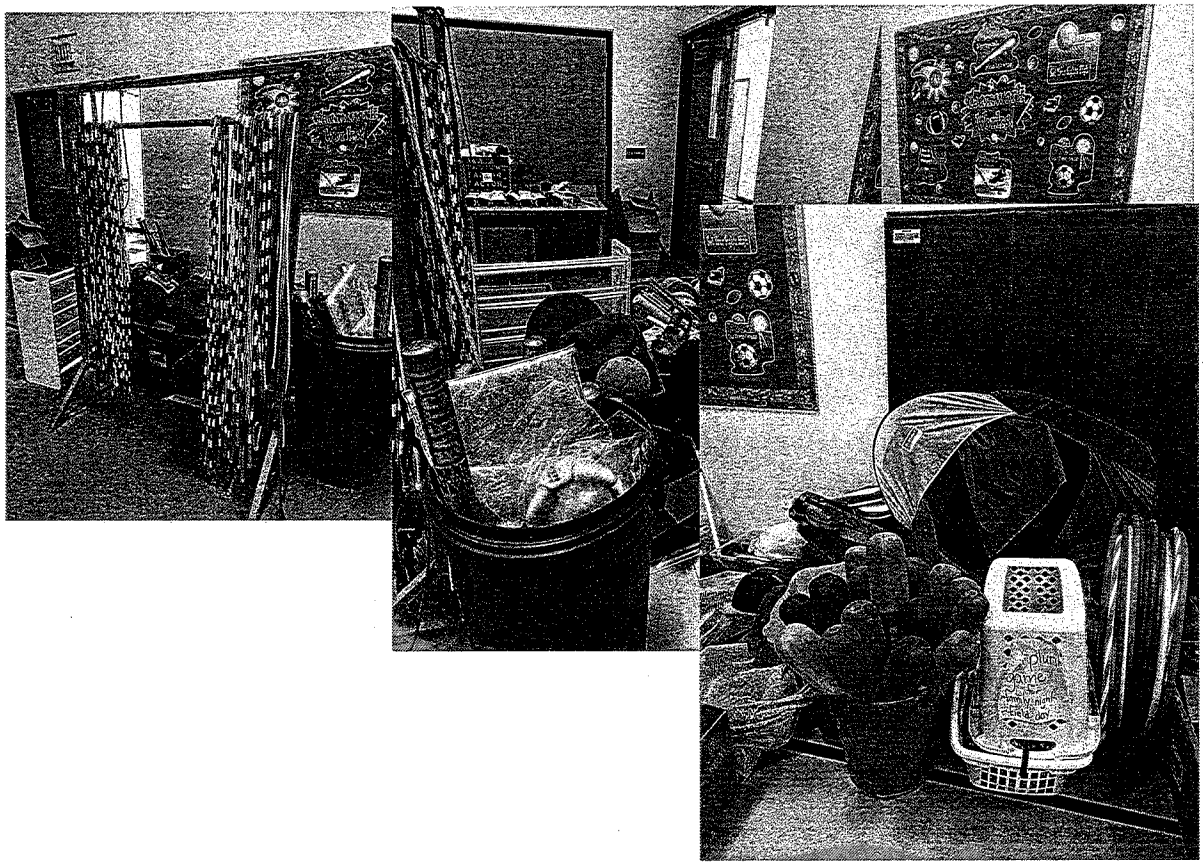


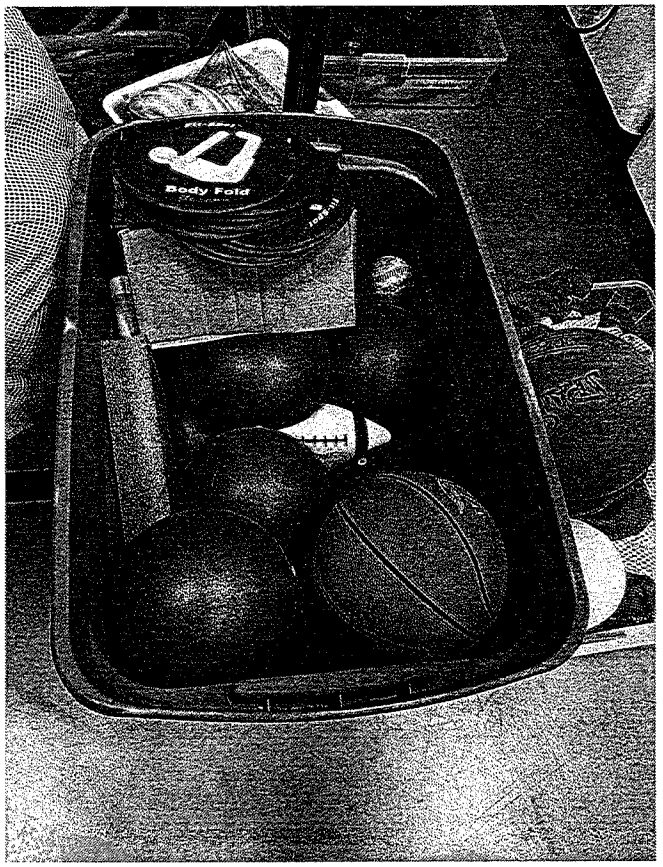
VHS / DVD Players



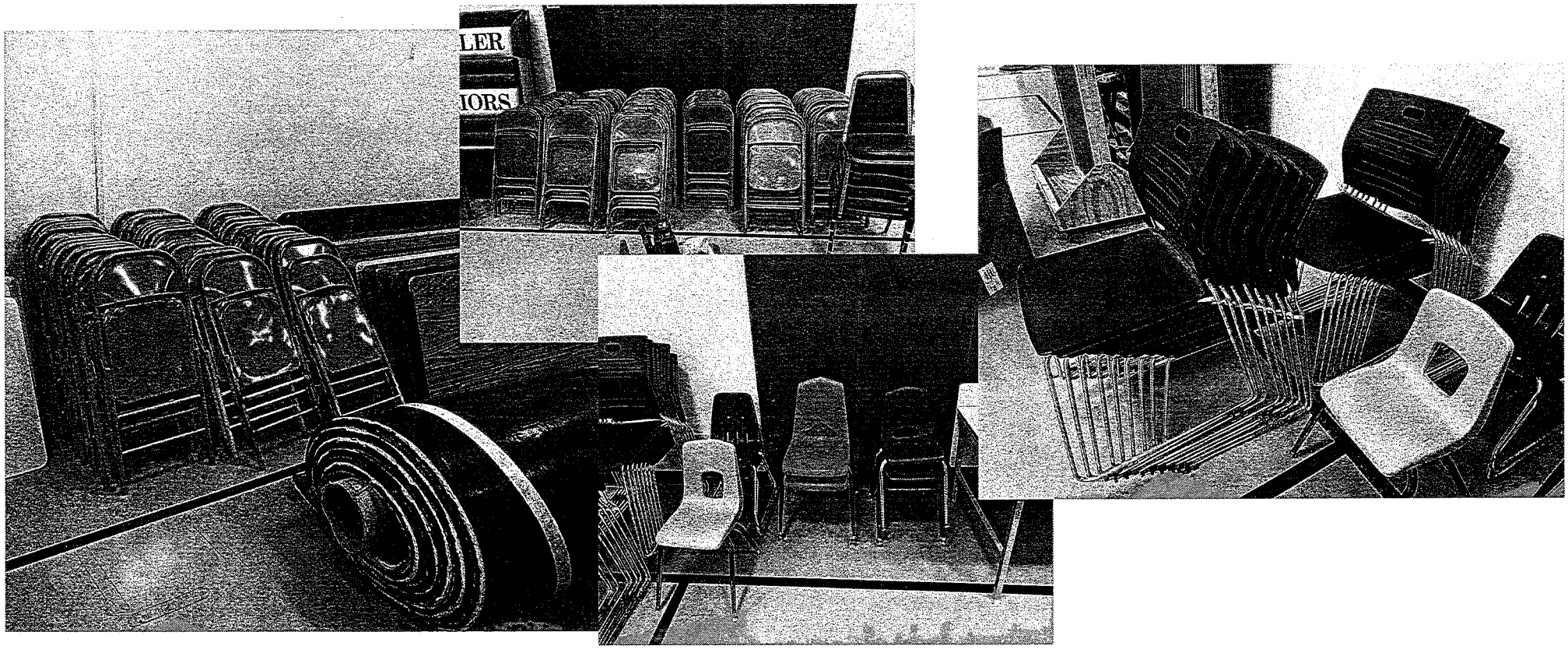


Toys / Balls & Assorted Activity Equipment

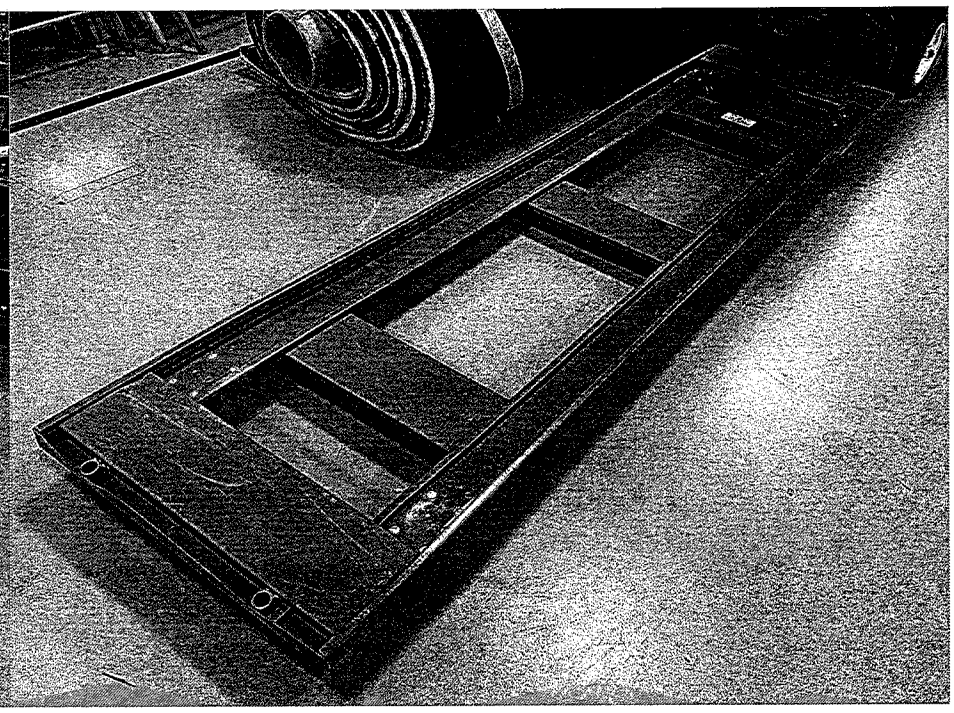




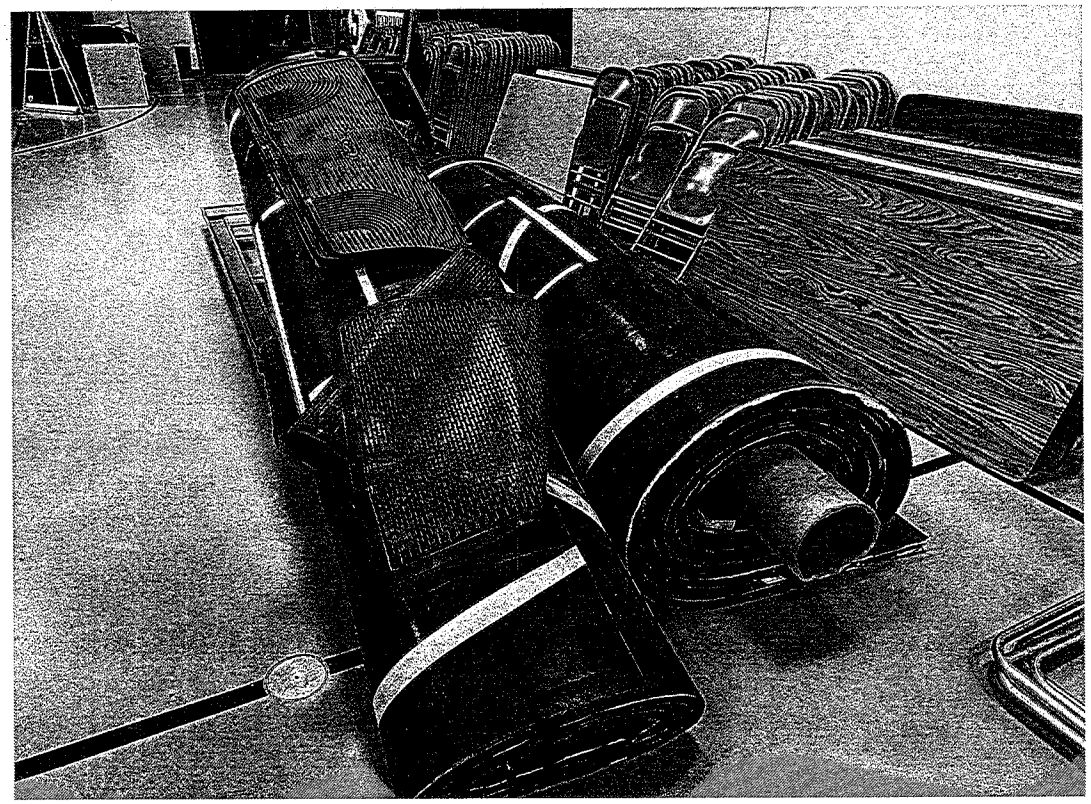
192 Folding and 42 - Other Style and Size Chairs

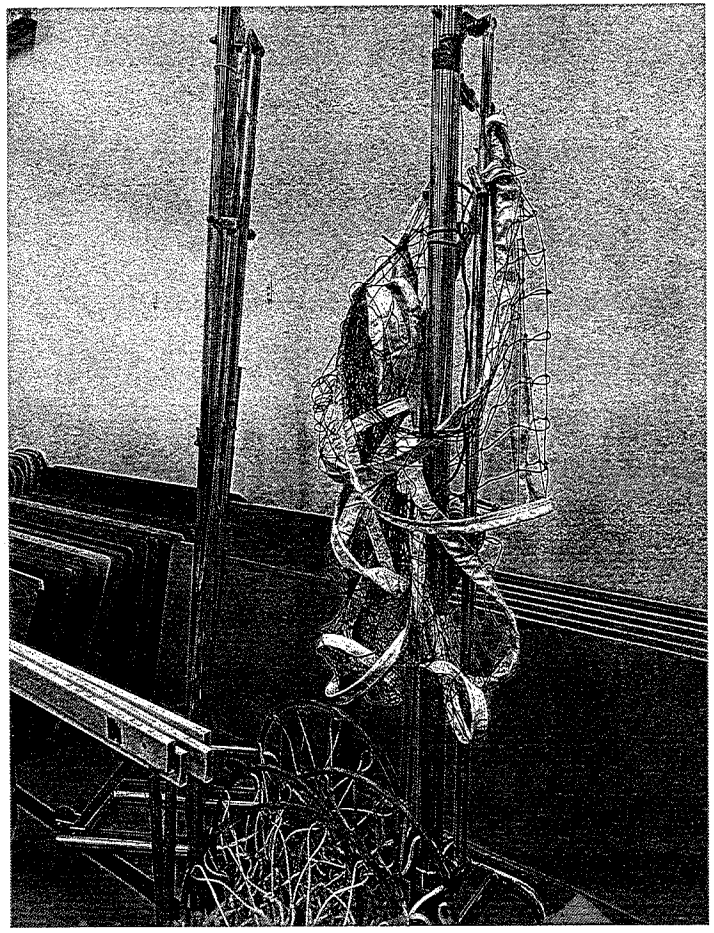


4 - Folding Chair Carts



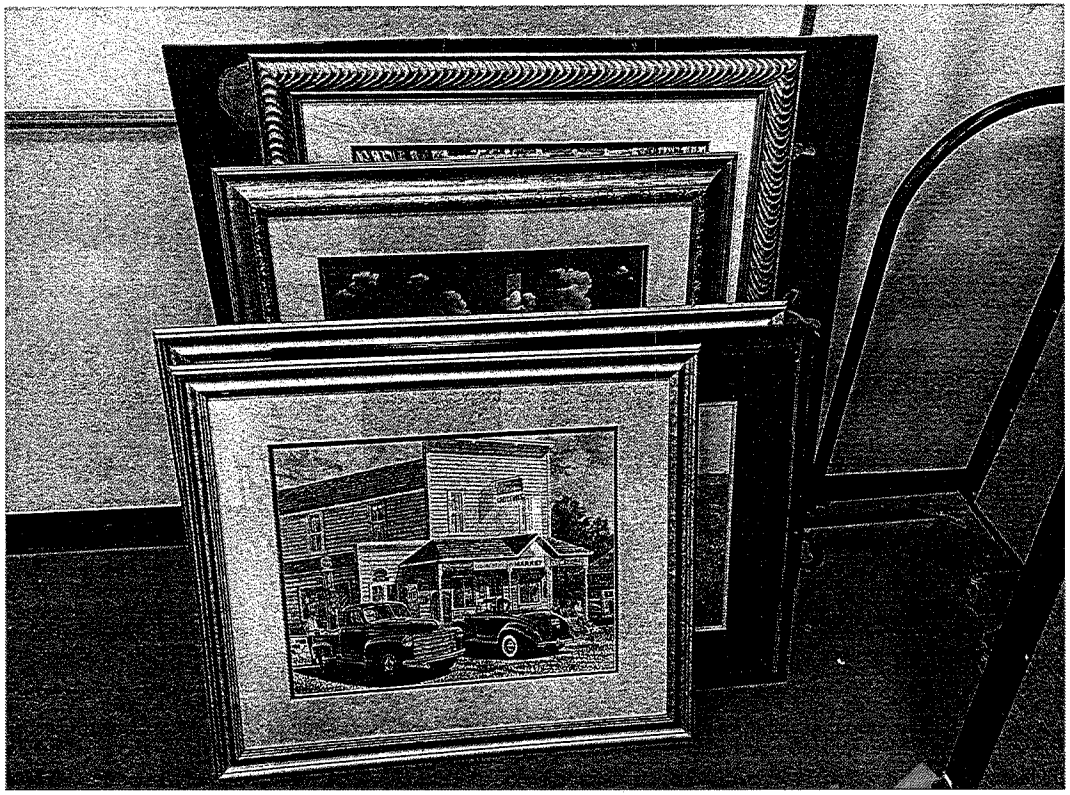
2 - Wrestling Mats (1 Mat Cart) & Volleyball Posts / Net



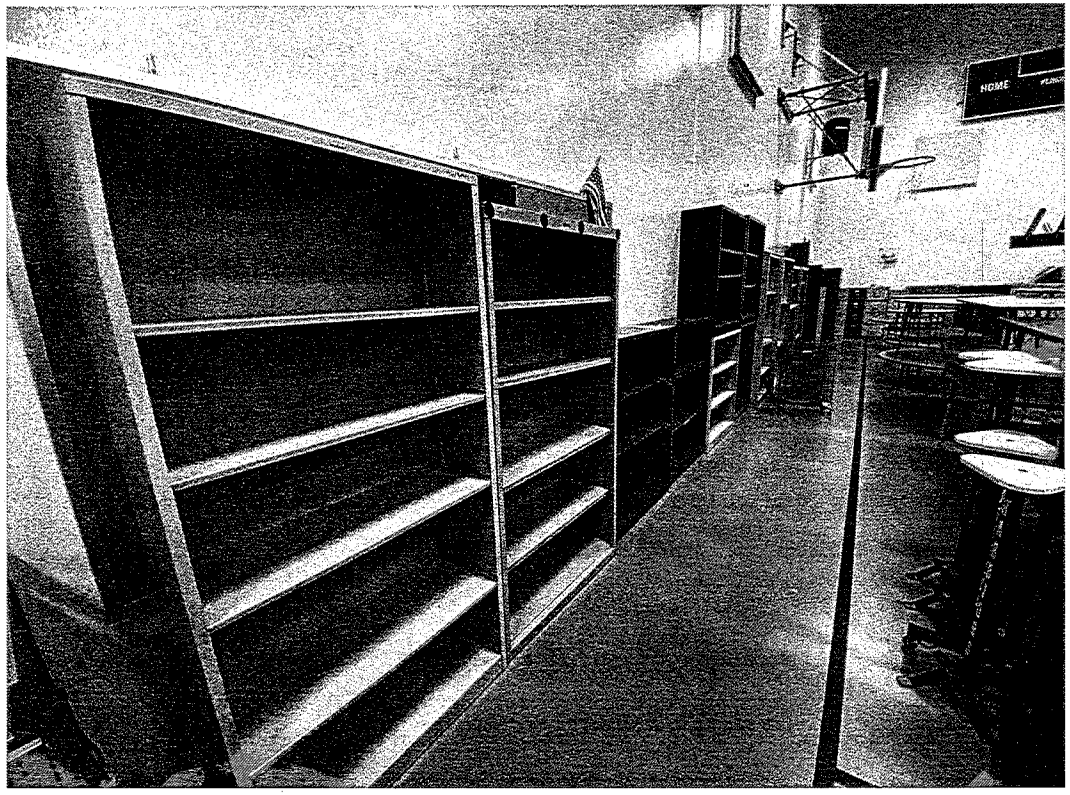


17 - Classroom Desks Without Tops & Parts

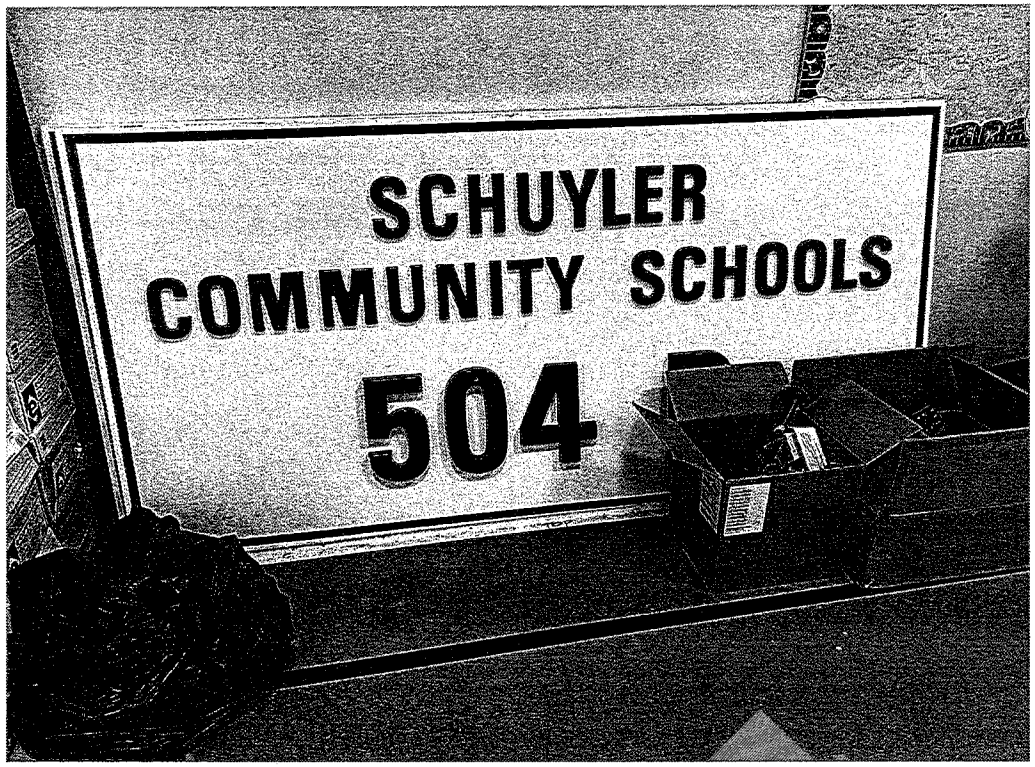
7 - Print Pictures and Frames



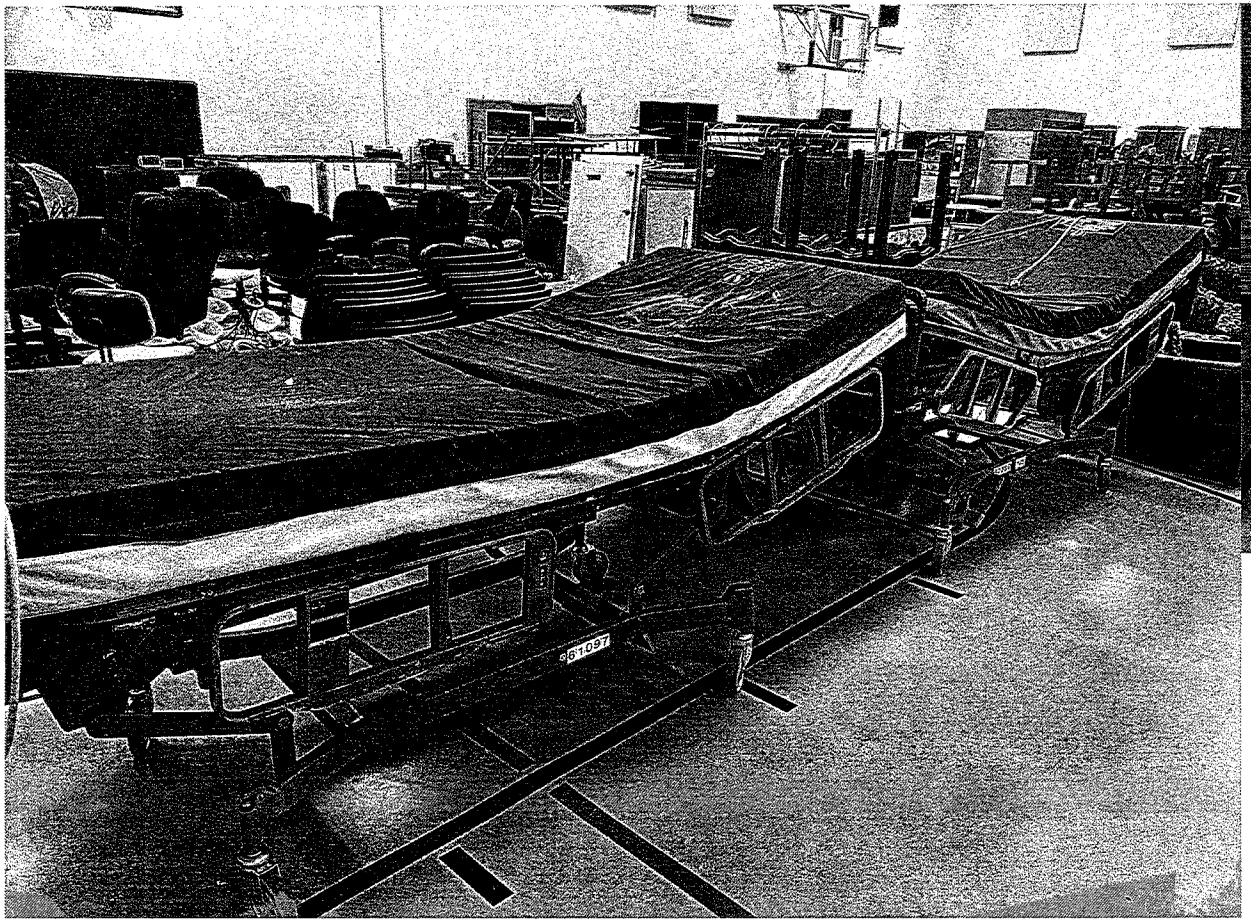
18 - Metal & Wood Bookshelves /48 File Cabients

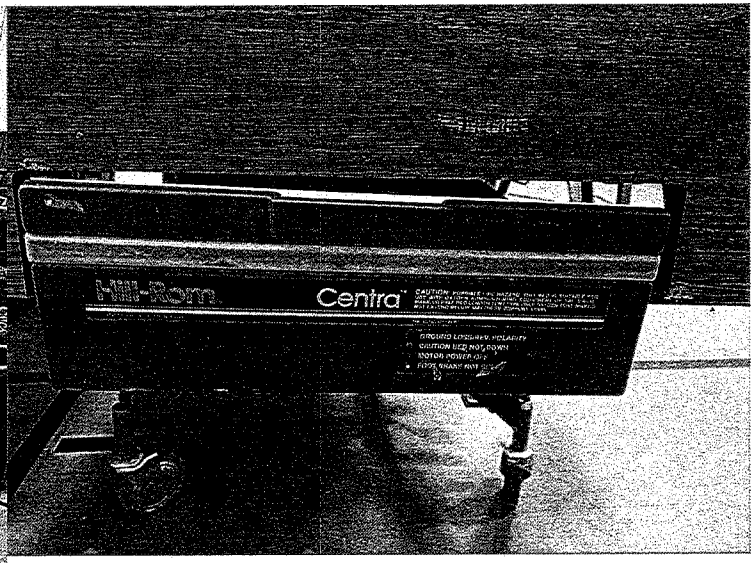


Schuyler Sign



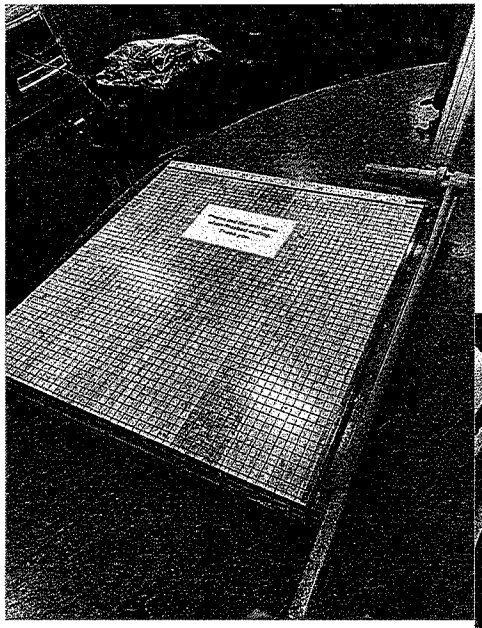
2 - Hospital Beds

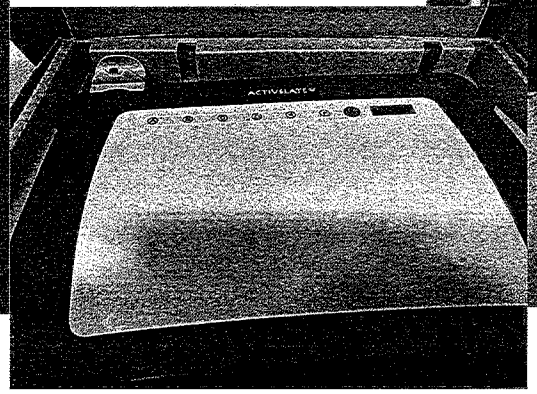


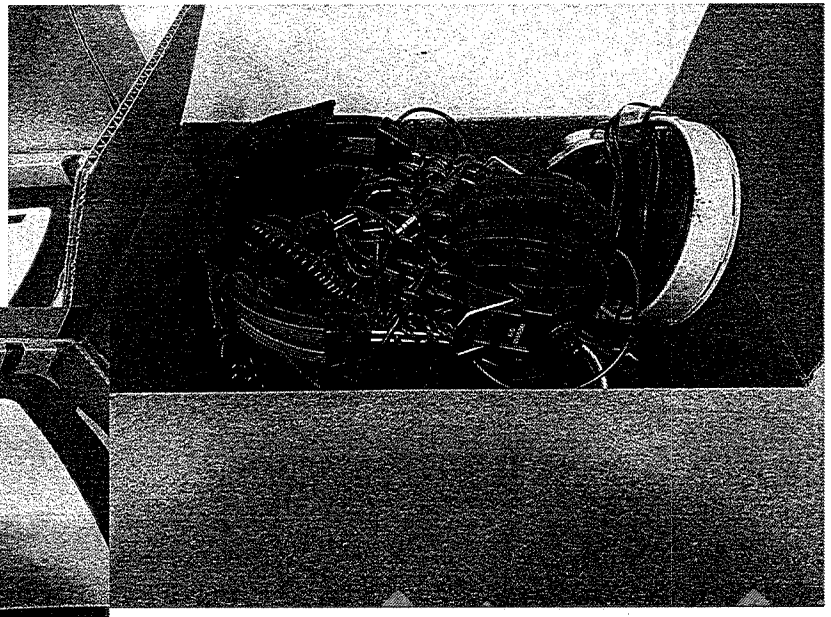


TV / Stereo Cabinet

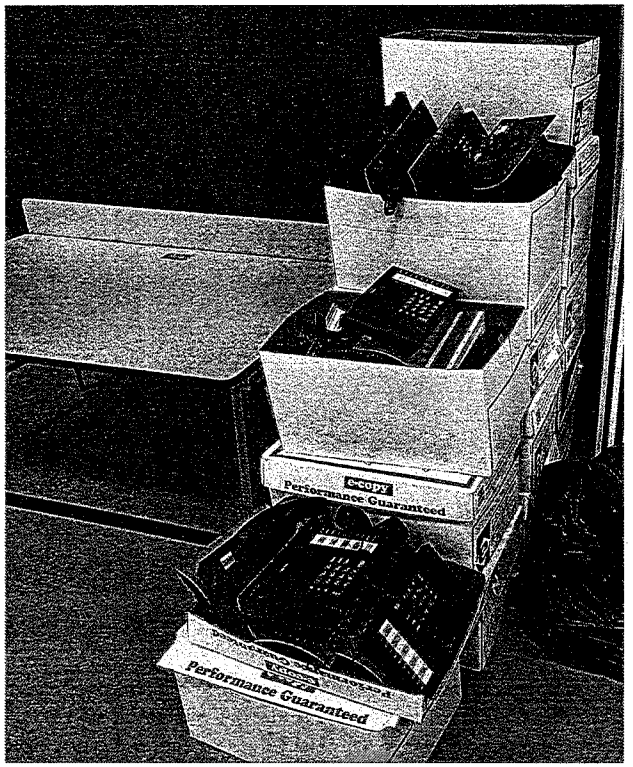
1 - Large Paper Cutter / Digital Tablets / Box of Headphones

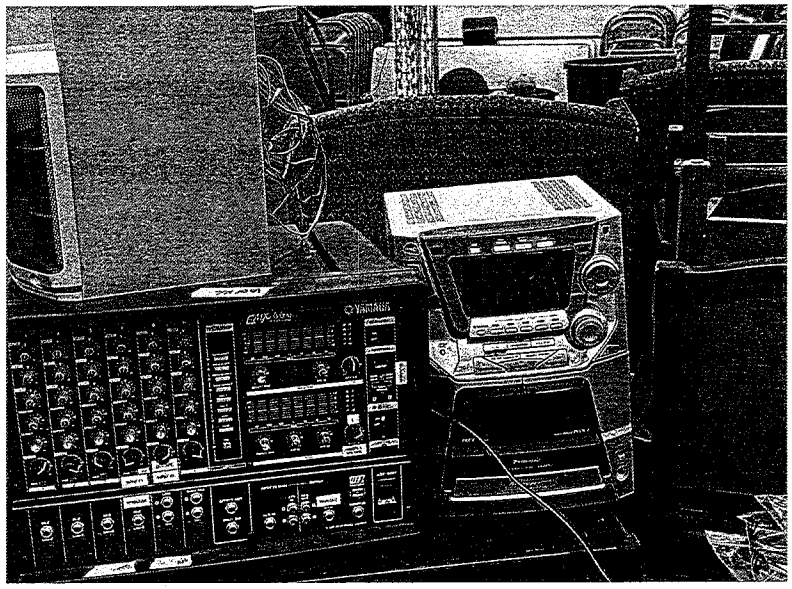




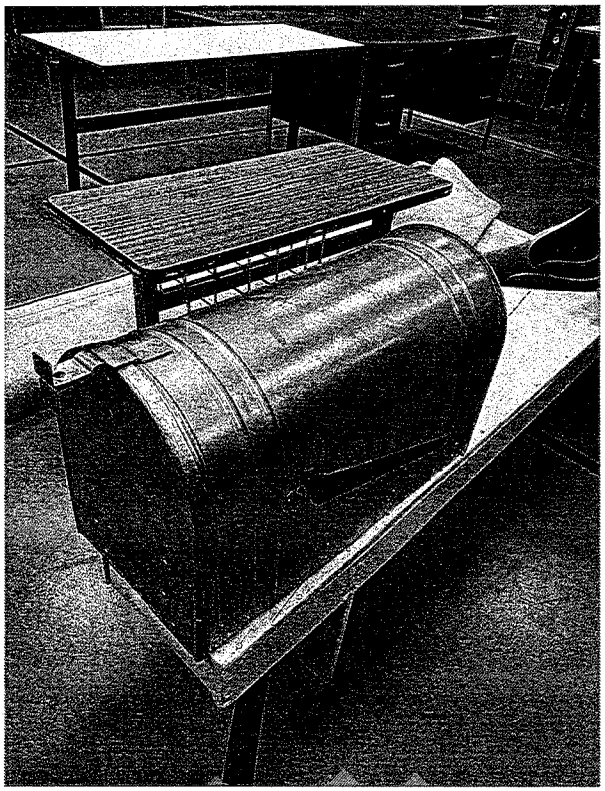


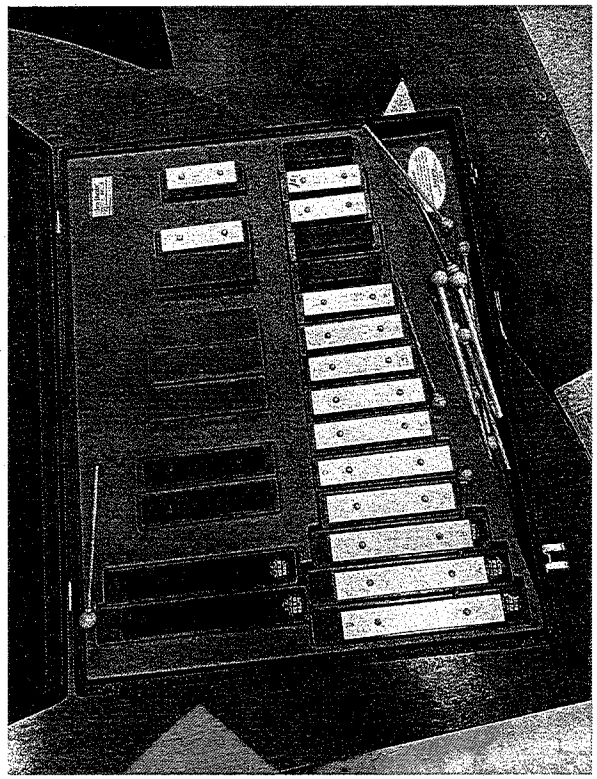
10 - Boxes of Toshiba Office Phones



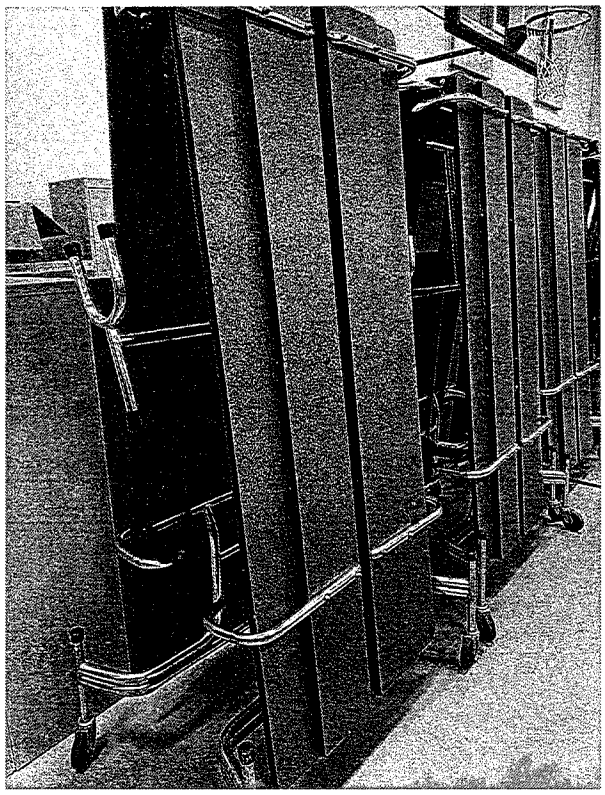


Large U.S. Mailbox / Xylophone



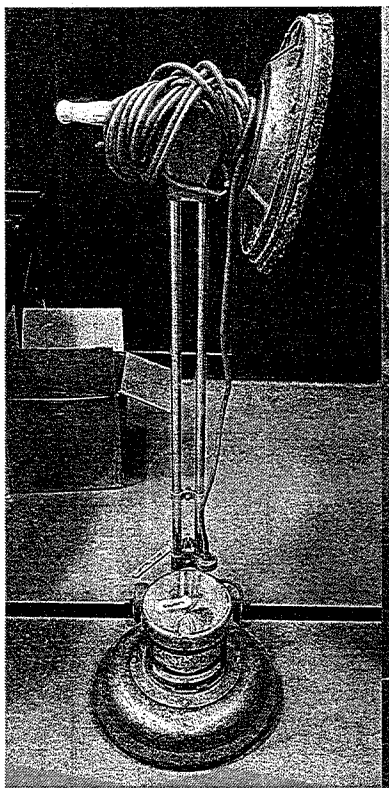


3 - Folding Cafeteria Tables

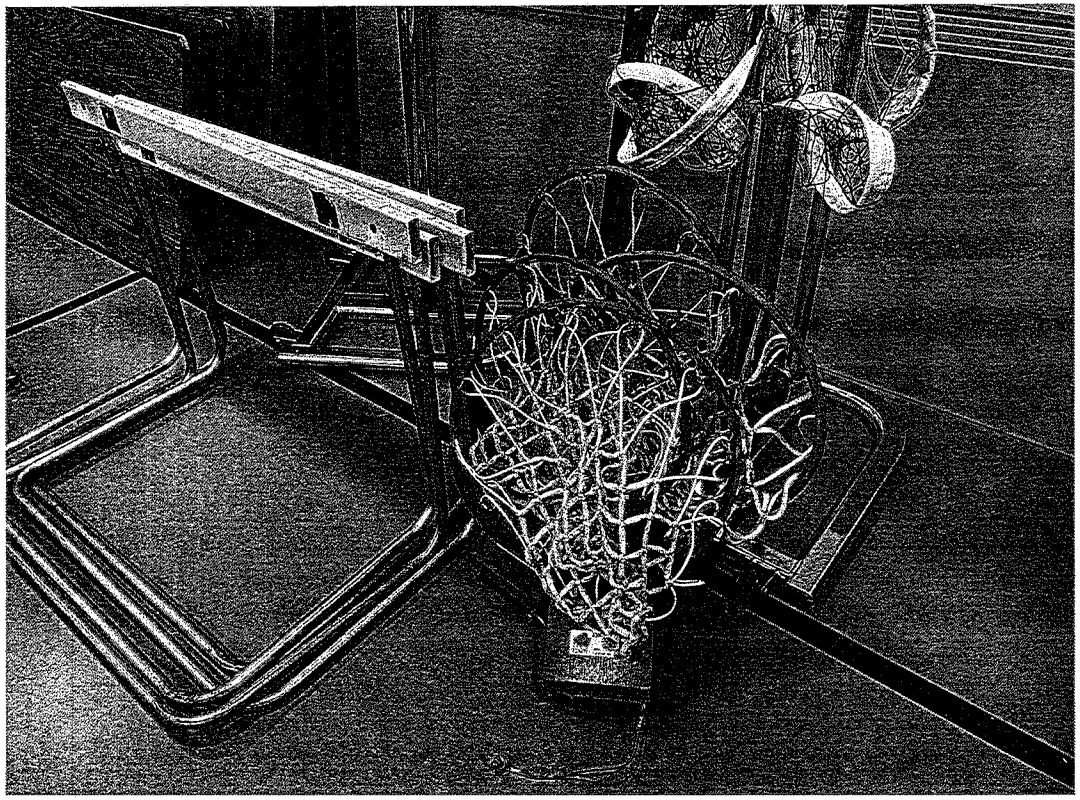


5 - Room Dividers

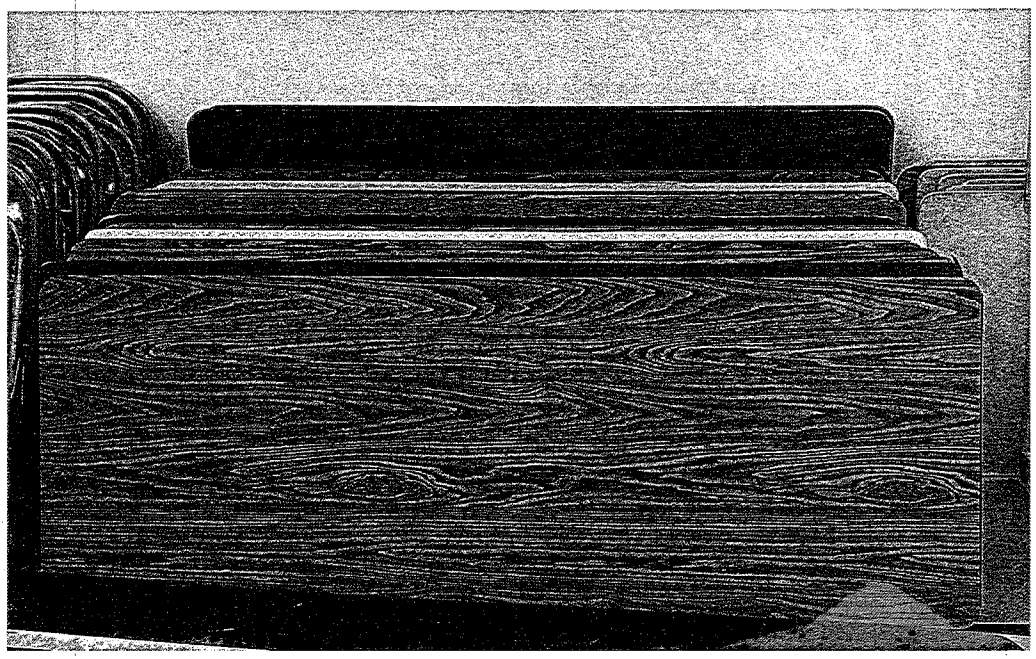
Floor Scrubber & Bunn Coffee Maker



3 - Track Hurdle & 3 - Basketball Hoops

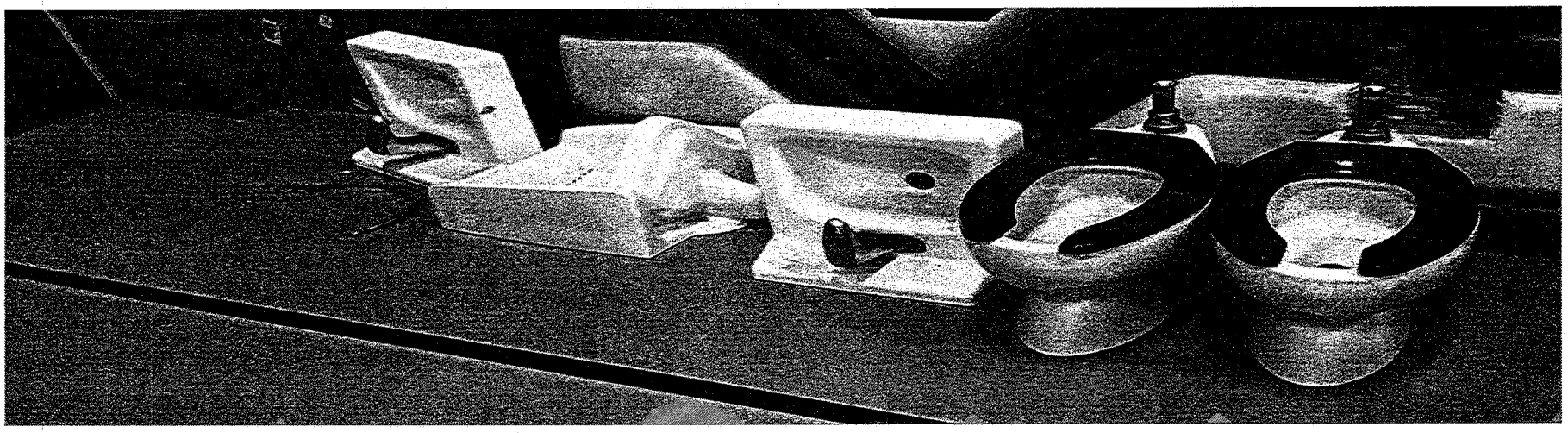


32 - Folding Tables

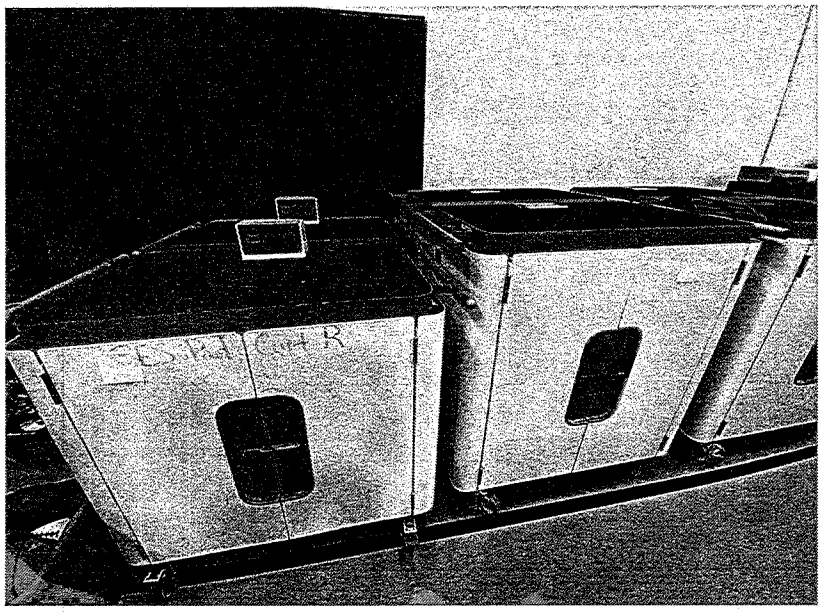


4 - Van Rear Seats

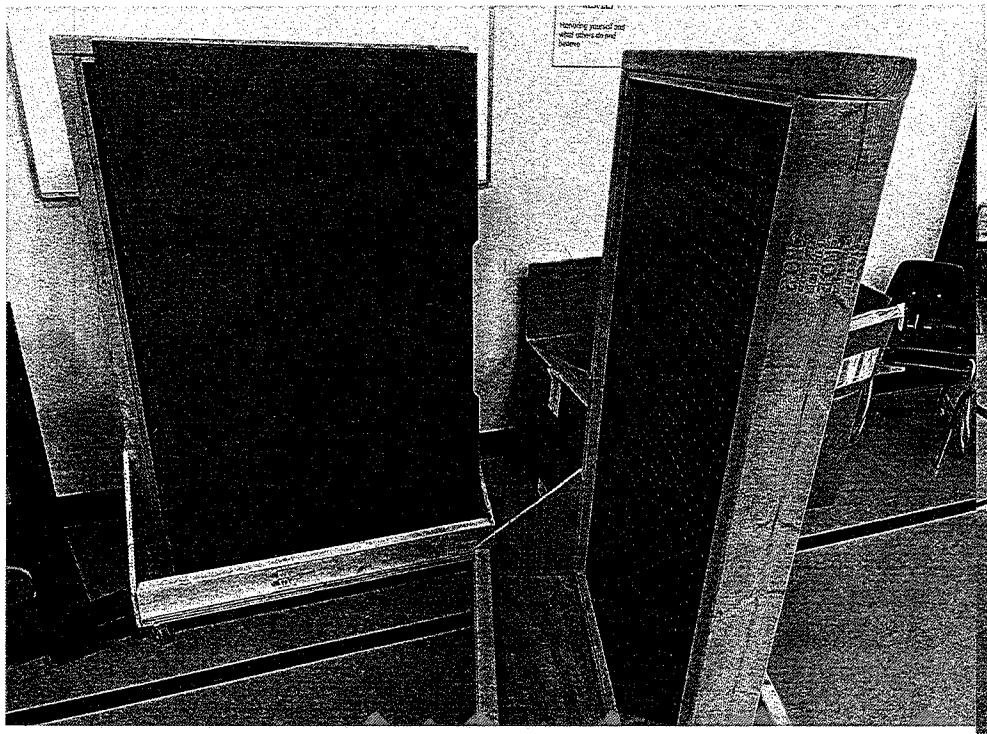
Porcelain Sinks / Urinal / Toilets



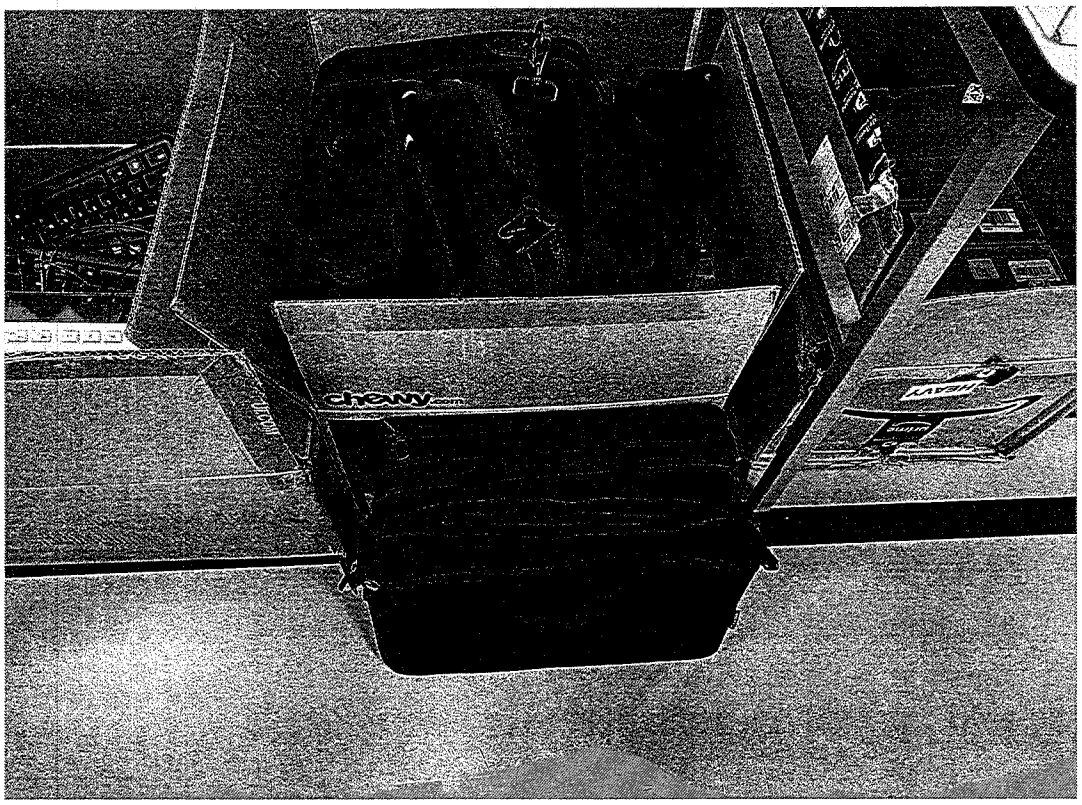
6 - 30 Slot iPad Chargers



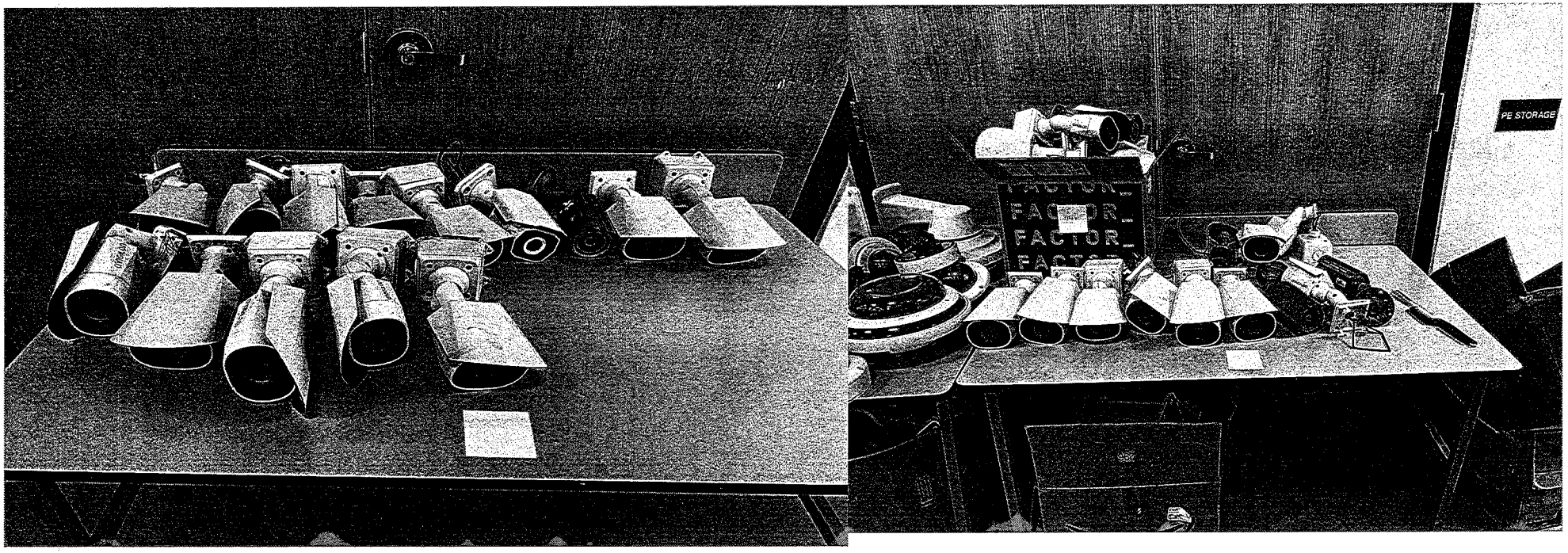
2 - STEM Project Boards



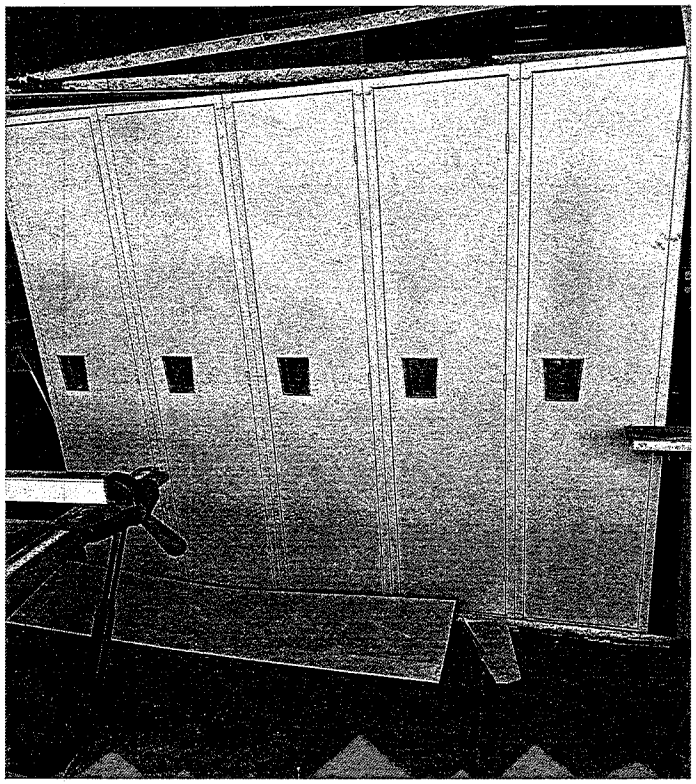
Laptop Computer Travel Cases

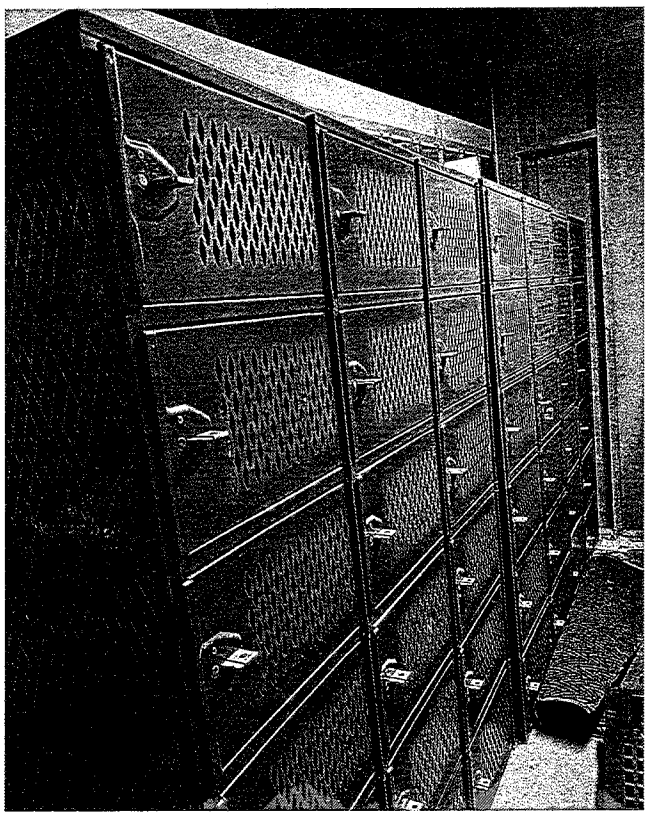


Avigilon Static Video Cameras & Parts

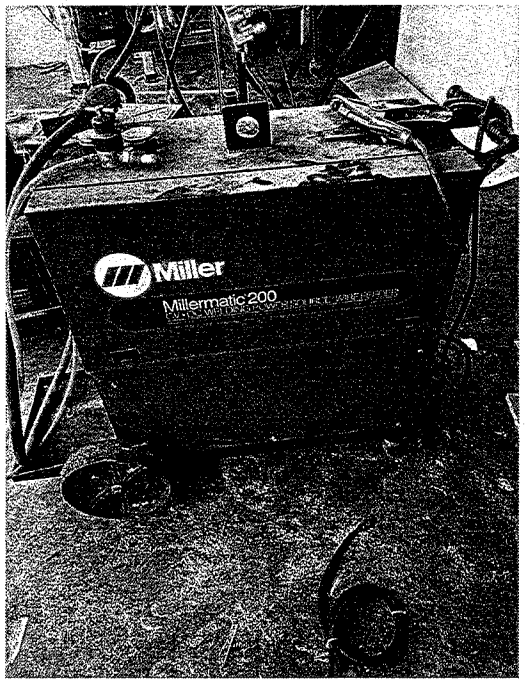


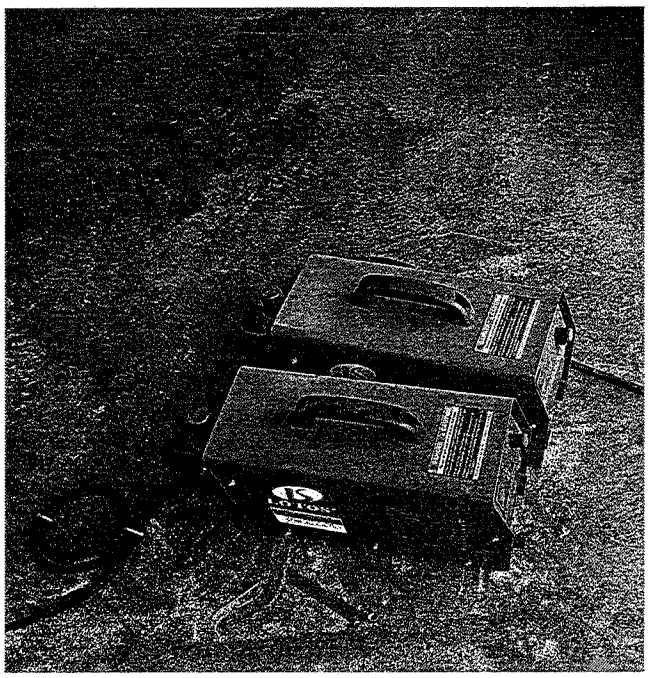
Lockers



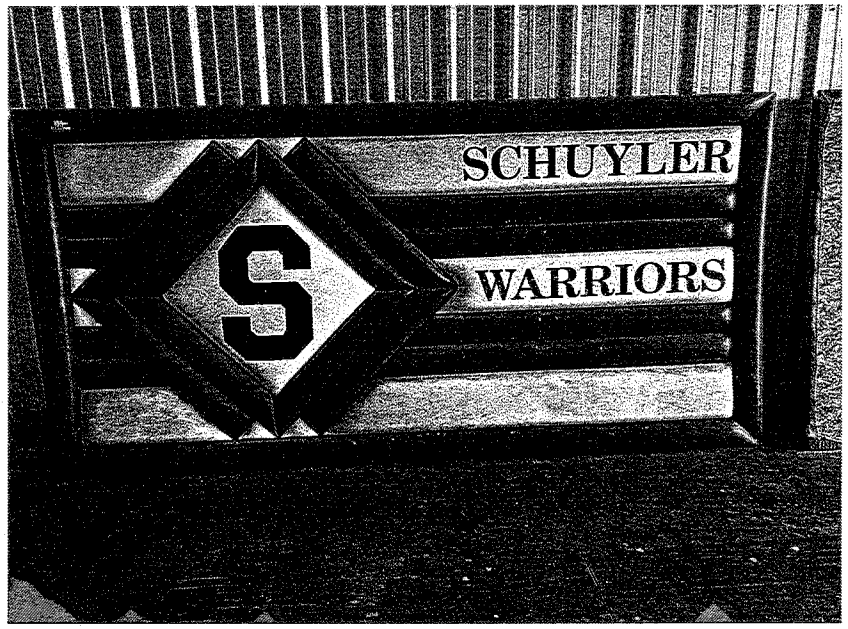


5 - Welding Machines

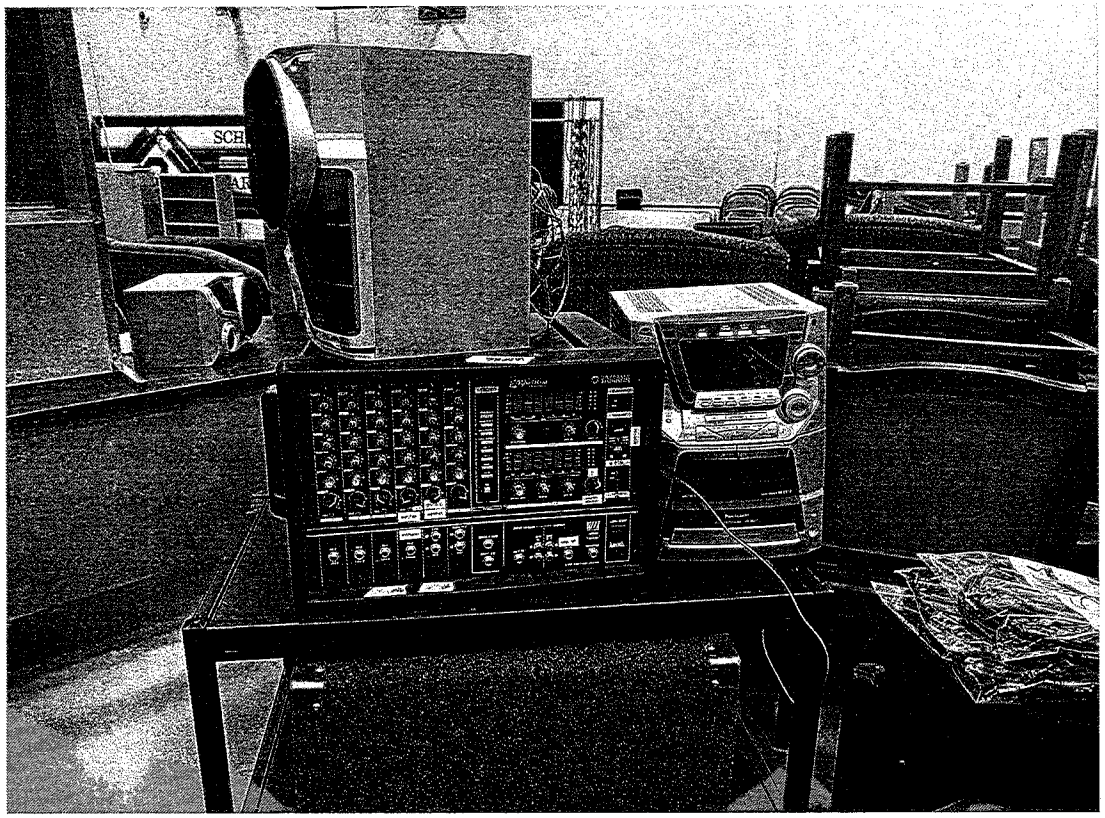




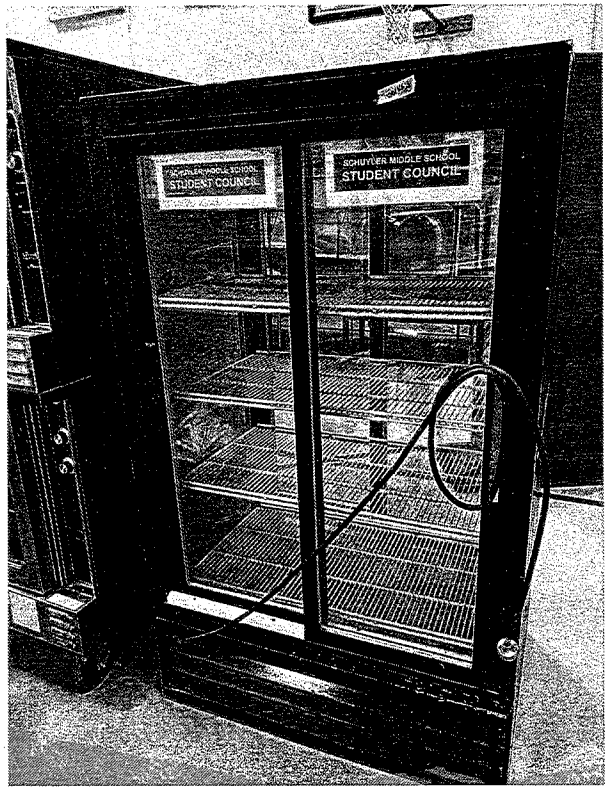
Basketball Wall Cushion x 2

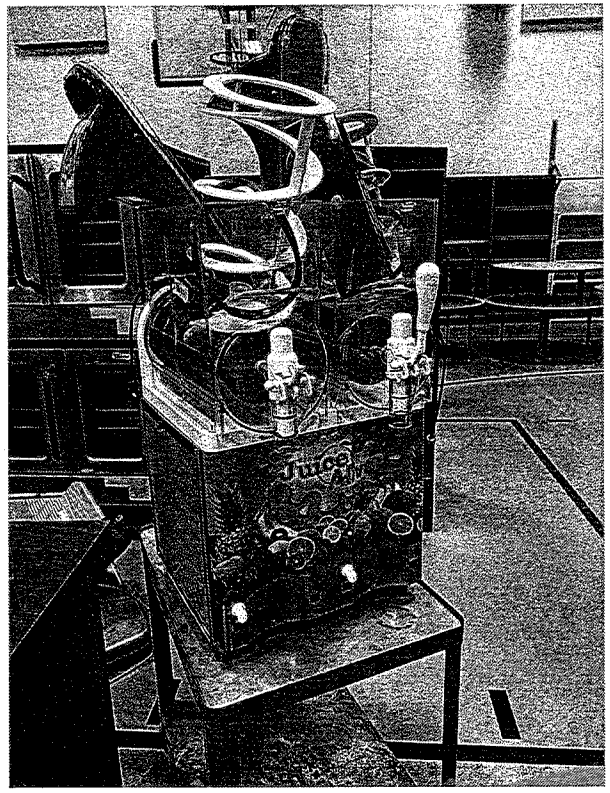


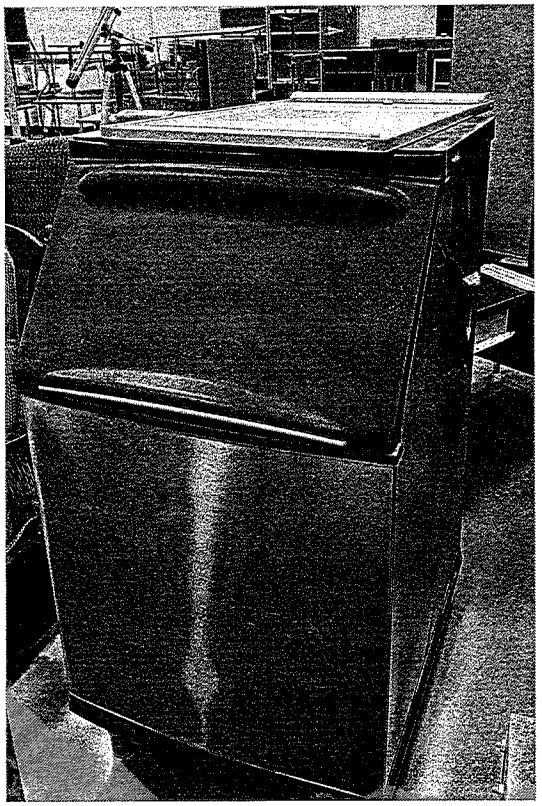
Radio/DVD Player / Mixer / 2-Speakers



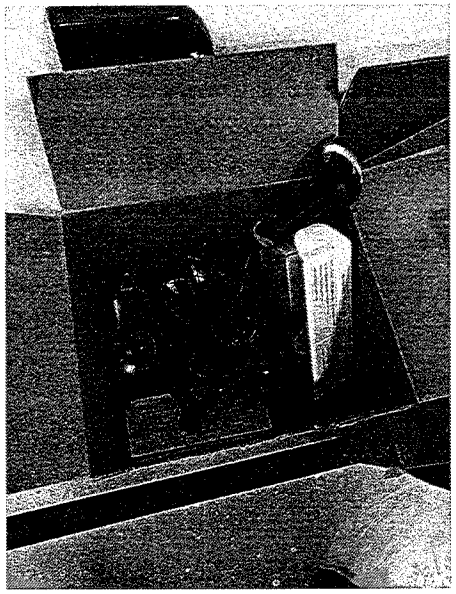
Drink Cooler / Slushee Machine / Milk Cooler

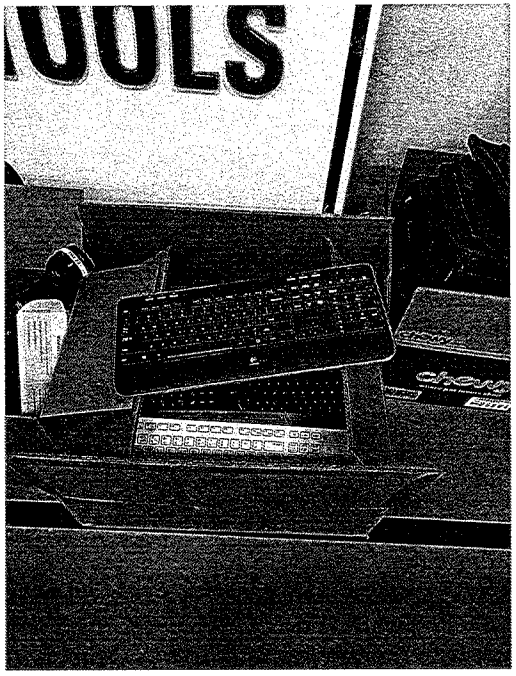


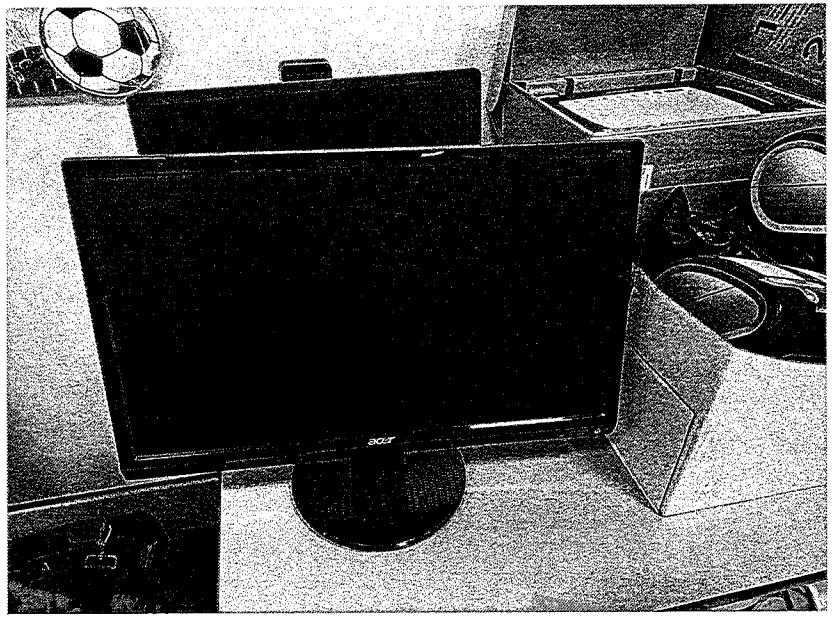




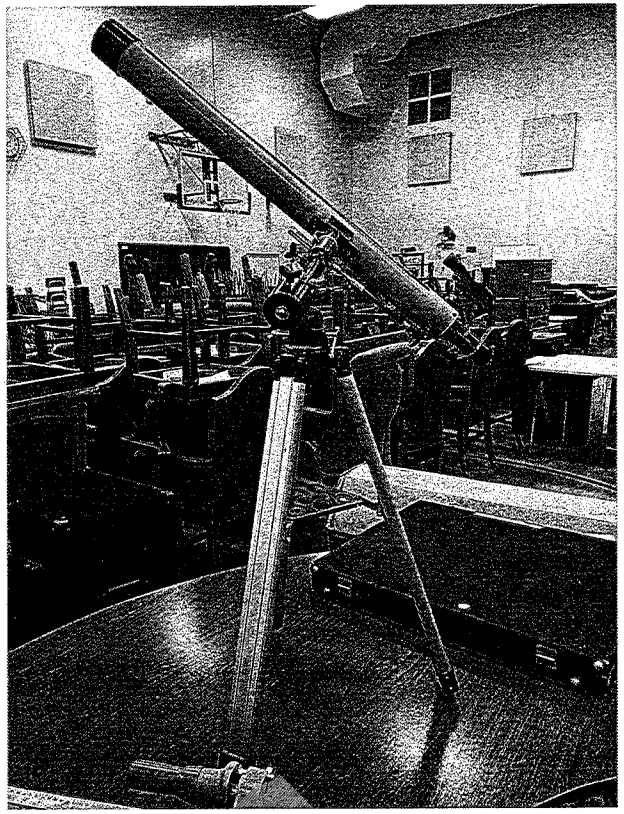
Handheld Scanners / Microsoft Keyboards / 2- Screens





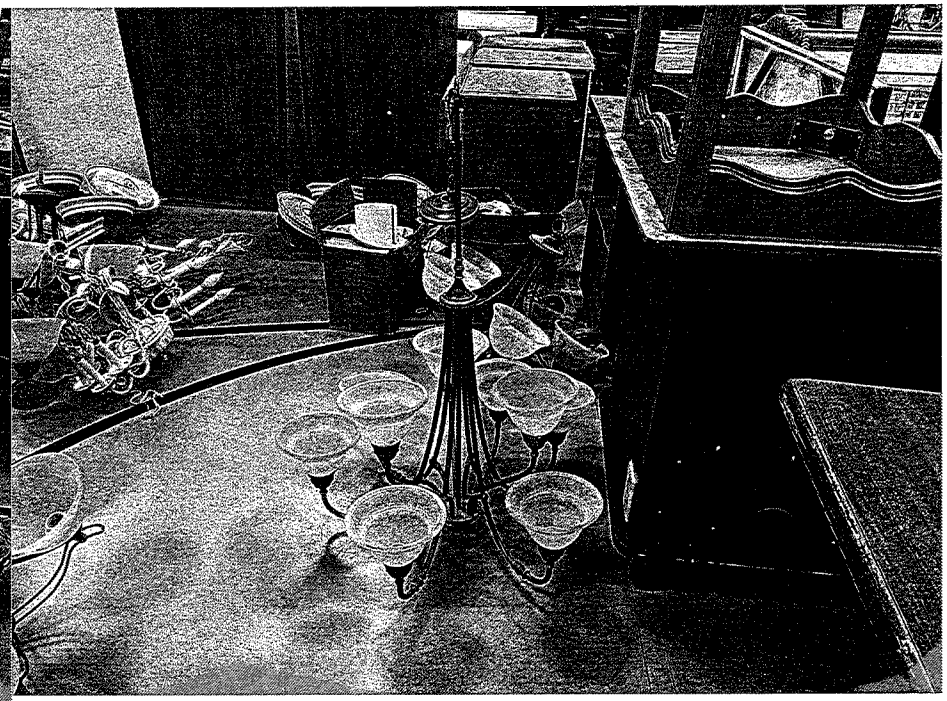


Telescope



Cherry Wood File Cabinet & Desk

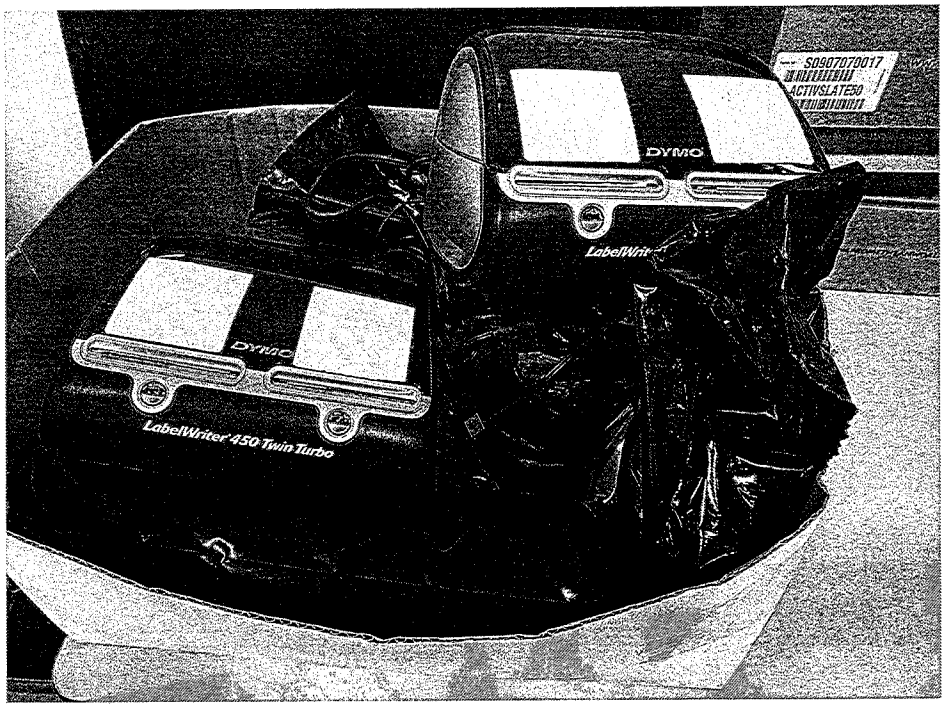
Ceiling Lamps



KORG Electric Piano

3- iPad chargers

2 - Label Maker w/ supplies



SCHOOL RESOURCE OFFICER
INTERLOCAL COOPERATION AGREEMENT

THIS SCHOOL RESOURCE OFFICER INTERLOCAL COOPERATION AGREEMENT ("Agreement") is made and entered into, by and between City of Schuyler ("City") and the Colfax County School District 10-0123 ("School District") (singly "Party," or collectively "Parties"), located in Colfax County, Nebraska. This Agreement shall become effective ("Effective Date") upon the date this Agreement is signed by both Parties.

RECITALS:

WHEREAS, the Parties are public agencies, duly created and validly existing under the laws of the State of Nebraska; and

WHEREAS, the Interlocal Cooperation Act, Neb. Rev. Stat. §13-801, et seq. (Reissue 2007) (the "Act"), authorizes public agencies to cooperate on the basis of mutual advantage to thereby provide for services and facilities, in a manner and pursuant to forms of governmental organization that will accord with the geographic, economic, population and other factors influencing the needs and development of the local communities; and

WHEREAS, the Parties hereto are desirous of entering into an agreement which encourages and promotes school safety and positive police-community relations through the inclusion of a School Resource Officer ("SRO") from City's Police Department ("Department") into School District's schools located within City's corporate boundaries or extra-territorial jurisdiction ("School").

For, and in, consideration of the mutual promises, terms, covenants, and conditions set forth herein, the Parties agree as follows:

1. PURPOSE AND EFFECT OF AGREEMENT.

1.1. Purpose. The purpose of this Agreement is to provide for the assignment of a full-time, uniformed SRO for School District's SRO Program, as defined herein, from City's Department. Specifically, one (1) SRO will be assigned to School for the duration of this SRO Agreement. The assigned SRO will work with the respective school principals to provide alcohol and drug education, maintain peaceful campus environment, and take appropriate action regarding on-campus or school-related illegal activity (the "SRO Program").

1.2. Effect. This Agreement shall supplement and not replace or modify the terms of any inter-local cooperation agreements among the Parties in effect upon the date of this Agreement.

2. **TERM.** This Agreement shall commence on the Effective Date, and shall terminate on July 31, 2026. The Agreement shall automatically extend under the terms and conditions in effect for successive one (1) year periods from the initial period unless otherwise terminated prior to such date by either City or School District for any reason with ninety (90) days written notice to the other Party ("Termination Date").

3. **SRO OPERATIONS.**

3.1. SRO Program Effective Date: The City will assign a police officer to the SRO Program. SRO Program operations shall begin on August 1, 2025. The police officer assigned to the SRO Program will commence duties on that date, under the terms of this Agreement.

3.2. SRO Service Days. With the exception of unforeseen absences for injury/illness or mandatory in-service Department training for any assigned SRO, City shall provide assigned SRO based upon 170 days within the regular school year calendar, which may include school staff in-service days. For planning purposes, School District shall provide City with a school calendar on or before June 1st of each new school year, or as soon as thereafter possible.

3.3. Modification. A joint review of this Agreement and the SRO Program may occur at any time upon request by City or School District. If such a review is requested, a representative selected by City will meet with a representative selected by School District. The terms of this Agreement may be modified upon written agreement of City and School District, as provided herein.

4. **RELATIONSHIP OF PARTIES.**

4.1. Employment Status. The SRO shall be an employee of City and shall not be considered an employee of School District, and shall be subject to Department control, supervision, policies, procedures, and Standard Operating Procedures of the Department. At all times, the SRO shall be considered law enforcement personnel, especially in those instances in which Nebraska law requires school districts to make referrals to law enforcement.

It is agreed that nothing contained herein is intended or should be construed in any manner as creating or establishing a partnership or joint venture between the Parties. Any and all acts that either Party or their personnel, employees, agents, contractors, or servants, perform pursuant to the terms of this Agreement shall be undertaken as independent contractors and not as employees of the other. The Parties shall, except as provided herein, act in their individual capacities and not as agents,

employees, partners, joint ventures or associates of the other. An employee or agent of one shall not be deemed or construed to be the employee or agent of the other for any purpose whatsoever. None of the Parties nor its personnel, employees, agents, contractors, or servants shall be entitled to any benefits of the other. The Parties shall not provide any insurance coverage to the other or their employees including, but not limited to, workers' compensation, unemployment compensation, group insurance coverage, collective bargaining agreements or any other such similar matters. Any and all claims that may or might arise under the Workers' Compensation Act of the State of Nebraska on behalf of said personnel or other persons while so engaged, and any and all claims whatsoever on behalf of any such person or personnel arising out of employment or alleged employment, including without limitation, claims of discrimination against a Party, its officers, employees, agents, contractors or servants shall in no way be the responsibility of the other Party. Neither Party shall have any authority to bind the other, by or with any contract or agreement, nor to impose any liability upon the other. All acts and contracts of each Party shall be in its own name and not in the name of the other, unless otherwise provided herein.

4.2. Compensation and benefits. SRO compensation and benefits shall be paid by City in accordance with City policies established for its employees. City shall maintain appropriate Worker's Compensation and Unemployment Insurance coverage for SROs under this Agreement.

4.3. Training and testing. SROs will be subject to current procedures in effect for Schuyler Police Officers, including attendance at all mandated training and testing in order to maintain state peace officer certification. This training takes place throughout the year and will necessitate the absence of the SRO from the Schools from time to time. For School District's planning purposes, City shall provide School District with reasonable notice of such training and test dates.

4.4. Conflicts. If a conflict should arise in the performance of an SRO's duty, the SRO shall immediately report such conflict to his or her immediate supervisor in the Department who will attempt to resolve such conflict with School District. If such conflict cannot be resolved at that level, the Chief of Police of City and the Superintendent of School District shall attempt to resolve the conflict. In no event will School District require the SRO to perform any action or duty which would result in violation of a policy, procedure, rule or regulation of the Department, or of any other local, state, or federal law or regulation.

5. SRO SELECTION, TRANSFER AND REMOVAL.

5.1. The Department will make all SRO assignments.

5.2. If School District is dissatisfied with the performance of an assigned SRO, the School District shall contact the SRO's immediate supervisor and report all unsatisfactory performance issues.

5.3. The Department may dismiss or reassign an SRO, based on Department Guidelines and/or Standard Operating Procedures, and in compliance with the police union contract, and when, in the Schuyler Chief of Police' s sole discretion, it is determined that such dismissal or reassignment is in the best interest of City and the SRO Program.

5.4. In the event of a resignation, retirement, dismissal or reassignment of a SRO, or in that case of long-term absences by a SRO, the Department shall provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence, dismissal, resignation or reassignment. As soon as practicable, the Department shall make a permanent replacement for the SRO position shall be make in accordance with the provisions herein.

6. SRO SERVICES/RESPONSIBILITIES.

6.1. Work in concert with School principals, or other designee, and meet with such people on a weekly basis.

6.2. Provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, and violence prevention, and safety issues in the School community.

6.3. Act as a law enforcement and communication liaison between School and law enforcement agencies, and provide basic information concerning School students.

6.4. Present programs to School parents on issues related to tobacco, alcohol, and other drugs, violence prevention, and safety.

6.5. Provide informational in-service to School staff on issues related to tobacco, alcohol, and other drugs, violence prevention, and safety.

6.6. Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to School and/or School students.

6.7. Assist in maintaining order and enforcing School policies on School property. The SRO will take the appropriate law enforcement action,

consistent with a law enforcement officer's general duty. As soon as practicable, the SRO shall make the principal of School aware of such action. The SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at School and related School functions. To the extent practicable, the SRO shall advise the principal before requesting additional law enforcement assistance on campus.

6.8. Refer School students and/or their families to the appropriate agencies for assistance upon request and when need is determined in the sole discretion of the SRO.

6.9. The SRO shall not act as School disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.

6.10. The SRO can perform other duties as may be mutually agreed upon by City and School District. Provided, further, that nothing required herein is intended to or will constitute a relationship of duty for the assigned SRO or the City beyond the general duties that exist for law enforcement officers within the state.

6.11. The SRO shall be in uniform, as determined to be appropriate by the Chief of Police, including name badge at all times while serving as SRO.

7. FINANCIAL AGREEMENT.

7.1. School District shall pay forty-four percent (44%) of the total annual SRO compensation, including salary and benefits, as its respective proportionate share of the total cost of the SRO Program each regular school year under this Agreement. School District's proportionate cost share will continue for the duration of this Agreement, unless earlier terminated as set forth herein.

a. Total annual SRO compensation will be based upon the salary and benefits that will be in effect for the assigned SRO as of the beginning of each regular school year (August 1 of each year) and as will be adjusted on October 1 of each year as part of City's fiscal year budgeting process.

b. Benefits will include time-off, holidays, vacation days, or sick leave days, insurance and other plan benefits provided to City police officers in compliance with City's Personnel Manual and police union contract.

c. The following compensation and expenses shall not be included in the calculation of the total annual SRO compensation:

i. Overtime unrelated to the SROs' duties;

ii. Non-school related expenses related to or resulting from law enforcement related activities, such as criminal investigations and responses to gang fights, assaults, arson, or court appearances.

7.2. For budgeting purposes, on or about May 1 of each year, City will:

a. calculate the total annual SRO compensation, including salary and benefits, that will be in effect for the full-time SRO as of the beginning of the upcoming regular school year (August 1 of each year); and

b. provide to School District an estimate of School District's proportionate cost share of such total annual SRO compensation for the following upcoming regular school year.

7.3. On or about August 15 of each year for the duration of the Agreement, City will invoice School District for its forty-four percent (44%) proportionate cost share of the total annual SRO compensation for the current regular school year. Payment by School District shall be due within 30 days of the date of such invoice. School District's initial annual payment for its start-up forty-four percent (44%) proportionate cost share of the total annual SRO compensation for the 2025-2026 regular school year will be approximately $48,651.00.

7.4. Overtime compensation related to SROs' duties, as well as school-related expenses resulting from specific requests by school principals, may be invoiced to School District by City as such expenses occur. Payment by School District shall be due within 30 days of the date of such invoices.

8. TIMES AND PLACE OF PERFORMANCE.

8.1. The SRO will be on School campuses each day that School is in session during the regular school year one-half (½) hour prior to the start of classes until one-half (½) hour after classes are dismissed. The SRO's activities will be restricted to the assigned school campus except for:

a. Follow-up home visits when needed as a result of School-related student problems.

b. Response to off-campus, but School-related criminal activity.

c. Response to emergency law enforcement activities or court appearances.

9. **SCHOOL DISTRICT RESPONSIBILITIES.** School District will provide the SRO with access to a secure office and such equipment as is necessary at School. This equipment shall include, but not be limited to, a telephone, fax, computer printer, copier, filing space capable of being secured, and access to a computer and/or secretarial assistance. In the event of termination of this Agreement, all such equipment shall be returned to School District.

10. **RECORDS.** City will perform an annual employee performance evaluation on each assigned SRO. The SRO's supervisor will accept input from a designee of School District prior to completing the evaluation. All records, including performance evaluations, daily activity reports and any statistical report generated will be stored in a manner consistent with the policies of City.

11. **BODY-WORN CAMERAS (BWCS).** Parties agree that any use of BWCS by SRO must be subject to and in compliance with federal, state, and local laws and regulations regarding their use and operation. Department shall use its best efforts to notify School District at least two weeks before any officers assigned to the School are to begin use of BWCs, and it will provide written information and training to the building principals and superintendent of the schools in which the officers may enter. Training shall include the objectives and procedures for the use of BWCs in public and in schools. Every SRO equipped with a BWC shall be trained in the operation of the equipment prior to its use. To maximize the effectiveness of the BWC and the integrity of the video documentation, SRO shall adhere to the objectives and procedures outlined in this Agreement and Department's general operations orders or similar policies or procedures when they utilize BWCs. Department may, if not otherwise prohibited by law, provide to School District copies of any such filming of students, parents, employees, or others upon school property, upon request for such copies by School District, as a law enforcement record. In the event that Department receives advice that providing a copy of such video is prohibited, Department agrees to utilize its best efforts to facilitate the availability of its officer(s) that made the video to testify, upon request by School District, in any school disciplinary hearing concerning knowledge of the facts and circumstances of the videoed incident. Any such film or video taken by, and kept in the possession of City may be considered law enforcement records under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. sec. 1232g and 34 C.F.R. Sec. 99.8. Any copy of such film or video, if permitted by law to be provided to School District, may become an educational record of School District. Department's officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of School District policy and state and federal law

12. **TERMINATION.** Either Party may terminate this Agreement for any or no reason and at any time by giving the other Party at least one-hundred eighty (180) days prior written notice of the same. Any joint funds or property in possession of the Parties as a result of this Agreement shall be divided and distributed to the Party that contributed it or funded its purchases.

13. **LEGAL CONTINGENCIES.**

13.1. Nondiscrimination. Both Parties agree that in accordance with the Nebraska Fair Employment Practice Act, Neb. Rev. Stat. § 48-1122, they will not discriminate against any employee or applicant for employment, to be employed in the performance of this Agreement, with respect to hire, tenure, terms, conditions, or privileges of employment because of the race, color, religion, sex, disability, or national origin or similarly protected status of the employee or applicant. None of the Parties shall, in the performance of this Agreement, discriminate or pe1mit discrimination in violation of federal or state laws or local ordinances.

13.2. Captions. Captions used in this Agreement are for convenience and are not uses in the construction of this Agreement.

13.3. Applicable Law and Venue. Parties to this Agreement shall comply with all existing and applicable city ordinances, resolutions, state and local laws, federal laws, and all existing applicable rules and regulations. Nebraska law will govern the terms and the performance under this Agreement. Venue for any non-federal legal proceeding under this Agreement shall be in the State of Nebraska, District Court of Colfax County and for any federal legal proceedings in the United States District Court for the State of Nebraska located in Omaha, Nebraska.

13.4. Entire Agreement. This Agreement contains the entire agreement of the Parties. No representations were made or relied upon by either Party other than those that are expressly set forth herein. No agent, employee or other representative of either Party is empowered to alter any of the terms hereof except as provided herein.

13.5. Amendments. This Agreement may be modified only by written amendment, duly executed by authorized officials of the Parties. No alteration or variation of the terms and conditions of this Agreement shall be valid unless made in writing and signed by the Parties hereto. Every amendment shall specify the date on which its provisions shall be effective.

13.6. Assignment. None of the Parties may assign its rights under this Agreement without the express prior written consent of the other Party.

13.7. Successors and Assigns Bound by Covenants. All covenants, stipulations and agreements in this Agreement shall inure to the benefit of the Patties hereto and extend to and bind the legal representatives, successors, and assigns of the respective Parties hereto.

13.8. Waiver. Failure or delay by any Party to exercise any right of power under this Agreement will not operate as a waiver of such right or power. For a waiver of a right or power to be effective, it must be in writing signed by the waiving Party. An effective waiver of a right or power shall not be construed as a future or continuing waiver of that same right or power, or the waiver of any other right or power. In addition, any act by either Party which it is not obligated to do hereunder shall not be deemed to impose any obligation upon that Party to do any similar act in the future or in any way change or alter any of the provisions of this Agreement.

13.9. Severability. If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or otherwise unenforceable, that provision will be severed and the remainder of this Agreement will remain in full force and effect.

13.10. Dispute Resolution. Any dispute which, in the judgement of a Party of this Agreement, may affect the performance of such Party shall be reduced to writing and delivered to the other Party. As soon as possible thereafter, the Parties ' authorized representatives shall schedule a face-to-face meeting to resolve the dispute in a mutually satisfactory manner. Prior to the institution of any formal legal proceeding, the Parties must meet in this manner to resolve the dispute. This meeting must take place within ten (10) business days after service of the written statement of dispute. During the pendency of negotiations, the Parties shall act in good faith to perform their respective duties described herein. The Parties may agree to submit any dispute to nonbinding mediation with a mutually acceptable mediator prior to commencement of a legal action by any Party.

13.11. Indemnification. Each Party will indemnify, defend and hold harmless the other Party from any and all liability, expense, cost, attorney's fees, claim, judgment, suit and/or cause of action (whether or not meritorious), settlement, or demand for personal injury, death or damage to tangible property which may accrue against the other Party to the extent it is caused by the negligent acts or omissions of the Indemnifying Party, its officers, employees, agents or subcontractors while performing their duties under this Agreement, provided that the other Party gives the Indemnifying Party prompt, written notice of any such claim, suit, demand or cause of action. The other Party shall cooperate in the defense or settlement negotiation of cause of action. The other Party shall cooperate in the defense or settlement negotiation of such claim, suit, demand or cause of action. The provisions of this section shall survive expiration or termination

of this Agreement.

13.12. No Third-Party Rights. The Agreement is not intended to, nor shall it provide third parties, excluding any assignment as provided herein, with any remedy, claim, liability, reimbursement, cause of action or other right or privilege; except that this Agreement's indemnification provision shall also insure to the benefit of a Party' s employees, officers, and agents.

13.13. New Employee Work Eligibility Status. Each Party is required and hereby agrees to use a federal immigration verification system to determine work eligibility status of new employees physically performing services within the State of Nebraska. A federal immigration verification system means the electronic verification of the work authorization program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 98 U.S.C. §1324(a), known as the E-Verify Program or an equivalent federal program designated by the United States Depai1ment of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee.

13.14. Authorized Representative and Notice. In further consideration of the mutual covenants herein contained, the Parties expressly agree that for the purposes of notice, during the term of this Agreement and for the period of any applicable statute of limitation thereafter, the following named individuals shall be the authorized representative of the Parties:

For CITY

City of Schuyler
c/o Schuyler Police Department
ATTN: Chief of Police
1020 A Street
Schuyler, NE 68661
(402) 352-2415

For SCHOOL DISTRICT

Colfax County School District 10-0123
c/o Schuyler Community Schools
ATTN: Superintendent
120 W 20th Street
Schuyler, NE 68661
(402) 352-3527

Notice shall be in writing and shall be effective upon receipt. Delivery may be by hand, in which case signed receipt shall be obtained, or by United States mail, registered or certified, return receipt requested or by facsimile

with a signed return facsimile acknowledging receipt.

13.15. Confidential Information and FERPA. Student "educational records" maintained by the School District are confidential information, governed and protected by the federal law known as the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232(g)), as amended, and its related regulations promulgated by the Department of Education, found at 34 CFR Part 99. This Agreement shall refer to the Act and the regulations collectively as "FERPA." The Parties agree to comply with all applicable provisions of FERPA. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose, or share student record information in a manner not permitted by FERPA. The Parties further acknowledge that School District has implemented policies and guidelines which describe when and how protected student information may be obtained, shared, or otherwise disseminated and that City and its agents are subject to such policies and guidelines and will comply with same. School District shall provide a copy of these policies and guidelines to the assigned SROs and the Department.

13.16. Drug Free Policy. Both Parties maintain that each has established and maintains a drug free workplace policy.

13.17. Insurance. Both Parties agree to maintain during the term of this Agreement, each at its own expense, comprehensive insurance in the minimum amount of $1,000,000.00 per occurrence and $5,000,000.00 in the aggregate protecting them against claims for damages resulting from (1) bodily injury, including wrongful death, (2) personal injury, and (3) property damage, which may arise from acts under this Agreement. Copies of the certificate of insurance shall be provided to the other Party upon request.

Each Party shall maintain during the term of this Agreement the applicable Nebraska statutory Workers' Compensation coverage for its own employees.

Each Party is solely responsible to determine its need for and to procure additional coverage which may be needed in connection with this Agreement. The procuring of insurance as required by this Agreement shall not be construed to limit a Party's liability hereunder or to fulfill the indemnification provisions of this Agreement.

13.18. No separate legal entity. This Agreement does not establish a separate legal entity to conduct the SRO Program.

13.19. Legal obligations. This Agreement will not relieve either Party of any obligation or responsibility imposed upon it by law.

(signatures on following pages)

IN WITNESS THEREOF, the Parties have executed this Agreement on the dates evidenced below.

Dated this 1st day of July, 2025.

CITY OF SCHUYLER:

Art Lindberg

Art Lindberg, Mayor

Robert Farber

Robert Farber, Chief of Police

ATTEST:

Joan Mejstrik

Joan Mejstrik, City Clerk

(remainder of page intentionally left blank)

(remaining signature on following page)

Dated this ____ day of _____, 2025.

COLFAX COUNTY SCHOOL DISTRICT 10-0123:

_____

Dr. Bret Schroder, Superintendent

_____

Richard Brabec, Board of Education President

[remainder of page intentionally left blank]

SCHUYLER COMMUNITY SCHOOLS
SUPPORT STAFF HANDBOOK
2025-2026

STRIVE • COMMIT • SUCCEED

Schuyler Community Schools Mission Statement

Schuyler Community Schools, in partnership with parents, students, and the community, is committed to educating students to become skilled, knowledgeable, and responsible citizens in a global society.

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Chain of Command:

Channels of communication and authority have been established to assist the school system **–Board Policy 301.04**

CLASSIFIED/SUPPORT STAFF EMPLOYMENT INFORMATION

The following information is provided for Schuyler Community Schools, District 19-0123 classified/support staff personnel.

SCHOOL YEAR

The school year begins September 1st and continues through August 31. The benefit year begins September 1st and continues through August 31st.

ELIGIBILITY FOR BENEFITS/RETIREMENT

An employee who works a minimum of 20 hours per week will be enrolled in the NPERS State Retirement Plan. This is not optional and is required by state statute. Employees who work 30 or more hours per week are eligible for District benefits.

COMPENSATION

The pay rate will be established by the Board of Education. Monthly payments are made on or before the 20th of each month. New pay rates begin with the first payment following the start of the fiscal year (September). Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. **The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.** For non-twelve month employees, check with the business manager for the twelve month payment option.

OVERTIME PAY

Overtime pay must be approved by your immediate supervisor (food service by the head of food service; custodian by building principals; para educators by building principals; administrative assistants by building principals). Before working the overtime hours the immediate supervisor must get approval from the Superintendent or his/her designee. All hours over 40 hours/week are considered overtime, and will be paid at a rate of 1.5 of the hourly rate.

TIME CLOCK/TIME RESET

All hourly employees must login into TMS to record their starting and ending times. Each support staff member will clock out for lunch break and back in after lunch break. **All leave and changes must be entered in the TMS Software so it can be approved by your supervisor.**

PERSONAL TIME OFF (PTO)

Each classified staff member shall receive 1 PTO day for every month worked. PTO days include personal illness, immediate family illness, bereavement and personal leave. The immediate family is defined as a wife or husband, (step) son or (step) daughter, father or mother of the wife and husband, sister or brother, grandchild, grandmother or grandfather. Personal leave is defined as taking a day(s) off work to be used at the discretion of the individual employee.

When requesting PTO days, except for illness and emergencies, give your immediate supervisor 3 days of lead-time.

Unused PTO shall accumulate up to 50 days of sick or bereavement leave. The administration reserves the right to require a certificate from a medical doctor when a person is using accumulated sick days. An employee is not permitted to go into a negative balance on PTO. Once a zero PTO balance results and the support staff member is not using accumulated sick/bereavement leave or the Emergency Medical Leave Bank, a support staff member will not be paid by the District. Workers Comprehensive Insurance would not be affected, however.

Unearned PTO days will be granted up to the maximum number of days an employee would have earned (12 month employees – 12 days; 11 month – 11 days; 10 month – 10 days; 9 month employees – 9 days). If an employee does not work the number of months contracted, unearned PTO days that have been used will be deducted from their final paycheck. Unused earned PTO will be paid out upon termination or retirement.

PTO is paid at an individual employee's current rate of pay. PTO does not include overtime pay. PTO has no effect on Holiday, Vacation, or Weather Related leave.

PTO days will be reduced in one hour increments.

Jury Duty: Staff members will be paid in full for time spent on jury duty. Jury duty does not count against PTO days. Money received for expenses (driving, meals, lodging, etc.) should be kept by the juror. We do ask that pay received for performing this duty be given to the District to off-set some of the cost incurred by the District.

EMERGENCY MEDICAL LEAVE BANK

Classified/support staff may participate in an emergency medical leave bank. The EMLB (Emergency Medical Leave Bank) has been established to protect staff participants from financial loss due to extended absence from contracted duties. This plan is patterned after the certificated staff's plan with certain modifications (see EMERGENCY MEDICAL LEAVE BANK guidelines and forms on the SCS web page under Staff).

Accidental injury and worker's compensation:
A school time insurance program including an accidental injury policy is available. All staff are covered by worker's compensation insurance. Report any school-connected injury to the building nurse or immediate supervisor. Ask the central office business manager for additional information. When returning from a medical leave of absence resulting from an accident or long-term illness, a release to return to work note from the doctor is required.

VACATION LEAVE (12-MONTH EMPLOYEES)
Each employee shall receive 12 days of paid vacation per contract year, earned at a rate of one day per month. Any variance to this must receive approval by the Superintendent. The calculation period for first year employees shall begin on their first day of employment and run until July 31st. The calculation period for continuous employees shall be the benefit year (August 1st-July 31st). A full-time 12-month employee who has worked for 10 years or more shall receive 18 days of paid vacation leave with a maximum of 23 days. A person who has worked at SCS for 20 years or more shall accumulate vacation leave at a rate of 23 days per year with a maximum of 28 days. Employees may roll over up to 5 unused vacation days into the next school year. Upon termination or retirement from SCS, any unused vacation days will be prorated.

VACATION LEAVE (NON 12-MONTH EMPLOYEES)
Each employee shall receive 1 day of paid vacation for each month worked during the contract year. The calculation period for a first year employee shall begin on their first day of employment and run until the end of their scheduled contract period. The calculation period for first year employees shall begin on their first day of employment and run until August 31st. You may roll up to 5 days of vacation into the next school year. Upon termination or retirement from SCS, any unused vacation days will be prorated. First year employees may only use one day of vacation per month unless they have built up their days.

HOLIDAY LEAVE
The following are considered paid holidays for all **12 month employees**: Labor Day, Thanksgiving, Christmas, New Year's Day, Memorial Day, and Independence Day.

The following are considered paid holidays for all full time, **NON- 12-month employees**: Labor Day, Thanksgiving, Christmas, and New Year's Day. Employees working full-time through the summer will be paid for summer holidays (Memorial Day, Independence Day).

PERSONAL TIME OFF DAYS PAID BUT NOT EARNED
The District reserves the right to recoup dollars owed the District for excessive PTO days paid but not earned and any other fees/bills owed the District.

WEATHER RELATED LEAVE
All classified/support staff that work a minimum of 5 hours per day will be paid at their normal hourly rate for weather related school closings. They will be compensated for school closings that would equal 2 days of their normal workday (for example a person who works an 8 hour day would receive 16 hours of maximum compensation; a person who works 5 hours would receive 10 hours of maximum compensation). Those employees who are required to come to work on the weather day(s) will be given PTO weather days equal to the amount of hours they worked. Support staff members should only come to work on weather days if their immediate supervisor requests it and have received approval by the superintendent. Employees shall not be paid weather hours if the hours are made-up at a later date. Snow days DO NOT CARRY OVER TO NEXT SCHOOL YEAR.

HEALTH INSURANCE
Twelve (12) month contract employees, eight (8) hours custodial, school nurses shall have full family - or the EHA program best suited for the employee's family situation - health insurance provided. The superintendent's office manager, technology support assistant, principal's office administrative assistants, and thirty (30) hour per week food service personnel shall be eligible for single health insurance. The District will pay according to the salary schedule found in the handbook. Specific guidelines are available by asking the business manager.

403b option:
Staff members have the option of a payroll deduction to contribute money in a 403b account. 403b accounts are not matched by SCS.

OTHER BENEFITS
The Board of Education representing the District will pay the premium for group life insurance and income protection plans for each employee that works thirty (30) hours per week or more. The term life insurance policy will be $25,000 per staff member. Membership will have the option of paying for an additional $15,000 of extra coverage. Support staff member also receive income protection through a long-term disability (LTD) insurance policy held by the school District.

STAFF APPEARANCE CODE:

The staff is expected to dress in a way that is appropriate for a school setting when on duty. No code can be written that will address all of the styles, trends and designs in clothing, jewelry and tattoos. School administration – more specifically the building principal(s) – reserves the right to make decisions about the appropriateness of staff appearance. Examples of inappropriate appearance would include:

- Clothing that shows an inappropriate amount of bare skin (midriff, legs, cleavage) and underarm and chest hair.
- Visible undergarments. Anything that is not appropriate for students is not appropriate for faculty. Jeans and sweats are not considered appropriate dress unless an educator is involved with projects/activities in physical education, agriculture education, industrial technology classes, etc. Jeans may also be worn for special days and events. Special days and events are designated by the building principal.

District wide pre-service and in-service days are duty days. Appropriate appearance is expected (refer to above discussion) unless otherwise announced. Staff appearance at building level pre-service and in-service events is left to the discretion of the building principal(s).

If a staff member's appearance fails to meet the District code - as determined by the building principal(s) - the staff member will be asked to change clothing, permanently adjust clothing, remove piercings, or cover tattoos.

RECEIPTS/PURCHASE ORDERS AND ACTIVITY ACCOUNTS

RECEIPTS: Prior to bringing any monies to the superintendent's office for deposit, the money must be counted and recorded on the Schuyler Receipt Form (located on the school website). Please put your deposit in an envelope with your name on the outside and turn it into your building's office.

PRIOR TO ALL REQUISITIONS, SEE BUILDING PRINCIPALS TO GET REQUISITION SUBMITTED.

REQUISITION: All requisitions are to be filled out completely and approved before anything can be ordered, register for a conference or make a hotel reservation. A requisition is required and can be filled out using WebLink (website is located on our website)
Can log into Weblink and put in a requisition entry and fill out a form and submit.

Note: The following exceptions exist to above "purchase" procedures: -The curriculum coordinator will take the place of the building principal on all purchases involving textbooks and other such curriculum related purchases. -The curriculum coordinator will take the place of the building principal on the approval of all staff development activities. -The technology coordinator will take the place of the building principal on all purchases involving computer hardware. After the "initial" approval, all purchase orders must receive a final signature from the superintendent. All purchase orders will receive a purchase order number from the Superintendent. All phone, fax or email orders will be placed by the District activity fund manager / purchaser.

Requisitions are used by Activity Directors for paying officials

The Federal Law called the Family Medical Leave Act. (FMLA) requires staff members to give 30 days' notice for planned medical absences. The 30-day period is waived in the case of an emergency medical leave. A copy of FMLA is available to staff members upon their request.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the District to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school District's annual notification for FERPA rights. A school official typically includes a person employed by the school or school District as an administrator, supervisor, instructor, or support staff

member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

FEDERAL PROGRAMS: Designation of Coordinators - Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Curriculum Director and Sped Director
Title IX	Discrimination or harassment based on sex; gender equity	Curriculum Director and Sped Director
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Curriculum Director and Sped Director
Homeless student laws	Children who are homeless	Program Director
Safe and Drug Free Schools and Communities	Safe and drug free schools	Building Assistant Principals

Copyright Laws: Copyright laws of the Federal and State Government will be followed at Schuyler Community Schools.

MILITARY RECRUITERS

The Every Student Succeeds Act (ESSA) of 2001 requires Schuyler Community Schools to provide military recruiters and institutions of higher education access to secondary school student's names, addresses, and telephone listings. Parents and secondary students have the right to request that Schuyler Community Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Schuyler Community Schools will comply with any such request.

LUNCH AND BREAKFAST PROGRAM

Available to all staff, an account will need to be created

STUDENT PRIVACY PROTECTION POLICY:
It is the policy of Schuyler Community Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within four (4) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a

reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: The parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within four (4) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships; 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents who believe their rights have been violated may file a complaint with: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

All of our activity transportation is going to be the responsibility of Schuyler Community Schools. ***Ronnie Mundil and Renee***

Brabec are in charge of Schuyler Community Schools transportation. The Activities Administrator is their immediate supervisor**.**

- All staff members who submit mileage claims are required to submit such claims by the payroll cutoff date as specified by the superintendent's office.

• All Schuyler Community Schools vehicles - buses, vans, cars and pick-ups are the responsibility of the District. • Planning and communication are crucial. There will be a request form that is available that must be filled out before an order can be processed. Transportation requests should be completed and submitted to the Activities office at least one week in advance of the activity.

• All drivers are the responsibility of Schuyler Community Schools. All background checks, licensure, training, drug testing, physicals, etc. will be the responsibility of Schuyler Community Schools.

• Bus and van drivers refer to the salary schedule for pay rates. Pay rates include – pre-inspection, drive time, down time, and post-inspection.

• All staff members that are required to drive their personal vehicles to and from the rural/satellite schools will be paid at the NDE special education mileage rate. This would include traveling to provide services to the rural/satellite schools for music, special education, administration, etc. Reimbursement for transportation forms must be submitted to the activity director by the last day of each month.

• Drivers involved in activity routes to pick-up Middle School students in the rural schools for practice and games shall be paid a rate listed on the support staff salary schedule. **The District will not provide transportation after practices or games.** Reimbursement for transportation forms must be submitted to the activity director by the last day of each month.

• School organizations that use the bus for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. However, all expenses incurred, will be the responsibility of the organization.

Small Vehicle Permits: Staff members who regularly (daily) drive cars or vans for curriculum or student transportation purposes are to possess a "small vehicle permit". Staff members who fall into this category should make arrangements with the superintendent's office to begin the process of attaining a "small vehicle permit".

NONDISCRIMINATION PUBLIC NOTIFICATION REQUIREMENT
(TITLE IX, TITLE VI, SECTION 504, MULTICULTURAL, ETC.)
POLICY

The Schuyler Community Schools District number 19-0123 does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national or ethnic origin, marital status, disability, age, genetic background, veteran status, pregnancy, childbirth or related medical condition, sexual orientation, or gender identity in admission or access to, or treatment of employment, in its programs and activities:

Name: Samantha Ladwig and April Becker
Address: 120 W. 20th Street
Schuyler Community Schools
Schuyler, NE 68661

Phone : 402-352-3527

For question regarding compliance, contact:
Nontraditional/Equity Programs Specialist, Career and Technical Education,
Nebraska Department of Education,
P.O. Box 94987, Lincoln,
NE 68509-4987,
Phone # 402-471-4823,
FAX 402-471-4565,
email -rhastg@nde.state.ne.us

SCHUYLER COMMUNITY SCHOOLS
INTERNET SAFETY: Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

(i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

(ii) Individual users of the District network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with District rules and will honor the agreements they have signed. Beyond clarification of such rules, the District is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

(iii)Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, District servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.

(iv) Users should not expect, and the District does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

(v) The District will not be liable for, and does not warrant in any way, purchases made by any user over the network.

(b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all District administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the District network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

(i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

(ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

(iii)Users shall not use or try to discover another user's account or password. (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

(v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.

(vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators. (vii) Users shall not write, produce, generate copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

(viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

(ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.

(x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

(xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas for the summer without written notification to their respective Local Area Network Manager (LAN MAN).

(c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

(i) Be polite. Do not become abusive in your messages to others.

(ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

(iii)Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.

(iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.

(v) All communications and information accessible via the network should be assumed to be private property of others.

(vi) Do not place unlawful information on any network system.

(vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.

(viii)Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.

(ix) Other rules may be established by the network administrators or teachers from time to time.

(d) Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administrating the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. ***Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Community Schools and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.***

(e) Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

(f) Risks associated with "Facebook, Instagram, Snapchat, LinkedIn, Twitter, and other Social Networking: Facebook, and other social networking Follow guidelines signed by employee for intent user agreement, you will be expected to follow.

Procedures and Regulations Subject to Change

The information contained in the handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted. If there is conflict between the student handbook and board policy, board policy will take precedence.

Additional forms located on the school website under "Staff Information"

Staff/forms

Payroll Deduction Authorization

12-Month Compensation Election Form

Emergency Medical Leave Bank Request Form / Donation Information

Driver Certification

Acknowledgement and Receipt

See Board Policy on the Schuyler Community Schools webpage for current policies for all listed below.

STAFF CONDUCT WITH STUDENTS #402.15

EMPLOYEE PASS POLICY #402.52

EMPLOYEE USE OF SOCIAL NETWORKS #403.07

DRUG FREE WORKPLACE ADMINISTRATIVE REGULATIONS # 404.07R1

BOARD POLICY STUDENT FEES AND FINES # 504.19

MULTICULTURAL EDUCATION # 604.04

ACCEPTABLE USE OF COMPUTER, TECHNOLOGY AND THE INTERNET #606.06

SCHUYLER COMMUNITY SCHOOLS

CERTIFIED STAFF HANDBOOK

2025-2026

STRIVE • COMMIT • SUCCEED

Schuyler Community Schools Mission Statement

Schuyler Community Schools, in partnership with parents, students, and the community, is committed to educating students to become skilled, knowledgeable, and responsible citizens in a global society

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DISTRICT 19-0123 BOARD OF EDUCATION

Richard Brabec	President
Brian Vavricek	Vice-President
Amanda Jedlicka	Treasurer
Paul Pleskach	Secretary
Dr. Renee Sayer	Member
Virginia Semerad	Member

Schuyler Community Schools Coaching Staff 2025-2026

Sport	Head Coach	Asst. Coaches	Sport	Head MS	Asst. MS	Youth/Elem
Boys Cross Country	Mike Baptiste		Boys Cross Country			
Girls Cross Country	Adam Robinson		Girls Cross Country	Emily Neujahr		
Girls Golf	Shanda Hall		Girls Golf			
Volleyball	Drey Keairnes	Lexie Brester	Volleyball	Amanda Richards	Mark Wemhoff	
		Stephanie Pearson			Julee Jaixen Caitlin Becker Jay Danila	
Football	Nick Wilcox	Scott Mollring	Football	Bob Stewart	Kristian Rocha	
		Anthony Bolen			Andy Yost	
		Jason Wehner			Grant Torpin	
		Austin Hauptman				
		Issac Hernandez				
Boys Basketball	Jason Wehner	Andy Yost	Boys Basketball	Pal Halvorsen	Emily Neujahr	
		Alan Morales			Aries Galas	
Girls Basketball	Nicole Placek	Stephanie Pearson	Girls Basketball	Brante Hayes	Emily Neujahr	
		Severo Sumortin			Patrick Halvorson	
					Adam Robinson	
Wrestling	Drey Keairnes	Nick Wilcox	Wrestling	Hal Moomey	Chris Shannon	
		Anthony Bolen				
		Tyrell Reichert				
Girls Wrestling	Mark Wemhoff	Isaac Hernandez				
Boys Golf	Brante Hayes		Boys Golf			
Boys Soccer	Ulises Fuentes	Austin Hauptman	Boys Soccer			
		Alvaro Torres				
		Kristian Rocha				
Girls Soccer	Daisy Mejia	Mynor Hernandez	Girls Soccer			
		Jasmin Lopez				
Track	Scott Mollring	Mike Baptiste	Track	Jon Bos	Adam Robinson	
		Jackie Theilen			Emily Neujahr	
		Tyrell Reichert			Ernalyn Balicat	
		Mark Wemhoff			Aries Galas	

Schuyler Community Schools Sponsors 2025-2026

Activity	Head Sponsor	Asst.	
Art Club	Michael Trotter		
Cheerleading	Katelyn Wiegand		
Play Production	Hope Petersen	Colton Spahr	
	Abby Linnerson	Morgan Semerad	
Dance Team	Jasmin Lopez		
FBLA			
FCCLA	Daisy Mejia	MS-	
FFA	Hal Moomey	Abbie Pieke	
Flags	Morgan Semerad		
Freshman Class	Jazmin Flores		
Pep Band	Jonathan Madison		
Intramurals			
Junior Class	John Sayer		
Musical	Morgan Semerad	Hope Pedersen	Jonathan Madison
NHS	Staci Shonka		
S-Club	Scott Mollring		
Science & Math	John Sayer		
Senior Class	Matt Grady	Kayla Tuttle	
Speech	Abby Linnerson	Hope Pedersen	Lily Shafer
Sophomore Class	Sandra Pospisil		
Strive	Shanda Hall		
Student Council	Clarissa Eloge	Audrey Blaser	
STUCO (MS)			
Instrumental Music/PB	Jonathan Madison	Lowgaen Schmidt	Morgan Semerad
Vocal Music	Morgan Semerad		
E-Sports	Grant Torpin	Matt Grady	
Yearbook	Robbi McKenney		

ORGANIZATION

Chain of Command:
Channels of communication and authority have been established to assist the school system **– see Board Policy 301.04**.

Board of Education:
The Board of Education is the legal body vested with the final authority in all school matters as delegated by the Nebraska State Legislature. The Board of Education has established a set of policies and has provided authority in the office of the superintendent to carry out these policies and to manage the school system.

The Superintendent:
The Superintendent is the official spokesperson for the Board of Education and in turn represents the teachers to the Board. It is necessary that all matters concerning school business from school personnel be routed through the superintendent's office. If at any time, any teacher believes that s/he is not being fairly represented, grievance procedures are found in the negotiated agreement.

PK-12 Curriculum, Assessment and School Improvement Administrator:
This person coordinates the curriculum, instruction, assessment, professional development and school improvement activities of the district.

9-12 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal/AA.

9-12 Assistant Principal / 9-12 Activities Director
The assistant building principal is the teacher's immediate supervisor for responsibilities designated by the building principal and in the absence of the principal.
The A.D. is responsible for the coordination of 9-12 co-curricular activities. S/He will approve activity budget requests, athletic scheduling, and will be the district's designated representative at co-curricular activities. Other responsibilities will be designated by the principal/superintendent.

6-8 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal/AA.

6-8 Assistant Principal/Activities Director
The assistant building principal is the teacher's immediate supervisor for responsibilities designated by the building principal and in the absence of the principal. The A.D. is responsible for the coordination of K-8 co-curricular/youth activities. S/He will approve activity budget requests, athletic scheduling, and will be the district's designated representative at co-curricular/youth activities. Other responsibilities will be designated by the principal/superintendent.

PreK - Grade 5 Principal:
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal.

PreK - Grade 5 Assistant Principal
The building principal is the teacher's immediate supervisor and is responsible to the superintendent for all educational functions within the school. The principal welcomes your ideas and suggestions. The staff shall seek approval for instructional/budget requests, activities, projects, and dates with the principal.

PreK-12 Coordinators:
These positions, Technology Coordinator, Business Managers, Director of Facilities, and Food Service – have been created to coordinate efforts in the areas of technology, finance, facilities, and food service. When the staff has issues related to these positions, the coordinator should be the person that is contacted.

Head Teachers:
These people take on the responsibilities of the day to day operations of a school in the absence of a building principal. They are located in the Richland, Fisher's 24, Schuyler Alternative Education

Faculty:
Faculty members are responsible for providing instruction and sponsorship supervision directly for students. Faculty members are the direct link between home and school. Each student you educate becomes a public communicator for our school. The faculty is to establish effective working relationships with students, parents, other faculty members, support staff, and administrators.

Support Staff:
District employees including bus drivers, food service, custodians, school nurse, Para-educators, and administrative assistants have been employed to assist in student education. The support staff - as well as all employees of the district - are hired to benefit student learning.

We are as good as our people!

PERSONNEL PRACTICES

District Recognition and Awards: Please see Board Policy 402.09 for current policy.

The monthly paycheck:
Your paycheck will be available on or before the 20th of each month. We use direct deposit for payroll. The central office business manager will make notification regarding retirement, withholding, social security, and benefits.

403b option:
Staff members have the option of a payroll deduction to place money in a 403b account.

Teaching certificates and official college transcripts:
Your teaching certificate must be registered with the superintendent prior to receiving pay. A copy of a teacher's teaching certificate must be on file in the District 19-0123, Schuyler Community Schools Central Office.

Official college transcripts must be on file in the central office for accreditation purposes and for movement on the salary schedule.

Accidental injury and worker's compensation:
A school time insurance program including an accidental injury policy is available. All staff are covered by worker's compensation insurance. Report any school-connected injury to the building nurse or immediate supervisor. Ask the central office business manager for additional information. When returning from a medical leave of absence resulting from an accident or long-term illness, a release to return to work note from the doctor is required.

Leaving the building:
All personnel are required to sign out from the principal's office when leaving the school during school hours for any purpose. The public expects educators to be working with students and planning during the school day. Please keep time away from students and the building to a minimum when not on school business.

Maintenance Staff: Make every effort to cooperate with the custodians. Requests of the maintenance staff regarding classrooms, activity areas, or playing fields, should be directed to the superintendent, building level principals and/or the Director of Facilities. It is not possible for custodians to meet all requests at the same time. Provide accurate, timely reports and requests to maintenance staff so they may complete their assigned responsibilities. Please leave rooms in an orderly fashion each evening with shades lowered, windows closed and locked, paper and litter removed from the floor, desks cleared of paper, student's desks properly arranged, and lights turned off. Help keep the building clean. Report in writing, any broken furniture or equipment needing repair. These reports should be given to the central office or to the director of facilities.

Alcohol/Drug, No Tobacco Use Resolution:
A No Tobacco Use resolution has been approved by the Board of Education, which prohibits tobacco use in the Schuyler Community School buildings. There are no authorized tobacco use areas for staff. All staff members are to sign appropriate documentation. (Appendix)

STAFF APPEARANCE CODE:
The staff is expected to dress in a way that is appropriate for a school setting when on duty. No code can be written that will address all of the styles, trends and designs in clothing, jewelry and tattoos. School administration – more specifically the building principal(s) – reserves the right to make decisions about the appropriateness of staff appearance. Examples of inappropriate appearance would include:

- Clothing that shows an inappropriate amount of bare skin (midriff, legs, cleavage) and underarm and chest hair. Visible undergarments.
- Anything that is not appropriate for students is not appropriate for faculty.

Jeans and sweats are not considered appropriate dress unless an educator is involved with projects/activities in physical education, agriculture education, industrial technology classes, etc. Jeans may also be worn for special days and events. Special days and events are designated by the building principal.

District wide pre-service and in-service days are duty days. Appropriate appearance is expected (refer to above discussion) unless otherwise announced. Staff appearance at building level pre-service and in-service events is left to the discretion of the building principal(s).

If a staff member's appearance fails to meet the district code - as determined by the building principal(s) - the staff member will be asked to change clothing, permanently adjust clothing, remove piercings, or cover tattoos.

It is extremely difficult to create a list of clothing that is considered "not appropriate" for staff to wear while on school duty. Thus the following list of inappropriate clothing is intended to give staff members a baseline standard for dress.

- Jeans, bib overalls
- Sweat suits, exercise pants, spandex
- Shorts
- Spaghetti straps
- Tops that reveal the midriff and inappropriate cleavage
- Halter tops, muscle shirts,
- Dresses, skirts that are more than 4 inches above the knee
- Pants that bag too low around the waist
- Beach type flip flops, slippers
- Clothing that is overly faded, tearing, ragged and fraying
- Hats inside the building

Staff/Faculty Work Room:
Use this room to assist in preparing for your classes. Please keep the room clean and orderly. Students are not permitted in the workroom.

RECEIPTS/PURCHASE ORDERS AND ACTIVITY ACCOUNTS

RECEIPTS: Any monies collected need to be counted and recorded on the Schuyler Receipt Form (located on the school website). Please put your deposit in an envelope with your name on the outside and turn it into your building's office or activity director's assistant with the Schuyler Receipt Form attached. No money is to be brought to the District office.

SUBMIT ALL REQUISITIONS TO YOUR BUILDING PRINCIPAL via WebLink

REQUISITIONS: All requisitions are to be filled out completely and approved before anything will be ordered, or conference or hotel reservations made. A requisition is required and can be filled out using WebLink (link is located on our website) Employees need to log into Weblink, create a requisition entry, fill out a form and submit. **Requisitions are used by Activity Directors for paying officials.**

Note: The following exceptions exist to above "purchase" procedures: -The curriculum coordinator will take the place of the building principal on all purchases involving textbooks and other such curriculum related purchases. -The curriculum coordinator

will take the place of the building principal on the approval of all staff development activities. -The technology coordinator will take the place of the building principal on all purchases involving computer hardware. After the "initial" approval, all purchase orders must receive a final signature from the Superintendent. All purchase orders will receive a purchase order number from the Superintendent. All phone, fax or email orders will be placed by the District activity fund manager/purchaser.

Meal Reimbursement Guidelines

According to IRS guidelines, a public school district is not to pay for meals while a staff member is attending a workshop, convention, seminar, workday special meeting, workday study session, etc. An exception to this is if the meal is considered part of the stated activity (refer to list in the previous line) and is included in the registration fee. Another exception is if the meal is considered a working lunch and is part of the written agenda. A form in the appendix is included and must be filled out if reimbursement is expected.

Persons not following the above procedures should be prepared to be reprimanded by their immediate supervisor and/or superintendent.

TEACHER SUPERVISION OF STUDENTS

Teacher Responsibility:

Every teacher has authority over every student in the school. No student is the sole responsibility of any one teacher at any time. We are all responsible in any student-teacher situation. Good school discipline exists due to the cooperative efforts of the entire faculty. Uniformity in discipline is essential. Assisting and supervising students should be the first priority of all staff members. Classroom teachers are responsible for the meaningful learning, which students are provided and maintain supervision of students assigned to them. Supervision during school activities is the responsibility of all teachers present. If pupil misbehavior is detected during convocation or any function, it is expected that you correct the situation immediately. Hallway supervision is the responsibility of all teachers.

Classroom Maintenance: Teachers are responsible for the condition of tables, chairs, walls, and floors throughout the building. If food/drink items are not handled properly, please clean-up the mess this may cause. Specifically do not allow students to sit on the top of tables or desks.

STUDENT MEETINGS AND SPONSORSHIPS

No official business shall be transacted by any student group organization without the presence of the sponsor of that organization. Sponsors shall be appointed by the administration. Students shall at no time be involved in a school activity in any school building without a sponsor being present. The sponsor must remain present until all supervised students have cleared the building. We ask that sponsors make sure that students under their supervision get started home safely after they have returned to the school after events out of town. For students who are not old enough to drive, this generally means that they should be living with a responsible adult – preferably their parent(s). The sponsor must see that all lights are off and all doors and windows are properly locked. This means that student managers cannot be delegated the responsibility of closing the school after practice. Under no conditions shall teachers' keys be given to students. Coaches or a delegated assistant coach must turn off lights and lock doors after the last student has left. More specific procedures are found in the coach's manual. These guidelines will be reviewed by the AA.

MISCELLANEOUS

You and your principals will resolve the majority of rules and regulations affecting students. Listed below are general items that will apply for all.

Acceptable Use Procedures for Computer Workstations and Laptops: Staff members are required to sign-off on the sign-off form which is found in the "Appendix".

Classroom:
Be in your classroom when students are present. Do not leave classes or groups unattended. If it is necessary to be away from your classroom, be sure that arrangements are made with the principal or a staff member for someone to take your place. During class or supervision assignments, you should be in the area assigned. It is not appropriate for staff members to be in the teacher's work area when they are scheduled to be with students. Do not put yourself in a position of liability by leaving your students unsupervised.

Copy Machine for Personal Use:
Staff members are expected to pay for copies made for personal use and outside organizations. Per copy cost is $.10 per page for photocopies and $.10 per page for the fax machine.

Copyright Laws:
Copyright laws of the Federal and State Government will be followed at Schuyler Community Schools.

Faculty and Staff Parking:
Designated areas for staff parking are available. The procedures for staff parking will be designed and implemented by the building principal.

NOTIFICATION OF RIGHTS UNDER FERPA: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested

3. by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

The District forwards education records (may include academic, health and discipline records) that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer .

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is;

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-4605

NOTICE CONCERNING DIRECTORY INFORMATION: The Every Student Succeeds Act (ESSA) requires that the District may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous school attended. A parent or eligible student has the right to refuse to let the District designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION: The district's policy is for education records to be kept confidential except as permitted by the FERPA law and the district do not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assists with the task of grading student work and returning graded work to students. The District designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.
NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION:

NOTICE CONCERNING STAFF QUALIFICATIONS: The Every Student Succeeds Act (ESSA) gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building.

The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

FEDERAL PROGRAMS: Designation of Coordinators - Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Curriculum Director and Special Education Director
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Curriculum Director and Special Education Director
Homeless student laws	Children who are homeless	Special Programs Director
Safe and Drug Free Schools and Communities	Safe and drug free schools	Curriculum Director and Special Education Director

NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973: The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety
7. of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you
9. than would be incurred if the student were placed in a program operated by the district.
10. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
11. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
12. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
13. File a local grievance.

FMLA:
The Federal Law called the Family Medical Leave Act., (FMLA) requires staff members to give 30 days' notice for planned medical absences. The 30-day period is waived in the case of an emergency medical leave. A copy of FMLA is available to staff member upon their request.

Grading system:
These procedures will be described by the building principals.

Guidance Services:
Permanent records are available for all students. The development of individual student inventories is of value only when used. The Leadership Teams request that each teacher review the assessment results of each individual student that they have enrolled in their classes.

Job Description:
New Staff members are required to sign and return to the superintendent's office a job description sign-off sheet. Copies of all SCS job descriptions are posted on the Schuyler Community Schools under Careers.

Jury Duty:
Staff members will be paid in full for time spent on jury duty. Jury duty does not count against PTO days. Money received for expenses (driving, meals, lodging, etc.) should be kept by the juror. We do ask that pay received for performing this duty be given to the district to off-set some of the cost incurred by the district.

Laminator for Personal Use:
Staff members are expected to pay for copies made for personal use and for outside organizations. Laminating requests are to be made to the Principal's Office staff. The cost is $.25 per 1 foot of lamination. This is the minimum fee. The Principal shall determine if a request is too excessive to be completed by the school.

Lesson Plans:
Lesson plans are expected to be complete with objectives and means to assess and meet those objectives. Lesson plans should identify district curriculum objectives, state standards and assessments. Lesson plans should show evidence of planning and should be completed for value to a substitute. Lesson plans are expected to be readily available upon request. Be aware of school activities in making weekly plans. Building principals will establish specific lesson plan procedures.

Library and Media Resources:
The library has accumulated a variety of audio-visual equipment. Use audio-visual material to correlate with class learning opportunities. Students remember better when provided material that appeals to a variety of senses and learning styles. Consult the library for materials for you and your students. Our media specialists are prepared to collaborate with you to incorporate literacy standards into your lessons, provide help and advice in ordering media, as well as in the operation of equipment. To maintain this equipment, please report any malfunction immediately to the library media specialist so it can be repaired.

Internet, Interlibrary loan, NebraskAccess, and SIRS (high school) database capabilities are expanded resources, which are accessible in the media center, or anywhere you have access to the Internet. SCS provides the capability to search their media catalogs online from anywhere – home, other buildings, etc. The schools also have an online subscription which can be accessed from school or home. Seek ways to use these resources through your instruction. Numerous electronic research sources are furnished by ESU #7. Media from ESU #7 should be ordered well in advance of the date to be shown. If more than one teacher can use the media while they are here, do so. However, media should be used as learning devices, not as time fillers. The following suggestions are made for media:

A. Preview: Previews should be made after school or early morning prior to showing to students if you are not familiar with the item.
B. Class Discussion: The preview should be conveyed to the class in discussion
C. of comparisons and relationships of what the pupils are studying or have experienced.
D. Showing Media: The media specialist will post a form for you to reserve media equipment, showing the time and date of use.

Note: Be sure the media is returned on time. Return address forms should be attached. When finished, PLEASE paste the return address form on the outside of the package before placing it in the "Outgoing Mail". These materials can be left in the principal's or superintendent's office. Write the postage amount required for the return of the material on the address label.

The Schuyler Public Library has extended invitations to all teachers to visit the Schuyler Public Library to become familiar with the resources available. The Schuyler Public Library is willing to obtain additional information through interlibrary loan. You are encouraged to inform the Schuyler Public Library personnel when you have research projects. Research materials may be placed on reserve to be accessed by all students.

Military Recruit:
The Every Student Succeeds Act (ESSA) requires Schuyler Community Schools to provide military recruiters and institutions of higher education access to secondary school student's names, addresses, and telephone listings. Parents and secondary students have the right to request that Schuyler Community Schools not provide this information - the student's name, address, and telephone listing to military recruiters or institutions of higher education, without their prior written parental consent. Schuyler Community Schools will comply with any such request.

Negotiated Agreement: A copy of the current negotiated agreement is available **Online.**

STUDENT PRIVACY PROTECTION POLICY: It is the policy of Schuyler Community Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within four (4) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In

the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:
The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.
In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5001

School Calendar:
Do not schedule anything on this calendar without prior clearance from the principal. Limit scheduling to school activities only. Seek approval of events and dates before plans are developed.

Staff Qualifications:
The Every Student Succeeds Act (ESSA) gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Schuyler Community Schools will give parents the following information about their child's classroom teachers:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about the graduate certification or degrees held by the teacher and the field of discipline of the certification or degree

We will also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

The request for information should be made to the Principal of your child's school building or to the Superintendent of SCHS. The information will be provided to you in a timely manner. Finally Schuyler Community Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirement of the Act.

NOTIFICATION OF BAD WEATHER:
The Superintendent may close school in case of severe weather. The Superintendent's staff will notify local news media when inclement weather warrants such action. For closings and late starts, we will utilize radio and television stations as well as social media and our school application to notify everyone. The Superintendent will make a decision to close school as soon as possible based on available information. Parents are urged to use their own judgment whether it is safe for their children to go to school. Parents who do send students are welcome to have them call home once safely at school.

Apptegy:
Schuyler Community Schools will be using Apptegy messenger to deliver notifications by phone and/or email to staff.

Substitute Teacher:

Substitute teacher salaries are outlined on the support staff salary schedule.

Substitutes will be paid according to the following schedule:

1. Substitutes that work less than 4 hours or less will be paid for a ½ day.
2. Substitutes that work more than 4 hours or more will be paid for a full day.

Substitute pay rates:

Tier I: Teachers subbing in their first year for Schuyler Schools will be paid at $178.00 per day.
Tier II: Teaches subbing in their second year or thereafter will be paid at $186.00 per day.
Tier III: Teachers that retired from Schuyler Community Schools will be paid at $196.00 per day.
Tier IV: Long-term substitute teachers after the 11th day will be paid $216.00 per day or 185th of the base pay.

Class Coverage: A certified teacher covering a class period during their plan time will be paid at $27.00 per class period. This is based on the base daily rate per hour.

Substitute Requests:
All prearranged substitute requests must be taken prior to the last 5 days of school. Exceptions will be at the discretion of the superintendent.

The system of hiring substitute teachers is electronic. Training will be made available for teachers and substitute teachers. Any questions should be directed to the building administrators

Trips Off Campus:
No student will be allowed to leave the building without approval from the principal's office. Do not ask students to run errands, get supplies, etc., that involve leaving the building. It should be possible to complete errands outside of school time.

LUNCH AND BREAKFAST PROGRAM

All students and staff members must have an account balance receipted before lunch is served. **No staff member shall charge meals for any reason**. Al la Carte items will also be available.

FUND RAISING

Activity sponsors conducting fundraising, student purchases of clothing or uniforms, and/or trips must approve the planned activity with the principal and activities director before the plan is implemented. One fundraising effort can be scheduled for an organization. Additional fundraisers must be community service in nature.

TRANSPORTATION

All of our activity transportation is going to be the responsibility of the Schuyler Community Schools Transportation Director and the Activities Director.

- No one is to leave the building w/ a school vehicle w/out permission from the building principal.
- A travel log is located in each school vehicle. The driver is expected to complete this form. All staff members who submit mileage claims are required to submit such claims the last work day of the month or forfeit one's right to be reimbursed. All Schuyler Community Schools vehicles - buses, vans, cars and pick-ups are the responsibility of the district. Planning and communication are crucial. There will be a request form that is available that must be filled out before an order can be processed. Transportation requests should be completed and submitted to the Activities office at least one week in advance of the activity.
- All drivers are the responsibility of Schuyler Community Schools. All background checks, licensure, training, drug testing, physicals, etc. will be the responsibility of Schuyler Community Schools.
- Pay rate is outlined on the support staff salary schedule. This includes – pre-inspection, drive time, down time, and post- inspection.
- All staff members that are required to drive their personal vehicles to the rural/satellite schools will be paid at the state of Nebraska mileage rate. This would include traveling to provide services to the rural/satellite schools for music, special education, administration, etc.
- Pay rate is outlined on the support staff salary schedule. The district will not provide transportation after practices or games. Reimbursement for transportation forms must be submitted to the activity directors by the last day of each month.
- Drivers using personal cars for school business will receive the state rate for mileage. Mileage will be paid only if approved in advance and if appropriate school vehicles are not available. Transportation arrangements are to be made with the principal's office. The superintendent or his/her designee must approve any deviation from this procedure.
- School organizations that use the bus for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. However, all expenses incurred, will be the responsibility of the organization.

FIELD TRIPS:
All students must have a signed and approved emergency medical leave form on file with the school nurse. Teachers are to have a copy of the emergency leave form for each student prior to taking field trips. Copies may be obtained from the school nurse. The nurse should have 24-hour notice of the students to be leaving to assemble the forms needed. For field trips out of town, all students complete a form signed by parents and in teacher possession prior to leaving on the field trip. There is board policy regarding out of state and out of country trips. Please refer to board policy if planning an out of state or country trip. Activity participants travel to and from out of town events as a unit. Exceptions to this rule will be made rarely and must be approved in writing and verbally by parents to a school official. A student will only be permitted to travel apart from the team or organization when that student's parent/guardian specifies all alternate travel arrangements

(time, vehicle, driver, etc. info) to the satisfaction of the coach or sponsor.

Procedures for Field Trips

PK-8
Each grade level may have one field trip within a 75-mile radius. This radius includes Omaha, Lincoln, Norfolk and Wayne. All other field trips must occur in the Schuyler district.

9-12
Field trips are limited by discipline. Each discipline is allowed one field trip within a 75-mile radius. This radius includes Omaha, Lincoln and Norfolk and Wayne. All other field trips must occur in the Schuyler district.

7-12
Field trips taken by clubs, need to be directly related to the club and must be educational to the club. All clubs are limited to one field trip within a 75-mile radius. This radius includes Omaha, Lincoln and Norfolk and Wayne. All other field trips must occur in the Schuyler district. School organizations that use a bus/van for unassigned, non-education field trips, summer camps, etc. will submit their request to the Activities office. If the club would choose to take a field trip that is above their allotted one outside of the Schuyler district or be a field trip not directly related to their club, the club will incur all expenses. This includes driver wage, gasoline and a fee per mile.

Specific Procedures Unique to Curriculum and Organization Areas

- Every travel must have written permission. Curriculum travel forms are to be approved by the building Principal. Activity travel forms are to be approved by the Activity Administrator.
- FFA is allowed one field trip per term at district expense (FFA State Conventions will be considered a field trip). All other FFA field trips must be at FFA expense i.e. driver, fuel
- In this instance, field trips are considered out of town travel
- Travel within the school district is limited by the building principal
- FFA National Convention is not considered a field trip
- Agriculture will be handled like all other curriculum areas when it comes to field trips - refer to certified staff handbook
- Field trips need to be requested one month in advance
- Field trips are considered such regardless of the time of day - i.e. during, before or after school.
- College/Post high school visits sponsored by SCS are not considered field trips. However, these trips must be limited and approved by the building principal.

SCHUYLER COMMUNITY SCHOOLS

INTERNET SAFETY: Network, E-Mail, Internet and Other Computer Use Rules:

A. General Rules:
   a. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
   b. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
   c. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
   d. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
   e. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network.

B. Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."
   a. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
   b. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
   c. Users shall not use or try to discover another user's account or password.
   d. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
   e. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
   f. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
   g. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

h. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
i. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
j. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
k. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas for the summer without written notification to their respective Local Area Network Manager (LAN MAN).

C. Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
a. Be polite. Do not become abusive in your messages to others.
b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
c. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
d. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
e. All communications and information accessible via the network should be assumed to be private property of others.
f. Do not place unlawful information on any network system.
g. Keep paragraphs and messages short and to the point. Focus on one subject per message. (viii)Include your signature at the bottom of e-mail messages. Your signature footer should include
h. your name, position, affiliation, and network or Internet address.
i. Other rules may be established by the network administrators or teachers from time to time.

D. Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. ***Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Community Schools and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.***

E. ***Risks of with "Facebook, Instagram, Snapchat, LinkedIn, Twitter, and other Social Networking: Facebook, and other social networking sites are blocked and not allowed on the Schuyler Community School's network. The purpose of this message is to give our students information about the risks of using, social networking sites at home.***

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Social media has published a Guide for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using social media and the Internet in general:

- ➢ Don't forget that your profile and social media forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- ➢ Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- ➢ People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- ➢ Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to social media or the authorities.
- ➢ Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- ➢ Don't mislead people into thinking that you're older or younger. If you lie about your age, social media will delete your profile.

A. Technology Protection Measure: Schuyler Community Schools shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of Schuyler Community Schools.

   a. The technology protection measure that blocks and/or filters Internet access may be disabled by the technology coordinator or his/her appointed designee for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of Schuyler Community Schools
   b. The technology coordinator or designee 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 during which time the minor will be monitored directly by the authorized staff member or his/her designee.
   c. Policy Challenge Procedure: An individual who has been granted access to the Internet by Schuyler Community Schools and desires to access an Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:
   d. Internet site review requests should be directed to the Schuyler Community Schools Technology Committee in writing for consideration.
   e. The Technology Committee will review the site within seven working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may vote to unblock the site.
   f. Schuyler Community School's technology committee will regulate enforcement of the policy, including disciplinary actions, and shall forward to the administrator of Schuyler Community Schools any challenges to the severity of the applied discipline.
   g. Challenges to the application or enforcement of Schuyler Community School's Internet Safety Policy that cannot be resolved at the levels outlined in the preceding step will be handled in accordance with Schuyler Community Schools established grievance policies or at the Schuyler Community Schools administrator and/or board level for challenges presented in writing

ANNUAL CERTIFICATION

Schuyler Community Schools Board of Education will hold an annual public hearing at a meeting of the Board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such a public hearing by a majority vote of the Board at an open public meeting in compliance with the public meeting laws.

Legal References: Neb. Constitution, Article VII, Section 1; Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act);
Sec. 79-241, 605, 611 (transportation); Sec. 79-2,104 (student files or records); Sec. 79-715 (eye-protective devices); Sec. 79-737 (damages to property); Sec. 79-1104 (before/after-school and pre-Kindergarten services); Sec. 79-1106-1108.03 (accelerated or differentiated curriculum program)

TITLE NONDISCRIMINATION PUBLIC NOTIFICATION REQUIREMENT IX, TITLE VI, SECTION 504, MULTICULTURAL, ETC. POLICY

The Schuyler Community Schools district number 19-0123 does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national or ethnic origin, marital status, disability, age, genetic background, veteran status, pregnancy, childbirth or related medical condition, sexual orientation, or gender identity in admission or access to, or treatment of employment, in its programs and activities:

Name:	Samantha Ladwig and April Becker
Address:	Schuyler Community Schools
	120 W. 20th Street
	Schuyler, NE 68661
Phone :	402-352-3527

For question regarding compliance, contact:
Nontraditional/Equity Programs Specialist, Career and Technical Education, Nebraska Department of Education,
P.O. Box 94987, Lincoln, NE 68509-4987,
Phone: 402-471-4823,
FAX 402-471-4565,
Email -rhastg@nde.state.ne.us

See Board Policy on the Schuyler Community Schools webpage for current policies for all listed below.

STAFF CONDUCT WITH STUDENTS #402.15 EMPLOYEE PASS POLICY #402.52

EMPLOYEE USE OF SOCIAL NETWORKS #403.07

GUIDELINES FOR EMPLOYEE USE OF SOCIAL NETWORKS #403.07R1 DRUG FREE WORKPLACE

ADMINISTRATIVE REGULATIONS # 404.07 REDUCTION IN FORCE POLICY # 408.05

PROFESSIONAL GROWTH # 409.01

The form to be used to complete Professional growth is on the school website under Certified Staff/forms.

BOARD POLICY STUDENT FEES AND FINES - # 504.19

(This policy supersedes all District policies, procedures, and regulations adopted prior to July 2003, including any provisions of the school district's Activity Manual and Student Handbooks. Where any conflict exists between this policy and any other district policy or regulation, the provisions of this policy shall apply.)

The Board of Education of Schuyler Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act as amended by the 2003 Legislature.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

MULTICULTURAL POLICY: # 604.04

The philosophy of the District's 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 (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) 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 shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability. See Board Policy 604.04 for the current policy.

SCHUYLER COMMUNITY SCHOOLS LAPTOP/COMPUTER/IPAD POLICY FOR TEACHERS #606.06 and 606.06E4

Procedures and Regulations Subject to Change

The information contained in the handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted.

If there is conflict between the student handbook and board policy, board policy will take precedence.

SCHUYLER COMMUNITY SCHOOLS

2025–2026 Student Handbook

Home of the Warriors

Complete Handbook Online
www.schuylercommunityschools.org/page/handbooks-forms

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District / School Board Information

WELCOME TO SCHUYLER COMMUNITY SCHOOLS

The Board of Education, on behalf of the community, has provided an excellent facility and a well-trained and caring staff. Students are encouraged to take advantage of the many opportunities for intellectual growth, stimulating activities, and the formation of lasting friendships.

This handbook is a guide for students, parents, and staff in the everyday activities of Schuyler Central High School. The handbook contains information of general interest as well as specific information regarding policies, procedures, rules, and regulations that are necessary to fulfill the educational goals of Schuyler Central High School. All information contained in this handbook is Policy of the Board of Education of Schuyler Central High School, and may be supplemented from time to time by changes or clarifications from the administration.

Students and parents are encouraged to read this handbook carefully and keep it in a convenient place for use when needed. Problems in school may arise when students and parents are not aware of their rights and responsibilities.

The school year will be full of new challenges and opportunities for Schuyler Central High School students and staff. Each student is encouraged to do his or her very best in the classroom and become involved in the activities available. Best wishes for a productive and enjoyable year!

Schuyler Community Schools Mission Statement
strive – commit - succeed

Schuyler Community Schools Vision Statement

Schuyler Community Schools, in partnership with students, parents, and the community, is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society.

Schuyler Community Schools Belief Statements

1. We believe that students, teachers, administrators, parents, and the community share the responsibility for student learning, therefore we will promote communication and involvement among all involved in the education of our students.

2. We believe that students learn best when they are actively engaged in the learning process, therefore we will use a variety of teaching strategies to meet the needs of all learners.

3. We believe students need the reading, writing, math, and problem solving skills that enable them to be life-long learners; therefore, we will follow our continuous school improvement process.

4. We believe our students should be valued, safe, and secure, therefore we will provide a learning environment that is physically, socially, and emotionally healthy.

5. We believe that we are accountable for student learning; therefore we will use available information to guide instructional decisions.

Members of the Board of Education for Schuyler Community Schools

President – Richard Brabec	Vice President – Brian Vavricek
Treasurer – Amanda Jedlicka	NASB Delegate – Renee Sayer
Secretary – Paul Pleskach	Member – ~~Chuck Misek~~Virginia Semerad

Schuyler Community Schools Board of Education Objectives

• A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.

•Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.

•School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity and a welcoming environment for parents and the community.

•The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunities for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.

•A curriculum that is based on state standards comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.

•Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.

•A school system that demonstrates accountability to the school community. School staff periodically assesses and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

•A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.

•Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

•An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough

yet with sufficient depth to allow education for all of the students.

•An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.

•A welcoming environment for parents and the community.

Schuyler Community Schools Buildings

Schuyler Community Schools District Office
120 W. 20th St.
Schuyler, NE 68661
(402) 352-3527

Schuyler Central High School
401 Adam St.
Schuyler, NE 68661
(402) 352-2421

Schuyler Middle School
200 W. 10th St.
Schuyler, NE 68661
(402) 352-5514

Schuyler Elementary School
2404 Denver St.
Schuyler, NE 68661
(402) 352-9940

Fisher's School
1098 RD J
Schuyler, NE 68661
(402) 352-3700

Schuyler Preschool
100 E. 15th St.
Schuyler, NE 68661
(402) 352-2628

Faculty and Staff Information

ADMINISTRATIVE STAFF:

Dr. Bret Schroder– Superintendent
Dr. David Cunningham – SCHS Principal
~~Samantha Ladwig~~ Josh McPhillips–SCHS Assistant Principal
~~Josh McPhillips~~ Seth Paesl– SCHS Asst. Principal/AD
Teri Ruybalid - SMS Principal
Josh Rowan - SMS Asst. Principal/AD
Bill Comley - SES/Fisher's Principal
Alicia Keairnes - SES Principal
Heather Bebout - ~~Fisher's Principal~~ Director or Special Programs/Pre-School Principal

PROGRAM COORDINATORS:

Vicki Jones – Technology Coordinator
~~Dr. Dave Gibbons~~Samantha ladwig – Director of Curriculum/SIP Coordinator
~~Darli Vrba~~ April Becker– SPED Director

SCHS CERTIFIED STAFF:
English - Colton Spahr, Abby Linnerson, Matthew Grady, ~~Jennifer Torpin~~**,** Elizabeth Lickei, John Lewis Suguitan
Mathematics – Erin McKee, Staci Shonka, Sandy Pospisil, Lily Shafer, Josephine Pabellano
Science – Katelyn Wiegand, John Sayer, Nick Wilcox, Mark Wemhoff, Dorina Ramos
Social Studies – ~~Jordan Haas~~, Isaac Cook, Audrey Blaser, Aries Galas, James McMann, ~~Seth Paesl~~
Alternative Education– George Lower
Agriculture –~~Casey Harper~~, Hal Moomey, Abbie Pieke, Rey Aleman
Art – Michael Trotter
Business –Grant Torpin, Robbi McKenny, Kayla Tuttle
EL – Rommell Miranda, Jazmyn Flores, Alyssa Carranza, Marieta Caparal, ~~Clarissa Eloge~~
Family Consumer Science –Daisy Mejia
Library Media Specialist -Drey Keairnes
Modern Language – ~~Lilibeth Estrada,~~ Cesar Rodriguez, Alexis Wilch
~~Music~~ Choir –Morgan Semerad
Band - Jonathan Madison
Physical Education – Anthony Bolen, Austin Hauptman, Scott Mollring

School Counselors – ~~Wade Brashear~~, Katherine Bertrand, Clarissa Eloge
S.P.E.D. – ~~Angela Schwarte, Shana Schrier,~~ Brooke Rowan, Ashley Stone, Jaylabie Dela Cruz
Speech Pathologist - ~~Sandy Cerny~~
Industrial Technology – Mark Wemhoff, Duane Matson, Jayson Tongol
Technology - Dan Rinkol

SCHS PARA EDUCATORS: Amy Mendez, Missy Korth, ~~Margarita Avalos~~

SCHS SUPPORT STAFF: Alejandra Dimas, ~~Diana Martinez~~, Juan Melendrez, Renee Brabec, Jamie Ramirez, ~~Flornsia Ramon~~, ~~Coralie Shonka~~, ~~Melissa Bulin~~, ~~Maria Bazan~~, Maria Arciva, Arturo Adame, ~~Rita Martinez~~, Jose Ramirez, Ana Ramirez, Ramona Rodriguez, Sheila Trainer, ~~Erin Trotter~~, Cori Vavricek, Margarita Avalos, Maria Loya, Martha Arroyo, Marisol Sandoval, Martha Viquez, Angela Guzman De Chavez

SMS CERTIFIED STAFF
English Language Arts - Julee Jaixen, Jill Domina, Arlene Diamante, Kristian Rocha, Roy Dalisay,~~Amanda Richards~~, Sheila Arriora
Math - Guillermo Gutierrez, Adam Robinson, Bernadette Bowling, Ernalyn Balicat
Science - Kasey Nolan, Jacob Twibell, Jay Danila
Social Studies - Amy Sigler, Robert Stewart, Mike Baptiste
SPED - ~~Kylahn Freiberg,~~ Tyrell Reichert, ~~Caitlin Becker, Lisa Lubken~~ Jackie Poulas
EL - ~~Angela Wemhoff,~~ Rod Ruybalid,Pam Palangan, Amanda Richards
Music - Morgan Semerad, Lowgaen Schmidt
PE - Julie Cunningham, Emily Neujahr, Jon Bos
Library Media Specialist - Shanda Hall
Family Consumer Science - Carol Rigenberg
STEM/PLTW - ~~Jarred Ulferts~~ Richard Cribello
Business - Cindy Beebe, Lauri Novacek
Art: Emilia Goetsch
Counselor: Angie Wemhoff

SMS PARA EDUCATORS
Geralyn Shannon, Alma Palafox, Karina Alarcon, Carmen DeNava, Brayden Rocha, Misty Storms, Mary Herrera, Paloma Arciva, Janelle Rocha

SMS SUPPORT STAFF
Jaidy Lopez, Marisela Lopez, Kellie Pleskac, Matt Wachal, Olga Castillo, Miguel Millan, Vicki Mefford, Rebecca Williams, Sally Roh, Guadalupe Encarnacion

SES CERTIFIED STAFF
Kindergarten - Luz Cano, ~~Severo Sumortin~~, Logan Fiala, ~~Shala Ostberg~~, Bianney Gaspar, Sharon Overlien, ~~Annalisse Stover~~, Dalia Covarrubias, Lillian Thompson, Katie Vavrina,~~Kaitlyn Brandl~~
1st Grade - ~~Sarah Gahan~~, Abigail Boatright, Brante Hayes, Jasmin Lopez, Lisa Terrell, Raenelle Thoms, ~~Taylor Wilke~~, Daysi Magana, Glonie Billoso, ~~Barbara Raya~~
2nd Grade - Lindsay Beaumont, Jodi Brabec, Rona Cariit, Jill Mendlik, ~~Severo Sumortin~~, Diana Salazar, ~~Luz Cano~~, Meghan Wolfe
3rd Grade - Brenda Allgood, Kari Bazata, Tonia Heard, Megan Holub,~~Cesar Rodriguez~~, Juan Santander, Brenda Orozco, ~~Alexie Tejral, Kristi Benck~~
4th Grade - Tessia Keller, ~~Pamela Palangan~~, Kristi Benck, ~~Evelyn Recinos~~, Jasmin Lizcano, Nicole Placek, Andra Pracheil, Nadia Torres, ~~Aprilyn Gabayan,~~ Allie Chavez
5th Grade - Lexi Brester, ~~Mylissa Krupka~~, Severo Sumortin, Corrine Mueller, Lesli Osorio, Joan ~~Gilbuena~~ Juarigue, Evelyn Recinos
Library Media Specialist - Becky Black
SPED - ~~Eileen Gahan~~, Jessica Prusa, Doreen Gibbons, Kelly Kort, ~~Marcos Quintero~~, Shana Shrier, ~~Jacqueline Poulas,~~ Mylissa Lotspeich, Daisy Guerrero
EL - Deb Schueth, Sherri Klaassen, Jolene Scheffler
PE - Pat Halvorsen, Jason Wehner
Art - Hope Pedersen
Music - Nicole Taylor-Liermann, Stephanie Pearson

Band - Lowgaen Schmidt
Counselors - Annette Sanchez, Vanesa Munoz
Nurse - Tori Oehlrich

SES PARA EDUCATORS
~~Mariluz Delgado~~, Shamso Socdal, Natividad Millan, Kathy Kaasch, Ashley Deleon, Kim Hajek, Amber Deleon, Alma Tena, ~~Sandra Flores~~, Daimarelis Martinez, Kathy Moran, Jonelle Simon, Jessica Vanicek, ~~Sherri Spale~~, Yarelis Marzo, Cynthia Liges, ~~Michelle Shonka~~, Maria Arciva, ~~Mary Duplanti, Daisy Guerrero~~, Diana Mondragon, Rosalba Valerio, Daysi Magana, Veronica Beltran, Blanca Chavez, Beatriz Corona, Rosa Gutierrez, Ana Nilo, Karina Reynoso, ~~Elizabeth Pedro~~

SES SUPPORT STAFF
~~Ariana Alarcon~~, Leticia Whitley, Esmeralda Gomez, Irma Ramirez, ~~Kimberly Viquez~~, Mickaela Vazquez, ~~Eduardo Carvajal~~, Miguel Millan, ~~Alfredo Millan~~, Matt Wachal, Patricia Chaparro, ~~Maria Loya,~~ Rosa Murillo, Nida Wachal, Aurora Avila, RaNae Blum, Noelia Encarnacion, Aida Hernandez, Veronica Marentes, Maria Oviedo, Sherri Sobota

FISHER'S CERTIFIED STAFF: Baylie Richtig, ~~Jennie Stutzman~~, Rachel Stuehmer, ~~Aries Galas~~

FISHER'S PARA EDUCATORS: ~~Jessica Prusa~~, ~~Brittani Swanson~~, Vicky Borman

FISHER'S SUPPORT STAFF: Marcia Jedlicka, Kellie Pleskac

Intent of Student/Parent Handbook

This handbook is intended to provide general information about the operation, practices, and procedures of the school district. It is not a contract and should not be relied upon as such; however, it sets forth the rules and regulations of the school and the behavioral standards for students. The Board of Education may change policies at any time, and the administration may change rules, regulations or handbook provisions at any time. Copies of board policies are available online at www.schuylercommunityschools.org. Those who have questions about the handbook should refer to the policies, or direct their questions to the building principal or the superintendent of schools.

General Information and Procedures

The school building is the place where we work, study, and learn. The building will generally be opened to students at 7:30 a.m. on regular school days. Classes begin at 8:05 am and dismissal is at 3:30 pm. unless there is an early dismissal. Students should leave school by 4:00 p.m. unless under direct teacher supervision. The school is not responsible for supervision of students once students have left school grounds.

ADDRESS CHANGES: Please report changes of address, telephone number, email address, or guardianship to the main office.

Chain of Command

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at step 2
- Step 4. Address the concern to the board of education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible depending on the nature of the complaint and the need for prompt

resolution.

Visitors

Visitors must report to the main office when visiting Schuyler Community School buildings. ALL visitors need a visitor's pass to be in our school building. Former students are welcome to visit with a teacher or other employee as long as the visit is pre-arranged with the teacher, or employee, and the principals' office is notified by the teacher in advance. Former students are not allowed to visit students in the lunchroom or other locations during the school day.

Announcements

Daily announcements regarding school activities, club meetings, and general school information will be emailed daily, read during announcements, and displayed on a TV monitor in the commons area. Announcements submitted must have sponsor and/or principal approval. Posters to be hung in the hallways need administrator approval prior to being displayed.

Copy Machines

Copiers are available for general instructional use, and are not intended to substitute for typical research or note taking methods. These machines are not to be used without permission of school personnel. Students who wish to copy materials for use in class must have a teacher's note requesting the student be allowed to use the machine. A $.10 per page copying charge will be assessed for personal copies.

Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

• The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
• The nature of the copyrighted work;
• The amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
• The effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Library/Media Center

The Schuyler Community Schools Libraries (SES, SMS, SCHS, and Fisher's) are considered "quiet" areas and all students are expected to study quietly to maintain a desirable atmosphere for study. Small group study may be done quietly and with permission of the library media specialist. The library serves both students and faculty. Its collection consists of many different types of materials including periodicals, reference materials, nonfiction books, fiction, and computer-based resources.

Locker Searches and Other Types of Searches

The school owns student lockers, desks, computer equipment, and other such property. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of iPads, lockers, desks, computers, and other such property may be conducted at the discretion of the administration. The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis or cause to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon
as practicable.

Items, which have been or are reasonably expected to be used to disrupt or interfere with the educational process, (i.e. “nuisance items”) may be removed from student possession. While students may decorate or personalize their locker, some items are not suitable for display in lockers. These items are: ads or references to tobacco, alcohol, or other drugs, pictures which are found to be offensive to school personnel or other students, and language or graphics which can be termed profanity, or are otherwise inappropriate. Care should be taken when decorating lockers to use materials that are not permanent in nature, as lockers will need to be cleaned at the end of the school year. Disciplinary consequences may be assigned to students who damage a locker, store prohibited substances in it, or disable the lock mechanism.

Lost & Found/ Lost or Damaged Items

Lost and found items are to be brought to and claimed from the office. Items not claimed at the end of the school year will be given to a charity organization. Students are to demonstrate respect for school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school and/or staff property. The charges shall not exceed the actual cost of the materials or equipment incurring damage.

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee the student’s property will not be subject to loss, theft, or damage.

Messages to Students

Routine notes and phone messages will be delivered to students as timing and staffing in the office permit.
Legitimate emergency situations will be handled immediately if that information is provided to school personnel.

Safety

Laboratory Safety Glasses - As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Bell Schedules

SCHS Regular Schedule

PERIOD 1 8:00 am – 8:44 am
PERIOD 2 8:47 am – 9:31 am
Warrior Time 9:36 am - 10:06 am
PERIOD 3 10:11 am – 10:55 am
PERIOD 4 10:58 am – 11:42 am
PERIOD 5/LUNCH 11:47 am - 12:32 pm
PERIOD 6/LUNCH 1:07 pm - 1:51 pm
PERIOD 7 1:56 pm - 2:40 pm
PERIOD 8 2:43 pm – 3:27 pm

SMS Regular Schedule

First Bell 8:02
PERIOD 1 8:07-8:59
PERIOD 2 9:02-9:45
PERIOD 3 9:48-10:31
PERIOD 4 10:34-11:18
PERIOD 5/LUNCH 11:18-12:35
PERIOD 6/LUNCH 12:38-1:22
PERIOD 7 1:25-2:09
PERIOD 8 2:12-2:56
Warrior time: 2:59-3:30

~~SCHS FOCUS TimeSCHS Warrior Time~~
~~The mission of FOCUS Warrior Time is to create an environment where students feel a sense of belonging by creating connections with peers and their teachers while learning respect, responsibility, and work ethic. FOCUS Warrior Time is a time for creating a community through goal setting, competitions, and character building. FOCUS Warrior Time groups will meet Monday-Friday.~~

SCHS Warrior Time

The mission of Warrior Time is to create an environment where students feel a sense of belonging by creating connections with peers and their teachers while learning respect, responsibility, and work ethic. Warrior Time is a time for creating a community through goal setting, competitions, and character building. Warrior Time groups will meet Monday-Friday.

Warrior Time Non-Negotiables

1. All students must report to their assigned classroom for attendance at the beginning of Warrior Time. Students who do not report to their Warrior Time Classroom will be counted absent.
2. No student may leave Warrior Time before the first ten minutes of Warrior Time have elapsed.
3. No student may leave Warrior Time without a teacher contacting the other teacher. Exceptions to this would be class meetings, college recruiters, and other special circumstances.
4. All students leaving Warrior Time must sign out.
5. If a conference is desired with the school counselor, the students must be on an email from the counselor to the teachers before Warrior Time. As an alternative, the Warrior Time teacher may call the school counselor to see if they want to see the student at that time.
6. Only one student is to be allowed to use the restroom at one time and they must sign out and sign back in.
7. Warrior Time is to be a study environment. Warrior Time teachers must double-check missing assignments and speak with students about their grades using the Advisory tab in Infinite Campus.

Warrior Time Weekly Schedule

Monday - Review Failing Grades/Study Time/Missing Assignments
Tuesday - Intervention Time/time to work with other teachers
Wednesday - ACT Test Prep
Thursday - Intervention Time/time to work with other teachers
Friday - Reading - ACT Test Prep

SMS WARRIOR Time

Warrior time at Schuyler Middle School will be a time where students will receive extra instruction in important subjects and enrichment in grade level groups as well as building relationships and learning about important social skills and character development lessons. Students that are missing work will be given time once per week to meet with teachers during Warrior time to get caught up and extra help.

Emergency Procedures

NOTIFICATION OF BAD WEATHER: The Superintendent may close public schools in case of severe weather. The Superintendent or designee/staff will notify local news media when inclement weather warrants such action. For closings and late starts, these stations will generally be notified by 6:30 a.m. KFAB and Channel 10 will be contacted as early as possible. Wait for this information to be presented by the media sources. Parents are urged to use their own judgment whether it is safe for their children to go to school. Parents who do send students are welcome to have them call home once safely at school. The school will attempt to contact rural parents early in the day if parental verification of an absence has not occurred. On such days, the Superintendent will contact the following media sources, to which students and parents should listen:

KTTT 1510 am Columbus KLIR 101.1 fm Columbus KJSK 900 am Columbus
KFAB 1110 am Omaha KKOT 93.5 fm Columbus KZ 100 fm Columbus
KOLN Channel 10 Lincoln KHUB WAG 78
KEXL 106.7 KETV Channel 7
KLKN TV Channel 8 Channel 11

After School Starts:

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. The media will broadcast if school is closed during the day. Parents should have a plan in place to accommodate these circumstances.

What Not To Do:

Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Students and staff members practice tornado safety procedures regularly. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions:

The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for an emergency exit system, tornado warning system, and critical incident response and posted in every classroom.

Campus Messenger:

Schuyler Community Schools will be using Campus Messenger, Apptegy, and Rooms to deliver several notifications by phone and/or email to parents/guardians and staff regarding different matters depending on your student's grade level and also district wide. These notification systems will allow information to be sent concerning student attendance, student behavior, school reminders of events, report cards, meetings, conferences, emergency notices, school closings and late starts via email or telephone depending upon the parent/guardian and/or staff preference. This service for parents/students is automatically registered at no cost.

SES/Fisher's School Specific Information

Field Trips

Part of the educational program of the school includes learning activities that take students away from their regular meeting place by transportation. These activities often cannot be duplicated in the regular classroom and provide

students with valuable education, musical, cultural, or artistic opportunities. Such trips are made only with the written permission of a parent or guardian. The teaching staff schedules these educational excursions. All field trips require detailed planning, and teachers will send home basic information regarding the experience, including any fees for lunch or admission. All field trips are supervised by classroom teachers. Students who do not have parent permission to attend a field trip will be expected to attend school. An alternative educational activity will take place for students not attending the field trip and will complete work in the office throughout the school day.

Class Parties

Party Invitations: Party invitations are an "out of school" activity and are to be delivered away from the classroom and playground.

Birthday Treats: Students may bring birthday treats as long as the first ingredient on the item is NOT sugar, corn syrup, shortening, lard or their equivalent. This requirement is part of the Wellness Policy for Schuyler Community Schools. In part, it is designed to decrease the childhood obesity rate. All treats must be store bought with ingredients and nutrition facts available.

Library/Media Center at SES

Students are welcome to use the Library/Media Center throughout the school day. Books are loaned to students for a period of two weeks after which time they must either be renewed or returned. Students are responsible to pay for lost or damaged books. Other reference materials are also available for students. Fines may be assessed for overdue books.

Tardy at the Beginning of the School Day at SES

Students in Kindergarten through fifth grade will be counted tardy by 8:10 a.m. All students arriving late will report to the office. School personnel will write each student a pass to allow entrance into his/her classroom. Consequences based on tardiness will accumulate only for a quarter at a time.

Third Tardy	**Verbal communication from administration**
Fourth Tardy and Beyond	**Meeting with parent, child, administration, teacher, and potentially law enforcement**

SES ARRIVAL AND DISMISSAL

Arrival:

1. Students should not arrive at school before 7:45 a.m. unless the student is eating breakfast at 7:30 or school personnel have requested them to arrive before that time. The school cannot assume responsibility for children who arrive earlier. The tardy bell rings at 8:10 a.m.
2. Students cannot enter the building before 8:00 a.m. unless they have a pass/note from a teacher or a parent **breakfast in our lunchroom.**
3. Students are not to play on the equipment or play games while waiting to come inside.
4. K-5 students are required to participate in the SES Walking Club. We have developed the SES Walking Club to eliminate conflicts between students that were happening as they waited on their assigned classroom line. We have seen a huge benefit of our students walking before school. Our students are more alert and focused on learning.
5. When the bell rings, ~~playground~~ walking club supervisors will give the students permission to enter the building. When the students enter the building, they are expected to be quiet. They should go directly to their lockers and then into their classrooms.

Cold Day or Rainy Day Procedures:

The supervisor on duty will inform the students if they are to come inside. **On days that the students come inside, they will enter the building using the lunchroom doors and walk directly to their designated gym for walking club.** ~~**his/her own locker where they will sit quietly.**~~ The "supervision team" on duty on that given time will monitor the students.

Dismissal

All students must leave school property by 3:45 p.m. each day unless attending the After School Program. The school cannot assume responsibility for children who remain on school grounds after dismissal. If students are in the building after 3:45 p.m., they must be under the direct supervision of a teacher/sponsor/coach. Students are NOT to

be out of their designated areas once they leave the building, but are still on school property. Parents should make an effort to drop off and pick up their children relative to where their children enter/leave the building each day. **If a child is left at school after 4:00 p.m., he/she will be promptly taken to the Schuyler Police Department hence this is where the parent will need to pick up his/her child.** In the case of a parent being continuously late, the administrative team will send a letter to the county attorney to make him/her aware of this situation.

Student Conduct Between Home and School:
Parents/guardians are responsible for their child's conduct en route to and from school.

SES Enrollment Requirements
Entrance Age: Any child who is five (5) years of age on or before July 31st may enter Kindergarten at the beginning of the school year. ~~A Kindergarten Registration will be held before school starts to complete all the necessary paperwork.~~ A Kindergarten meeting will be held to share information and registration paperwork may be filled out at the district or school office.

Summary of the School Immunization Rules and Regulations

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. . For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

Immunization Enrollment Requirements

Medical Requirements for School Entrance
It is strongly encouraged for school entry to have a vision exam by an ophthalmologist or optometrist consisting of testing for amblyopic, strabismus, internal and external eye health, and testing to determine visual acuity. It is also strongly encouraged for school entry to have a dental exam done by a dentist. The parent/guardian may object in writing. The cost is borne by the parent/guardian.

Birth Certificate
State law requires that a certified copy of a student's birth certificate be provided within **30** days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of Vital Statistics.
If a birth certificate is unavailable, other reliable proof of a student's identity must be used. These documents could include naturalization or immigration documents showing date of birth or country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Medical Physical
State law requires a student entering Kindergarten to have a doctor's physical upon the date of entrance. Should we have something on immunizations and up to date shot recorders as required by law?

Health, Accidents, Illness, and Medications
Under no circumstances should students leave the school without **permission from the nurse or office**. Students will not be allowed to make the decision to go home. Students are not to call their parents/guardians unless the nurse or office has been notified first.

We recommend that your child get a good night sleep each night during the school week. Lack of sleep can affect the quality of your child's daily work. We also recommend that each child eat a **HEALTHY breakfast** before coming to school each day.

Accidents
Since accidents can occur even though reasonable precautions are taken, we require an immediate and complete report of each injury. If a child is injured, the school will make every effort to notify the parent or person to be contacted in case of an emergency. If the school is unable to contact a parent/guardian, emergency numbers provided by parents/guardians will be used. **It is important that these numbers be kept current.** No child will be sent home unless contact is made with the parent/guardian or emergency contact. In the case of serious accident in nature, a rescue unit will be called immediately.

Asthma and Allergic Reaction Protocol
The district has adopted and implemented the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis) Protocol as required by the Nebraska Department of Education. Copies of

Schuyler Community Schools' protocol can be requested from the school nurse.

The regulations that have been established comply with the Nebraska Department of Education rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and Albuterol. The school will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. The parent(s) or guardian(s) of a student of minority age must request a waiver if they want their student NOT to receive emergency treatment under this protocol.

Automated External Defibrillator (AED) Policy:

Training Required for All Operators:

1. American Heart Association (AHA) or American Red Cross (ARC) Basic Life Support CPR course with AED training completed.
2. Training must be renewed every two years for AHA certificates and every year for ARC certificates. All certificates must be current.
3. All trained personnel will have their CPR/AED certificates of completion hanging next to the AED.

Maintenance of Automated External Defibrillator (AED):

1. Batteries will be checked at semester break and at the beginning of the school year by the school nurse.
2. After use, the AED pads used will be reordered, and the AED will be assessed for appropriate functioning.

**The parent(s) or guardian(s) of a student of minority age must request a waiver if they want their student NOT to receive emergency treatment under this policy.

Protocol to be followed during school hours (8:00 a.m. to 3:45 p.m.):

1. Medical Emergency Protocol will be initiated by office staff.
2. Office staff will notify emergency medical services (911).
3. Office staff and/or administration will notify the family of the victim.
4. Medical Emergency Team will respond, assess, and if applicable:
    a. Administer life-sustaining medication- Epinephrine injection & albuterol by nebulizer
    b. Administer CPR
    c. Activate the use of an AED
    d. Administer other life-sustaining procedures (ie: Heimlich maneuver) or first aid as necessary
5. Medical Emergency Team will remain with the victim until Emergency Medical Services arrive.

Child Abuse and Neglect:
All members of the SES staff are required by law to report any suspected case of child abuse or neglect to the appropriate law enforcement agencies.

Exclusion from School:
Children who become ill, or who have symptoms of illness at school, are sent home after parents/guardians are notified. Emergency numbers will be used if parents/guardians cannot be reached. Children shall be excluded from school for the following conditions:

1. Contagious diseases such as strep throat, chicken pox, measles, mumps, pinkeye, etc.
2. Skin eruptions or suspicious rash
3. Vomiting
4. Abnormal temperature
5. Head lice--Children may not return until appropriately treated and no eggs (nits) are left in the hair. All students must be checked by our nurse upon returning to class.

Insurance:

School insurance is available to all students. Your child will be bringing home insurance papers on the first day of school. Additional information can be obtained by calling Holly Hild at Agri- city.

Medical Emergency Authorization Form:
Annually, parents must complete a medical emergency authorization form indicating procedures to be followed in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of an injury or illness. This form will include health questions specific to their child, too.

Medications:
If it is necessary for a parent to send medication to school for a student to take during school hours, the medication must be accompanied by written instructions signed by the parent and in the original container from the pharmacy. The medication and signed instructions should be taken to the nurse's office where it will be kept in a locked file. Neither aspirin or Tylenol (pain medicine) will be provided by the school to be administered to a student.

School Nurse/Health Screening:
During the school year, the school district will provide health screening. This includes height, weight, vision, hearing, and dental defects. If the screening indicates any child having conditions necessitating the need for professional care, the parent of the child will be notified in writing.

Staying Inside:
Students, who are to stay inside during recess, due to illness must bring a note stating the reason along with a parent/guardian signature. Any student who must stay in during recess longer than one day **MUST** bring a note from the doctor stating the reasoning behind this request.

SCHUYLER ELEMENTARY DISCIPLINE

The chart on the following page identifies some of the prohibited student behaviors and standards consequences. The administration may modify consequences on an individual basis.

The purpose of a discipline policy is to maintain a safe school environment. Administrative discipline is carried out by either the principals and/or the superintendent. The purpose of classroom discipline is to maintain a constructive learning environment. Classroom discipline is conducted by classroom teachers, Student Assistance Team members, para-educators, school psychologists, school counselor, and administration.

In general, discipline policy is designed so the degree of home-school supervision and resource support are directly related to student performance choices. Discipline policy is also constructed so student freedom and choices are solidly linked to their performance choices. When students choose to perform according to basic administrative and classroom goals, parent-faculty supervision and resource support are minimized. Under these conditions, student freedom and choices at school are maximized. However, when students choose not to perform according to standards, parent and school staff supervision and support continues to increase until the student reforms his/her performance. In this case, student freedoms and choices continue to decrease until he/she chooses to perform adequately.

Schuyler Elementary Discipline Policy

1. School will use the 3 B's as school-wide rules: **Be Responsible, Be Respectful, Be Safe.**
2. Teachers will use their own grade level behavior system, such as balls, tickets, etc.
3. If a student's discipline warrants a behavior note home, the teacher will document the behavior and communicate the event and consequences with parents/guardians.
4. Teacher will document event on Infinite Campus and after three events will notify the principal.
5. Principal will communicate with the child.
6. Teacher can report consistent behavior that has been documented and reported to the parents.
7. **Behavior that requires immediate attention are:**
    a. Biting another student or spitting on another student.
    b. Fighting (not pushing or shoving)
    c. Inappropriate contact with another student/adult
    d. Running away: not returning when prompted
    e. Storming out of classroom
    f. Throwing objects resulting in bodily injury to another student/adult
    g. Use of profanity
    h. Vulgar activities
    i. Threatening another student/adult
    j. Arson
    k. Assault
    l. Burglary
    m. Possession of a gun, a knife, or other weapon
    n. Theft
    o. Threatening an adult/student regarding life

Discipline is not something that simply does or does not exist in school; it is an essential part of learning. Discipline is something that must be consciously and energetically pursued and taught. It is the means by which students are nurtured to learn, to develop responsibility and ultimately, to control their own actions. Discipline is a social necessity; it is the essence of learning.

Level 1: Minor Infractions

Classroom teachers will handle these discipline issues with notes or phone calls to parents, verbal warnings, loss of recess, after school detentions, or loss of other classroom privileges. Teachers will keep anecdotal notes to record frequency of the behaviors and actions taken.

Minor infractions may include the following behaviors:

- Inappropriate language
- Horseplay/bathroom/hallway/cafeteria behavior
- Electronic devices
- Disrespect—minor
- Leaving class without permission
- Not bringing materials
- Not completing homework
- Throwing objects
- Passing notes
- Not following teacher directives
- Lying/dishonesty
- Sleeping in class

When a student has accumulated three minor infractions in a month's time, the teacher will put the three minor infractions in Infinite Campus as one major infraction. If a student would obtain 3 minor infractions in a month's time, the teacher will call the student's parents to set up a conference time to discuss the inappropriate behavior and/or concerns!

Level 2: Major Infractions

Classroom teachers will refer students to the office through Infinite Campus and major infractions will go on the student's records.

Major infractions may include the following behaviors:

- Physical aggression
- Inappropriate gestures
- Cheating
- Open defiance
- PDA violation
- Accumulation of 3 minor infractions
- Destruction of school/teacher property
- Forging parent's signature
- Threats
- Theft
- Discriminating remarks
- Harassment

Student discipline will be communicated to parents and guardians by the classroom teacher. If an office referral is given, the administrator will communicate the situation and further consequences with parents/guardians.

Safety

The safety of our students is our number one concern on a daily basis. Exercising safety practices begins on the first day of school and continues throughout the year. With the home and school working as a team, safety can be a natural practice of the child.

Bicycles and Skateboards

Bicycles rode to school should be walked once they are on school property and then parked immediately in the

appropriate bike rack. The school is not responsible for lost or damaged bicycles. Students are not to ride bikes on the playground area or on the sidewalks. Skateboards and roller blades are not allowed on school property.

Buses: (References: Board Policy 801.01 and Neb. Rev. Stat. 79-318-79-602 and 79-607-79-608)
The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. After due warning has been given to the student and to parents/ guardians, the principal may withhold from the student the privilege of riding the school bus.

The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Our goal for the bus driver is to provide a safe, efficient, and reasonably accommodating means of transportation for our students. As a student, you have certain responsibilities when you ride a bus for an activity. Please observe the following rules/courtesies:

1. Students are to remain seated and facing forward at all times.
2. Talking should be done in a quiet manner. Remember, a given level of noise can be very distracting to a driver when the traffic is heavy or the weather is bad.
3. No hanging out of the windows.
4. No objects are to be thrown in or out of the bus.
5. No shouting or unnecessary noise.
6. No shoving, fighting, spitting or littering.
7. Conduct that is rude, discourteous or annoying is prohibited.
8. Aisles must be kept clear and unobstructed.
9. Students will board and depart the bus in a quiet, orderly, and courteous manner.
10. Silence should be observed at all railroad crossings.
11. The last thing that students should do before they get off the bus is to make sure they pick up papers, cans, etc. that they may have dropped.

Hallways

1. No running.
2. No speaking.
3. Keep your hands and feet to yourself.
4. Walk on the right side.

Playground

1. Throwing or kicking balls into students or against the building is not permitted.
2. Students need to line up IMMEDIATELY when the whistle blows. No talking in line!!
3. One person at a time on the swings is permitted. No one is allowed to twist, jump off or climb the support poles.
4. Students are not allowed to throw rocks, rubber mulch, or snowballs.
5. Chasing or running on the equipment is not allowed.
6. Students need to use proper balls for each sport. Example: Basketballs are for bouncing, not for soccer or kicking.

Consequence: Any student who is unable to follow these rules will not have playground privileges for up to 5 days. During recess, the student will be required to take time out of their recess to be retaught the expectations. Continued misbehavior will result in further discipline at administrative discretion.

Note: Days when school is in session and during school hours (8:00 a.m.-3:45 p.m.) only Schuyler Elementary School students are permitted on the playground and on the playground equipment.

Student Conduct and Discipline Policies:
The common goal of students, parents, faculty and administration at Schuyler Community School is to maintain a school atmosphere that is conducive to learning. In order to achieve this, Schuyler Community Schools will continue to review and distribute a set of reasonable and fair rules and policies. **VIOLATIONS OF THE SCHUYLER COMMUNITY SCHOOLS' RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION**.

Schuyler Middle School Specific Information

Homework ~~Zone~~

Homework is an investment in a student's education. It not only provides teachers with necessary feedback, but also provides the students with the opportunity to demonstrate the skills and knowledge they have acquired. Homework is an essential part of the learning process. Student may get assistance with homework in the After School Program at the middle school. ~~The purpose of the Homework Zone is to provide students with a safe place to complete homework while increasing student success through higher achievement and by reducing missing student work. Homework Zone will not give the students a free pass with no consequences, but rather a positive place where students can ask questions, get extra help and complete missing assignments. The completion of assignments will be monitored daily and students with missing work will be assigned to Homework Zone for that day. Homework Zone will be every day after school from 3:40 – 4:00 p.m. A student missing an assignment or required work will be entered into the Homework Zone list and will be asked to stay after school. It is the responsibility of the student to contact their parent or guardian if they are assigned to Homework Zone. During Homework Zone time, a student will work on missing assignments for that school day. Once the assignment is completed satisfactorily, and the work is turned in to the supervising teacher, the student will be dismissed. If a student skips their assigned Homework Zone time, the student will be reported and assigned a consequence by the assigning teacher. Consequences for skipping may include, but not limited to, referral to the office, before or after school detention.~~

SMS Summer Attendance and Academic Recovery

Purpose

The purpose of SMS Summer Attendance and Academic recovery is to ensure that Schuyler Middle School students have an opportunity to reclaim any missed learning opportunities due to excessive absences or due to academic failure.

Qualification

1. Students that end the school year with 2 or more failing grades in Mathematics, Social Studies, English Language Arts, or Science will be ~~required~~ recommended to attend.
2. Additionally any students that end the year having reached an absenteeism rate considered by the state to be excessive absenteeism will be ~~required~~ recommended to attend.
3. Students that are failing 1 class in Mathematics, Social Studies, English Language Arts, or Science that have more than 20 days of absence.

Timeframe and Coursework

Students will attend Summer Recovery time during the month of June as scheduled by SMS administration. Students attending SMS Summer Attendance and academic recovery will be assigned coursework by the teacher as needed. ~~through APEX learning modules and complete their coursework online.~~ Teachers that teach the core coursework in which the student earned a failing grade will work with administration and SMS Summer Attendance staff to assign appropriate coursework that the student missed through failure or poor attendance.

Requirements for attendance and connection to Schuyler Central High School:

Students in 8th Grade that qualify for this program and do not complete the coursework or attend will have their information turned over to the High School, which will communicate their expectations before they can start 9th grade coursework. Students attending SMS Summer Attendance will be required to attend all 5 days and complete the assigned coursework. If a student does not complete their coursework or fails to attend the student will be required to finish the coursework at the beginning of the next academic school year.

~~Specific~~ Rule Items specific to SMS

The following are examples of conduct that may result in disciplinary action, in which repeated violations may result in discipline up to expulsion:

1. Candy and other food items are only allowed in classrooms by permission of the classroom teacher.
2. Gum is **NOT** allowed in the Field-House under any circumstances.
3. The school vending machines will be managed in accordance with federal food service guidelines.
4. Students are expected to bring all books and necessary materials to class.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not allowed to store food in their lockers unless expressly given permission by a teacher or administration.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Throwing snow or snowballs is not allowed
12. Students are to maintain an orderly hallway; they are not to run, yell, or roughhouse when walking in the hallways between classes or during class time.

Student Conduct and Discipline Code SMS

Classroom Referral

If a student receives a classroom referral from a teacher, they will receive appropriate disciplinary sanctions from the teacher giving the referral. The teacher may contact parents as he/she deems necessary.

Office Referral

If a student receives an Office Referral, they will be sent to the guidance center, if guidance center is not available then the student will report to the assistant principal or principal. Depending on the severity of the infraction, students may receive further disciplinary action after conferencing with the principal or assistant principal.

The administration will contact parents or guardians and may ask to set up a meeting between administration, the guidance counselor, classroom teachers, students, and their families.

Administrative Prerogatives

1. Any illegal activities will warrant police involvement.
2. The Principal or administrative designee has the final authority to set level and consequence for specific violations.
3. The disciplinary section of the handbook is NOT an all-inclusive list of behaviors.

Handbook compliance in regard to discipline will adhere to Board Policy 503.03

4. See General Discipline Philosophy for additional details

Credit for School Work During Suspension

During the period of suspension, a student is expected to make every effort to keep up with class activities and learning opportunities. In order to encourage this, a student will be allowed to take any exam missed, and to receive full grading credit. Completion of the exam is to be initiated by the student and shall occur within two school days after the suspension ends, or no credit will be allowed. All other assigned work due during the time of suspension from school will receive credit only if it is completed and handed into the teacher first thing in the morning when the student returns. Students that are suspended will be expected to keep up with schoolwork by checking their school issued Google email account and all google classroom enrollments. Any student under any type of suspension or expulsion may not attend/participate in any Schuyler Middle School activities.

Additional Student Conduct Expectations and Grounds for Discipline.

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle

owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

    a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pant, low-cut shirts, etc.) or clothing that is revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, shorts, skirts or athletic shorts that expose undergarments or inappropriate amount of bare skin or otherwise of an appropriate size and fit.
    b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
    c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
    d. Head wear including hats, caps, bandannas, and scarves.
    e. Clothing or jewelry, which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
    f. Clothing or jewelry that is gang related. (Ex. Marilyn Monroe gang t-shirts)
    g. Visible body piercings that can be determined to create a safety concern or constitute a disruption or distraction to the learning environment. (Example: golf tees as gauge spacers)

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel or appropriate apparel may be provided by the office and will be returned at the end of the school day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

Body Piercing Jewelry and Tattoos Policy

The Board finds that tattoos that advertise drugs, alcohol, tobacco, and/or anything with a sexual connotation are inappropriate for students, employees, and others associated with the school. A student with a tattoo that is visible and causes a disruption to the educational environment will be asked to cover the tattoo when attending school or school related activities. If a student continues to violate this policy on a repeated basis, he/she shall be subject to such consequences as are determined to be appropriate by the school administration, including possible out-of-school suspension and Expulsion.

Academic Integrity

Policy Statement
Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

Definitions:
Schuyler public schools definition of academic integrity is explained under SCHS code of conduct

Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

Academic Sanction The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

Report to Parents and Administration The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

Student Discipline Sanctions Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Personal Electronic Devices

Philosophy and Purpose
The District strongly discourages students from bringing and/or using personal electronic devices at school. The use of personal electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of personal electronic devices, the District hereby establishes the following rules and regulations governing student use of personal electronic devices, and procedures to address student misuse of personal electronic devices.

Definitions
(1) "Personal Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, wireless earbuds, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
(2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

Possession and Use of Personal Electronic Devices.

(1) Students are not permitted to possess or use any personal electronic devices during class time or during passing time except as otherwise provided by this policy. Students are required to keep cell phones turned off and stored in the locker during the school day. Students may ask to store cell phones or other electronic devices in the administrative office for safekeeping during the school day

(2) Students are permitted to use personal electronic devices before and after school hours, provided that the student doesn't commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Personal electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

(5) Headphones, earbuds, both wireless and wired, can be used in classrooms with the expressed permission of the classroom teacher. Headphones, earbuds both wired and wireless may not be worn in the following areas for safety reasons: Cafeteria, Hallways, and Fieldhouse.

Prohibited Use of Electronic Devices:

Students shall not use electronic devices for:

(a) Activities that disrupt the educational environment;

(b) Illegal activities in violation of state or federal laws or regulations;

(c) Unethical activities, such as cheating on assignments or tests;

(d) Immoral or pornographic activities;

(e) Activities in violation of Board or school policies and procedures relating to student conduct and harassment;

(f) Recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public;

(g) "Sexting;" or

(h) Activities that invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

Penalties for Prohibited Use of Electronic Devices

Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion. Students that receive a "sexting" message are to immediately report the matter to a school administrator. Students shall not participate in "sexting" or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity.

Reporting to Law enforcement

Violations of the school's electronic device policy that may also constitute a violation of federal or state laws and regulations, including but not limited to the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention act shall be reported to appropriate legal authorities and law enforcement.

Confiscation of personal electronic devices:

Personal electronic devices used in violation of this policy may be confiscated by school personnel, placed in an envelope, and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken at the earliest possible time to the school's main office to

be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

1st Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

2nd Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

3rd and subsequent violations: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and Saturday school or In-School-Suspension. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Bicycles and Skateboards

Bicycles ridden to school should be walked once they are on school property and then parked immediately in the appropriate bike rack. The school is not responsible for lost or damaged bicycles. Students are not to ride bikes on the playground area or on the sidewalks. Skateboards and roller-blades must be carried while on school property and are not to be ridden on their sidewalk.

SCS Field House

All SMS expectations apply for student behavior in the Field House, along with additional rules and expectations that are posted in the Field House tab on the Schuyler Community Schools website.

Buses

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus. Our goal for the bus driver is to provide a safe, efficient, and reasonably accommodating means of transportation for our students. As a student, you have certain responsibilities when you ride a bus for an activity. Please observe the following rules/courtesies:

1. Students are to remain seated and facing forward at all times.
2. Talking should be done in a quiet manner. Remember, a given level of noise can be very distracting to a driver when the traffic is heavy or the weather is bad.

3. No hanging out of the windows.
4. No objects are to be thrown in or out of the bus.
5. No shouting or unnecessary noise.
6. No shoving, fighting, spitting or littering.
7. Conduct that is rude, discourteous or annoying is prohibited.
8. Aisles must be kept clear and unobstructed.
9. Students will board and depart the bus in a quiet, orderly, and courteous manner.
10. Silence should be observed at all railroad crossings.
11. The last thing that students should do before they get off the bus is to make sure they pick up papers, cans, etc. that they may have dropped.

Specific Rule Items

The following conduct may result in disciplinary action, in which repeated violations may result in discipline up to expulsion:

1. Candy and other food items are only allowed in classrooms by permission of the classroom teacher.
2. Gum is NOT allowed in the Field-House under any circumstances.
3. The school vending machines will be managed in accordance with federal food service guidelines.
4. Students are expected to bring all books and necessary materials to class.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to allowed to store food in their lockers unless expressly given permission by a teacher or administration.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Throwing snow or snowballs is not allowed
12. Students are to maintain an orderly hallway they are not to run, yell, or roughhouse when walking in the hallways between classes or during class time.

SMS policy for bullying and harassment, and inappropriate public displays of affection are defined under SCHS code of conduct.

Schuyler Community Schools Food Service

Breakfast is served daily from 7:30 am to 8:00 am each school day. Breakfast has four components offered of which students are required to take three. Breakfast is $1.65 per meal.

The Schuyler Central High School federal lunch program has facilities that serve the entire student body. **Student lunches are $2.60**, adult meals are **$4.30**. The cost for individual lunch items is announced on an annual basis. Deposits will not be accepted during lunch periods. Students should carefully examine the account balance that appears on-screen each day after the bar code card is scanned. This information indicates the balance remaining prior to charges for the day’s meal. Students will not be allowed to charge any items to their lunch account that would cause the account to have a negative balance. Due to federal lunch program reimbursement regulations, a student may not purchase a lunch for another student. Barcode replacement cards are available in the main office. To receive a replacement card, students are charged **$5.00** for that card and any card issued after that time.

Our school offers nutritious hot lunches and breakfast every school day that we are in session beyond noon. The price for breakfast will be $1.65, reduced breakfast will be $.30 and the price for hot lunch or salad bar is $2.60, reduced lunch will be $.40. Breakfast for adults wishing to eat at the SCHSwill be $2.65 and lunches for adults wishing to eat at the SCHS will be $4.30. Students may be required to bring money or food for field trip lunches and similar activities. Otherwise, a sack lunch will be provided at the regular student meal rate. Students who bring lunch will eat in the lunchroom. Milk is available for purchase for students who bring lunch. Students shall be expected to conduct themselves in a courteous manner and to follow the cafeteria rules.

The State of Nebraska does an annual review of lunch prices and costs associated with our food program. Schuyler is within a few cents of each of our reviewed program meal costs. See food service balance on the monthly receipt expenditure summary report. We received a letter from NDE notifying us that our lunch prices were too low. We sent a letter for a 1-year exemption, but are required to raise our prices to the recommended levels this year. Breakfast prices can only increase 5 cents, and lunch prices can only increase 10 cents. Lunch balances can be viewed by students and parents on the Infinite Campus portal.

Schuyler Community Schools has agreed to participate in the National School Lunch and Breakfast Program 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 and Breakfast Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. 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: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
4. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
5. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to the 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:

-A publicly-announced, simple method for making an oral or written request for a hearing.

-An opportunity to be assisted or represented by an attorney or other person.

-An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.

-Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.

-An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.

-An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.

-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. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.

6. Agrees to designate the Superintendent 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. 7. Agrees to develop and send to each child's parent or guardian a letter as outlined by the 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.

The following forms will be available in the office of the Superintendent:
- Eligibility criteria for free and reduced meals
- Parent letter and application

- Public release
- Collection procedure

Students are asked to cooperate with lunchroom personnel by eating in a responsible manner, consuming all lunch items in the lunchroom, returning trays, silverware, and disposable items to their proper location, and conducting themselves as young women and men at all times. Disruptive behaviors may result in disciplinary consequences. Suggestions for improving the school lunch program are to be presented to the nutrition staff or to members of the committee that meets with the superintendent and nutrition staff. Students are not allowed to purchase breakfast and lunch meals or á la Carte items for other students. Violations will result in loss of á la Carte privileges, etc. Á la Carte items are offered for purchase for breakfast and/or lunch. For example, students may purchase a second serving of a main entrée, 100% juices, water, snacks, fresh fruit, 16-ounce milks, and more. Students are required to purchase a reimbursable meal before purchasing á la Carte items. There are a few exceptions to this policy. The following items can be purchased without purchasing a meal first. These include the following: milk (any size), water, Propel, 100% fruit juice (any size), and fresh fruit. As long as three different food components are chosen, a meal qualifies and it consists of ½ cup of fruit or vegetables, if not, students will be asked to return to the line to get the required components for a meal.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Student Information

Parent-Student-Teacher Conferences

Parent-student-teacher conferences will be held during the school year with the student's ~~FOCUS~~ Warrior Time teacher at SCHS, with the student's Warrior teacher at SMS, and with the student's classroom teacher at SES and Fisher's. Refer to the school calendar for the scheduled conferences. Parents and students are encouraged to attend conferences. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers. The parent portal on Infinite Campus is also available for parents to check on grades, attendance, and other vital student information.

SCHS Part-Time Students

A part-time student shall be any student who does not attend school the entire school day and school year. Students who have reached senior grade classification **or are 18 years of age**, and have obtained **215 credits** may, with parent/guardian approval, request permission to attend school as a part-time student. Application for attending school as a part-time student shall be made to the school counselor on school-provided forms. Part-time students will be expected to **attend four consecutive periods and** observe all stated school rules. Exceptions will be made jointly between the student, parent/guardian, and administration. Part-time students not demonstrating satisfactory performance in coursework and attendance may be required to spend additional time in school beyond their scheduled classes. This time will be scheduled immediately before or immediately after classes in the student's schedule and will be spent working to improve the level of academic performance in scheduled classes.

Registration

Students will register for the current year in the preceding spring. Students are assigned classes that meet their needs and desires as indicated by their spring registration. New students enroll at the District Office and complete class registration at their respective building.

Schedule Changes

Because students and parents choose courses in the spring, changes in student class schedules are not encouraged. However, there may be students who wish to change their schedule. If a schedule change becomes necessary, please contact the School Counselor. The school counselor must approve the proposed change. **Schedule changes requested after the start of the semester will be taken under advisement, but might not be honored, unless there are extenuating circumstances**. In this event, the schedule change must be approved by both administration and parent(s)/guardian(s). Careful consideration is necessary at registration time to ensure that the student will benefit from the schedule of courses chosen.

Transcripts and Permanent Records

Transcripts will be accepted from authorized schools, and forwarded to other schools when necessary. Paper transcripts will be sent free of charge to prospective employers/schools. After age eighteen only the student has access to their own student records. A parent wanting student records needs written permission from the student. A file can be released to a divorced parent of a student unless there is a court order to restrict information to that particular parent. Step-parents may not be considered legal guardians; a natural mother-father needs to give permission for a step-parent to receive a file/information on a student. Any student wishing to inquire about personal records should contact the school counselor.

SCHS Transfer Student Enrollment, Grade Placement, Graduation

The professional staff of SCHS reserves the right to determine grade level classification and programs based on standardized test results and other pertinent factors, and to accept or deny waiver of credits, course offerings, or graduation requirements for students transferring from non-approved and/or home schools. Grades earned on another school's grading scale will be converted to the SCHS grading scale. "Weighted" grades from other schools will also be converted to the 4-point SCHS grading scale (A=A, B=B, etc.). Students will be considered enrolled in SCS when proper personal identification, academic, and health records have been filed with the school. Credits cannot be transferred to SCHS from an exempt (home) school or non-approved school (as defined by Rule 10). A student who enrolls in SCHS after having been schooled in an exempt (home) school or non-approved school will not be granted credits for work done in the exempt (home) school or non-approved school.

SCHS Early Graduation

Students who have reached senior grade classification and have obtained 255 credits may, with parent/guardian approval, apply for early graduation. Application for early graduation shall be made to the school counselor by completing a contract that is in agreement with the parent/guardian, student, counselor, and principal. Students may receive a diploma when they have attained 255 credits, completed all other graduation requirements, and have completed the contract process. Students may graduate after completion of their first semester of their senior year. Students may graduate/receive a diploma at Commencement at the end of the school year, or by arrangement after the Commencement ceremony. Students, who graduate early, may participate in most school events throughout the remaining school year. They may not participate in activities sanctioned by the NSAA (Nebraska School Activities Association).

Withdrawals

Procedure for students who are withdrawing from Schuyler Community Schools to transfer to another school district etc:

- Contact the principal and the school counselor prior to transferring.
- Parent/Guardian needs to sign for release of school records to another school district.
- Students need to return all property belonging to Schuyler Community Schools.
- Students need to pay all fines.

• Once all fines are paid and all property belonging to SCS has been returned, records will be sent as requested.

Emergency Counseling/Therapy

If it is determined that the nature of a suspension is a serious infraction, a student may be required to receive counseling/therapy prior to his/her return to Schuyler Community Schools at the expense of the parent and/or guardian. At the completion of the counseling, a report from the counselor/therapist must be sent to the principal/assistant principal prior to the student returning to Schuyler Central High School.

Summer School

Students may participate in summer school to earn credit toward graduation when situations occur in which they are not on schedule to graduate. Students who participate will be using the online program or, in some subject areas, direct instruction from a certificated teacher.

Student Assistance Team (SAT)

Certified staff may refer students in need of help including self, peers, family, or school staff. Referral forms can be obtained from the SAT team coordinator. Completed forms can be returned to any staff member. After the referral, information will be gathered to help identify the problem(s) the student is experiencing. The Student Assistance Team (SAT) will then meet to formulate an appropriate plan of action in accordance with the MTSS process.

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem solving to maximize growth for all. The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests throughout the year, please view the yearly Assessment Calendar for a full list of assessments found on our website. District assessments, such as MAP ~~and STAR~~ testing, are used to measure student growth and programming effectiveness. State-mandated assessments, such as NSCAS and ACT, are used to measure student performance for school accountability. Each assessment is a unique measure, therefore, it may take students differing amounts of time to complete each assessment. Similarly, the time it takes students to receive results of these assessments vary. An assessment such as MAP provides instant results to students, whereas ACT testing does not provide results for weeks. Whenever possible, students are made aware of when and where they may view their assessment results.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein; 4. Remind and

emphasize to students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests; 7. Encourage students to relax on testing day.

Mass Actions

Mass actions such as "skip day" are not permitted. If a mass action is or has taken place, all students without proper parent verification will be assigned unexcused absences for the time missed.

Passes

When students leave the classroom for any reason, they need to use an ~~Infinite Campus~~ E-Hallpass from the teacher to be in the halls going to another destination unless they are accompanied by a staff member. Passes to the office for phone calls initiated by the student will come from the student's teacher. A teacher may deny use of a pass by a student in the event of inappropriate behavior.

Social Functions

School dances are for students and their dates as well as for SCHS staff. Outside dates are permitted as long as these people are willing to conform to all school regulations, are under the age of 21, and complete all appropriate forms. Students will be admitted during the first hour of the dance. Once students choose to leave, they will not be readmitted. Activities held during the week will end by 11:00 p.m. School dances will be scheduled from 7:30 p.m. to 11:30 p.m. on weekend dates. A school-sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation. Each person that attends the dance will be subject to a breathalyzer.

Substitute Teachers

Substitute teachers are guests in our school and perform a difficult task in the absence of regular teachers. Students should help the substitute teacher as much as they can so that classes will be effective and students will receive maximum benefit. SCHS teachers will administer appropriate disciplinary consequences when they are a substitute.

Student Performance Goals

The goal of each student at Schuyler Central High School is to be successful academically and socially during their high school career. It is believed that the following goals will help every student to be successful. Students will be most successful in class if they follow these student performance goals:

- Arrive to class prepared
- Use work time appropriately
- Complete assigned tasks on time
- Demonstrate respect for people and property
- Respond appropriately to directives

Leaving Campus During The School Day

Students who leave school for any reason during the school day must check out at the principals' office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. Any student who leaves school without following proper procedure will be counted absent (unexcused) and will be put on the discipline step plan.

Video Surveillance

The board of education has authorized the use of video cameras on school district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. The superintendent may use video cameras in locations as deemed appropriate. Notice is hereby given that video surveillance may occur on district property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Parking

Parking space for students is located in the west parking lot during school hours. All students in grades 9, 10, 11, and 12 are to park in the lot west of the west gym. The areas south of the industrial technology and west gyms are not considered student-parking areas during the school day. All vehicles driven by students are to be parked in the lots or stalls provided by the school. Cars and other vehicles not properly parked may create problems for emergency vehicles such as fire trucks and ambulances needing to gain quick access to areas of the building or surrounding homes. Therefore, improperly parked vehicles will have to be moved. **Students who park improperly will be warned once and after that be towed at the student's cost.** Students are not to be in the school parking lot during the noon hour or at any other time of the day unless permission has been granted. **Students are not to park in assigned staff parking places, in fire lanes, etc.**

Regular and punctual student attendance is required.

Attendance and Absences

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as excused or unexcused. Absences should be cleared through the principal's office in advance whenever possible.

School Excused absences may be coded as follows:

– Illness supported by Medical Documentation (MED)
– Pre Approved Long Term Absence (PLA)
(up to 10 days 1x per calendar school year, teacher must know 2 weeks in advance to prepare homework. If homework is not returned it will be changed to unexcused)
– School Activity (S)
– Expulsion (EX)
– In-School Supervision (ISS)
– Out of School Suspension (OSS)
– » Use sparingly, i.e. death in the family, court (XE)

"School Excused" absences DO NOT count toward the 20 days of absences.

"Not-School Excused" absences should be coded as follows:
– Parent Acknowledged (E)
– Illness (IL)
– No Call / No Show (U)
– No Ride/Transportation (NR)
– Unapproved Long Term Absence (ULA)
– Appointment w/no Dr. note (UMed)

"Not-School Excused" absences include those where the parent(s)/guardian(s) have let the school know that the student is going to be absent. This may include undocumented illnesses (ILL), vacations (ULA), and regularly scheduled medical or mental health appointments (UMed).

"Not-School Excused" absences also include those when the parent(s)/guardian(s) have not provided a reason for the absence (U)

"Not-School Excused" absences DO count toward the 20 days of absences

~~a. School Excused. Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:~~

~~• Impossible or impracticable barriers outside the control of the parent or a child that prevents a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, illness, vacations, and medical appointments.~~
~~• Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. Other absences as determined by the principal or the principal's designee.~~

~~b. Not school Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:~~

~~• Other absences are those in which the parent has not communicated a reason for the student's absence or parent does not know where the child is.~~

2. Absence Procedure. In its student information system, the district may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

• Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

5. Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

6. Early Withdrawal for Students Enrolled in Accredited Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

7. Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the commissioner of education. Upon submission of the form, the superintendent or superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Schuyler Community Schools or resides in the Schuyler Community Schools and is enrolled in a

private, denominational, or parochial school.

The exit interview shall be personally attended by:

• The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible
or impracticable;

• the person who has legal or actual charge or control of the child who requested the exit interview;

• the superintendent or superintendent's designee;

• the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district;

• and any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school. At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

• financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or

• an illness of the child making attendance impossible or impracticable
.

The superintendent or superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form

Any withdrawal form signed by the person making the written request shall be valid only if:

• the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and

• the superintendent or superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the superintendent or superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the state department of education a signed notarized release on a form prescribed by the commissioner of education.

Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance

officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

b. One or more meetings between the school (a school intervention officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

(i) Illness related to physical or behavioral health of the child.
(ii) Educational counseling;
(iii) Educational evaluation;
(iv) Referral to community agencies for economic services;
(v) Family or individual counseling; and
(vi) Assisting the family in working with other community services.

c. If a student has excessive absences for their classes, they could lose credit in those classes. Loss of credit is determined by the principal and based on unexcused absences and tardies (4 tardies equal one hour). At the end of the year the principal will present to the board, and then the board will then vote on the loss of credit requested by the principal. Loss of credit is :

i. If a student has five unexcused absences, they will lose a fourth of their credit.
ii. If a student has ten unexcused absences, they will lose a half of their credit.
iii. If a student has fifteen unexcused absences, they will lose three quarters of their credit.
iv. If a student has twenty unexcused absences, they will lose a full credit.

Any student who misses 10% or more of the days scheduled will fall under "chronic absenteeism. This encompasses all absences excused or unexcused, but not school related absences. If a student misses more than 10% of the school year, credits could be removed. The attendance coordinator will put in place a plan for credit recovery which may include summer school, Saturday School, or Friday intervention.

If a student loses full credit, they will be referred to the county attorney. At any time the student and parents can appeal to the attendance committee to have their credit reinstated.

Legal Reference: Neb. Rev. Stat. " 79-210

Tardiness

~~Schuyler Central High School has implemented a time-for-time tardy recovery procedure. This procedure states that all tardy time must be made up with the content teacher, Focus teacher, or other staff member that has been assigned by the attendance coordinator. Students are to be in their assigned classroom when the bell rings, present a pass from the office or previous teacher, or they will be classified as tardy. Parents will receive automated calls for all tardies to~~

~~notify when a student is tardy to school or class. Students who have not attended intervention will be referred to the school counselors and placed on a discipline step.~~

Tardy to School: Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first-class rings. Tardy to school will constitute a 30 minute detention on the same day. Failure to serve the detention that day will result in 1 day of In School Suspension.

- Tardy to school-parents shall notify the school for any tardiness as they do for absences. A record of the contact will be noted in the student information system.

Tardy to Class: Students will be considered tardy to class if they are not in their classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher. Students have a sufficient time period between all class changes to make it to their next assigned class on time.

- Tardy to class-when a student accumulates three (3) tardies to a class, it shall be deemed an absence from that class.
- Grades 9 through 12-three (3) tardies will result in a 30-minute detention.

It shall be the responsibility of the truancy officer to notify the Principal's office when the number of times tardy equates to an absence.

Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. Students legally obligated to attend school will be referred to the attendance officer at SCHS who works for the Colfax County attorney in the event that they exceed a total of five excused and/or unexcused absences per quarter.

Reporting Habitual Truancy

Students who accumulate five (5) absences or the hourly equivalent in a quarter or twenty (20) absences or the hourly equivalent per year shall be deemed habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one week after the time the notice is given such a person is still violating the school attendance laws or policies, the principal shall file a report with the county attorney of the county in which such person resides.

Reporting and Responding to Truant Behavior.

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six to eighteen to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation into any such report to be made. The superintendent shall also investigate any case when, based on the superintendent's personal knowledge or based on a report or complaint from any resident of the district, the superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child.

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office or the detention room designated by the building principal.

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students may be required to attend up to eight-hours per day of school-sponsored suspension a day at a designated location where they will study and participate in campus clean up. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension (not to exceed an additional 48 hours), the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: The student must find a time with the teacher outside of the regular school day.

Firearms

No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm. The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Pre-Kindergarten through Second Grade Students

An elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Expulsion

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of

such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. Alternative School or Pre-expulsion Procedures. The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;

b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;

c. Violating school bus rules as set by the school district or district staff;

d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;

e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;

f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;

g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;

h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;

i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;

l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;

m. Using any object to simulate possession of a weapon;

n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false

statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and

o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
   a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
   b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
   c. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
   d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
   e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
   f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal

determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

SCHS Student Code of Conduct

Student conduct on campus, in buildings, on buses, and at school-community activities should at all times be characteristic of young men and women who exhibit pride in themselves, their school, and their community. SCHS expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students is not acceptable and will not be tolerated.

The purpose of the Student Discipline Act, statutory reference 79-254 to 79-294, is to assure the protection of all secondary school students' constitutional right to due process and fundamental fairness within the context of an orderly and effective educational process. The sanctions defined in the act shall be interpreted at all times in the light of the principles of free speech and assembly protected under the Constitutions of the United States of America and the State of Nebraska, and in recognition of the right of every student to public education.

Class Conduct Expectations

For students to experience success in their high school experience, they are expected to show up on time, prepare for class by doing assignments on time, complete their own work, and to display appropriate conduct conducive to a safe

and orderly environment for learning and teaching at Schuyler Central High School. Classroom teachers and students are responsible for the safe and orderly environment of the classroom. Teachers are responsible to assist students in making more appropriate choices by conferencing with the students to do problem solving and may issue detentions when necessary.

Students demonstrating classroom behavior disruptive enough to merit being referred to the office will be assigned a consequence within the guidelines established for discipline. This may include a conference with the administration in school suspension, short- or long-term suspension from school, or expulsion from school. Any teacher referring a student to the office will initiate phone or in-person contact with the parent in order to seek a permanent resolution to the student's in-class behavior. Written documentation of the incident will also be sent to the parent/guardian and filed in the office.

Classroom and Hallway Expectations

This is the conduct expected at all times in SCHS classrooms and hallways:

1. Enter only the classrooms to which you are assigned
2. Maintain appropriate indoor sound level
3. Walk without inconveniencing other traffic (i.e. no running, pushing/shoving, causing congestion, etc.)
4. Arrive in your classrooms before the tardy bell rings
5. Don't block entrances to the school

SCHS STEP Program

Any conduct that is deemed as disruptive to school and classrooms, will result in that student being placed on the Disciplinary STEP Program. Once teachers have counseled a student individually and provided at least one retraining session after school you may choose to proceed to the following step program. The STEP Program is implemented as such…

Step 1 Refer the student to the office, where they are dealt with by an administrator. The student makes up the class time missed after school that day to get the instruction missed. Parents are contacted and the incident is documented by the teacher in IC as a behavior referral.

Step 2 Parent/Guardian notified by teacher and a parent meeting with administration is set up to discuss behavior and consequences. Students remain suspended from the class until a plan is made as a result of the meeting.

Step 3 If not on the Student Assistance Team, they will be referred to SAT.

Step 4 Parent/Guardian notified by administration that the student will be serving ISS. Incident is documented in IC.

Step 5 Parent/Guardian notified by administration that the student will be serving an extended ISS. Incident is documented in IC.

Step 6 Parent/Guardian notified that they will be serving OSS. Incident is documented in IC.

Step 7 Parent/Guardian and administration discuss alternative strategies to include alternative education, alternative placement and the possibility of expulsion.

In-School Suspension

In-school suspension describes disciplinary action taken in which a student is excluded from class attendance and/or participation for a specific length of time as assigned by the principal or assistant principal. In-school suspension will

be assigned on a limited basis and for specific behaviors. Students repeating these behaviors may be assigned additional days of in-school suspension. Work successfully completed by a student while assigned to in-school suspension will be granted full credit. Students are responsible for asking teachers for missed assignments. However, no student will be dismissed from in-school suspension prior to the regular ending time of the school day unless a parent requests the student be released for an appointment. When assigned to In-School Suspension students will present any personal communication device(s), including the school issued iPad, to the administration when requested to. Failure to comply with this request will result in further disciplinary action. Use of any technology, including the school issued iPad, will only be allowed with permission from administration.

Suspension and Expulsion

If a student is suspended or expelled, the student will also lose the privilege of the use of the school issued iPad. The iPad will be turned into administration at the time of the disciplinary action. Depending upon the reason for the disciplinary action the student could lose the use of all school district provided technology including, but not limited to, the school issued iPad.
A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension:

A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the principal.

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

Student Appearance

Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight (yoga pants, leggings, etc…) revealing or baggy tops and pants, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
b. Shorts, skirts, or Capris that do not reach mid-thigh or longer.
c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
e. Head wear including hats, caps, bandanas, and scarves.
d. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
e. Clothing or jewelry that is gang related. (rosary beads)

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the principal or superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes without parent permission. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

Academic Integrity

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity: (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the

student's parent or sibling. Assistance from home is encouraged, but the work must remain with the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for the missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction: The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work.

(2) Report to Parents and Administration: The instructor will notify the principal of the offense and the instructor or principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions: Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Electronic Devices Philosophy and Purpose

The district strongly encourages students to use their electronic devices in an appropriate manner at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the district hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

(4). Definitions.

(1) "Electronic devices" include, but are not limited to, iPads, cell phones, personal cameras, fit bits, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one

person to another.

(2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such

student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or, (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

(5). Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any personal electronic devices during class time or during passing time except as otherwise provided by this policy. Students are required to keep cell phones and other personal electronic devices silenced and stored in their locker during the school day. Students may ask to store cell phones or other electronic devices in the administrative office for safekeeping during the school day.
(2) Students are permitted to use personal electronic devices before and after school, provided that the student doesn’t commit any abusive use of the device (see paragraph 4(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
(3) Personal electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent’s condition).

(6) Violations

(1) Prohibited Use of Electronic Devices (cell phones):
Students shall not use electronic devices for:
(a) activities which disrupt the educational environment;
(b) illegal activities in violation of state or federal laws or regulations
(c) unethical activities, such as cheating on assignments or tests;
(d) immoral or pornographic activities;
(e) activities in violation of board or school policies and procedures relating to student conduct and harassment;
(f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public;
(g) “sexting;” or
(h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the parent/guardian comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and in-school suspension. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message may be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message may be subject to a five (5) day suspension from school.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

E. Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The district is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

D. Inappropriate Public Displays of Affection (IPDA)

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, inappropriate touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1st Offense: Student will be confronted and directed to cease.

2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and students will need to meet with the administrator(s) and/or counselor. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

E. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the district's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

(a) Knowingly possessing illegal drugs or alcohol.
(b) Aggravated or felonious assault.
(c) Vandalism resulting in significant property damage.
(d) Theft of school or personal property of a significant nature.
(e) Automobile accident.
(f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

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

DRUG-FREE SCHOOLS

The district implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The district's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Education and Prevention - The district promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The district provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs. Drug and Alcohol Use and Prevention - Each student of the district is hereby provided a copy of the standards of conduct for student behavior in the District which prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and alcohol education and prevention programs of the district pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations - All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and alcohol counseling, rehabilitation and re-entry programs - Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the counselor. In the event of disciplinary proceedings against a student for any district policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school

personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools--Parental Notice - If upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the district of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

STANDARDS OF STUDENT CONDUCT PERTAINING TO DRUGS, ALCOHOL AND TOBACCO: These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The district's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution, or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution, or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abused substance such as glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes substantial interference with school purposes.
6. Possession, use or distribution of any tobacco/vaping product.

Disciplinary Sanctions

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

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

Intervention

The district does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

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

Nebraska Statute Section 79-267

Criminal Activity

When school officials receive a report that a student was involved (whether charged or not) or convicted of an

unlawful act, including any determination made by the juvenile/adult court, the student shall be contacted. This policy pertains to unlawful acts and juvenile/adult determinations that principally do not fall under the drug and alcohol policy and constitutes a criminal violation (whether charged or not) or a juvenile/adult court determination/conviction of what would otherwise be a criminal act. The intent of this policy is concerned with offenses involving property damage, theft, personal injury, or lack of moral turpitude. Violations may include, but are not limited to violations such as theft, vandalism, and assault. Students that are in violation of criminal activity shall be subject to stated consequences of the behavior for school and activity participation.

First Offense

Any student who is determined to be in violation of the alcohol, and/or drug offenses (beyond possession) and/or criminal activity shall receive an out of school suspension (OSS) from class attendance and activity participation for a period of four (4) days. The student will be expected to complete counseling from school personnel prior to returning to classes and complete three hours of school service work within one week of the suspension. This work will be arranged to occur at times other than during regular school hours.

Second Offense

Any student who is determined to be in violation of the liquor, and/or drug offenses (beyond possession) and/or criminal activity shall receive an out of school suspension (OSS) from class attendance and activity participation for a period of 19 days. The school administration shall have the option to reduce the number of days suspended from 19 to four (4) if the student and parents agree to have a diagnostic evaluation conducted by a school-approved treatment provider and that recommendations resulting from this evaluation are followed. The student will be expected to complete counseling from school personnel prior to returning to classes and complete three hours of school service work within one week of the suspension. This work will be arranged to occur at times other than during regular school hours.

Third Offense

Any student who is determined to be in violation of the liquor, and/or drug offenses (beyond possession) and/or criminal activity shall receive an emergency exclusion from class attendance and activity participation for a period of five (5) days pending expulsion proceedings. There shall be no reduction option for the third offense.

WEAPONS

The board believes weapons and other dangerous objects and look-alikes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Legal Reference: Neb. Statute 79-263
Neb. Statute 28-1204.04
Improving America's Schools Act of 1994, P.L. 103-382. 18 U.S.C. § 921 (1994).
McClain v. Lafayette County Bd. of Education, 673 F.2d 106 (5th Cir. 1982).
Cross Reference: 505 Student Discipline
508 Student Health and Well-Being

Academic Achievement / Academic Eligibility

Academic Eligibility

~~Student grades will be collected on a weekly basis throughout the school year. Any student failing one class is considered in warning status. Any student failing two classes when the report is published on Monday will have until Wednesday at 9:00 a.m. to get their grades passing. The eligibility report will be rerun on Wednesday to determine eligibility until the following Monday. Any student still failing two classes on Wednesday morning is considered to~~

~~be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization. Eligibility reports will start on the 3rd Monday of each Semester.~~

Student grades will be collected on a weekly basis throughout the school year. The eligibility report will be run each Monday at 9:00 a.m. throughout the semester, beginning on the fourth Monday of the first semester, and third Monday of the second semester. Any student failing two classes is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.

Counseling

Counseling services are available in the counseling office to help students in course planning, college selection, career and vocational choice, scholarships and financial aid, study habits, personal problems, or school problems.

Academic Support Time

Before school, after school, and intervention time will be utilized for academic support time. To support those students who are failing one or more classes, these academic times have been established throughout the day. Students who are failing one or more classes are encouraged to stay during these times to receive academic assistance. Students will be notified of their need to stay.

Academic Letters

Students demonstrating outstanding academic achievement will be recognized during a program organized by the school. To earn an academic letter, a student must earn A's in each academic course during each grading period of the school year. All students will receive their academic letter at academic awards night.

Acceptance of College Credit for High School Credit

A student may take a college level course to supplement their course of study. In order to receive high school credit all college courses need to be approved in advance by the principal or school counselor. Dual credit (college and high school) will be allowed for courses that are applicable. Five high school credits will be granted for each three-college credits earned.

Class Rank

Class rank is determined by a student's percentage grade converted to a four-point scale after final course grades are calculated.

Grade Level Promotion

Students will be promoted at the end of each school year regardless of credits earned. For students to be on track for graduation in (four) 4 years, students should follow the guide below.

Grade Level Credits Earned

9th Grade 0-59

10th Grade 60-119
11th Grade 120-179
12th Grade 180-255

Grade Reports

Grades are submitted for all students most weeks of the school year. Parents/Guardians may access grade reports on the parent portal of Infinite Campus. Parents/Guardians may request grade reports be mailed to them. Students continuing to have excessive low grades will be referred to a Student Assistance Team (SAT.) Communication between student, teachers, and parent/guardian is important when this situation arises. Mid-Term progress reports that are not given to parents at parent-teacher conferences will be mailed at the midpoint of each session and report cards will be handed out to students at the end of terms one and three and mailed out to the parents/guardians at the end of terms two and four to notify parents of class performance.

Grading System

Grades are evaluations of what students have learned and are earned by students. Grades become a part of permanent records available to institutions of higher learning, potential employers, and military services. Thus, it is important that the grades recorded on transcripts reflect the student's best efforts. Grades are assigned on the basis of the following criteria shown below or alternate criteria based on a student's IEP(Individualized Education Plan) or English language status. Schuyler Central High School's grading scale is as follows:

~~"A" – 93-100 "B" – 85-92 "C" – 77-84 "D" – 70-76 "F" – 69 and below~~

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and below = F

Graduation Requirements

Schuyler Central High School students must complete seven (7) semesters of attendance and a stated number of credits to graduate. A maximum of fifteen (15) non-academic credits may be applied toward graduation requirements. Each student must complete the following minimum course requirements to be eligible to participate in commencement exercises and graduate from Schuyler Central High School: SUBJECT AREA CREDITS REQUIRED

English 40
Computer Literacy 5
Personal Finance 5
Speech / Oral Communications 5
Mathematics 30
Social Studies 30
Science 30
Physical Education/Health 10

Total Required Credits 155

Elective Credits Required for Graduation 100

Total Credits Required for Graduation 255

Students graduating from Schuyler Central High School are not required to participate in commencement.

Honor Graduates

Students graduating from SCHS with outstanding academic achievement will be recognized in one of three categories based on their cumulative grade point average on 60 credits of academic courses per academic year with a total of 240 credits of academic courses upon graduation:
• Honor Graduates with Highest Distinction: 4.0 cumulative GPA
• Honor Graduates with Distinction 3.850 – 3.99
• Honor Graduates 3.50 – 3.849

GPA scores **WILL NOT** be rounded up to the next highest number.

Scholarships

Many seniors are eligible for scholarships offered by colleges, universities, and other organizations. To obtain information about scholarships and other financial assistance, please contact the school counselor. Seniors should become aware of entrance requirements for colleges and process admission applications as early as possible.

High school credit in middle school

Algebra I in Grade 8 for high school credit

The goal of offering Algebra I in grade 8 is to maintain the advantage of enrichment in mathematics for as many students as can benefit from it. This involves higher expectations for high ability students. These students are expected to achieve more with faster academic pacing. All qualified students should have access to regular Algebra I in grade 8. However, since Algebra I is the basis for all further study in mathematics, it is important that students have the best possible experience in this course. Therefore, students must be carefully selected. Students who need enrichment beyond this course will continue to be served by the district teachers for middle school mathematics. The high school math program will provide the opportunity for students to reach the Calculus course as seniors without taking Algebra I in high school. However, this may require students to take a dual credit math course prior to the senior year.

Guidelines for Offering Algebra I in Grade 8
Students must be carefully selected for Algebra I so that they have a high probability of success. They must meet all of the following criteria.

A. Demonstrate mastery of key competencies identified for math at the HS level.

B. Demonstrate readiness for Algebra I and mastery of essential arithmetic skills by achieving the following scores:

1. Minimum score of 75th on the Math section of the MAP assessment, and/or
2. Score at the 70% (raw score) or higher on the NE State Math Assessment

C. Verification by the middle school that all of the following additional criteria are met:

1. Reading Comprehension: at least one year above grade level; Benchmark data.
2. Suggested minimum GPA of 3.0 (on 4.0 scale) in math classes;
3. Recommended for Algebra I in grade 8 by the SMS Math team , based on: Grade of A or B in Grade 7 Math;
4. Maturity and study habits adequate for work load required by Algebra I

Process for Granting Credit for Algebra I Taken in Grade 8
High school credit may be given for Algebra I taken in grade 8. The Algebra I class must follow the high school's exact curriculum for Algebra I in order to receive high school credit. The grade will be assigned by the middle school teacher and will be included in the calculation of the student's high school GPA.

~~**Physical Science in Grade 8 for high school credit**~~
~~Schuyler eighth grade students have the opportunity to earn high school credits that will count towards high school graduation. Eighth grade students enrolled in Physical Science can earn credit for successfully completing the high school course and then have it posted on their high school transcript. The goal of offering Physical Science in grade~~

8 is to maintain the advantage of enrichment in Science for as many students as can benefit from it. This involves higher expectations for high ability students. These students are expected to achieve more with faster academic pacing.

All qualified students should have access to regular Physical Science in grade 8. However, since Physical Science is the first science class in high school, it is important that students have the best possible experience in this course. Therefore, students must be carefully selected. Students who need enrichment beyond this course will continue to be served by the district teachers for middle school science. The high school science program will provide the opportunity for students to reach the Physics course as seniors without taking Physical Science in high school. However, this may require students to take a dual credit science course prior to the senior year.

Guidelines for Offering Physical Science in Grade 8

Students must be carefully selected for Physical Science so that they have a high probability of success. They must meet all of the following criteria.

A. Demonstrate mastery of key competencies identified for Science at the high school level.

B. Demonstrate readiness for Science and mastery of essential science skills by achieving the following scores:

1. Minimum score of 80th percentile on the Science section of the MAP assessments.

C. Verification by the middle school that all of the following additional criteria are met:

1. Reading Comprehension: at least one year above grade level;
2. Suggested minimum GPA of 3.0 (on 4.0 scale) in math classes;
3. Recommended for Physical Science in grade 8 by the SMS Science team based on:
   - Grade of A or B in Grade 7 Math;
4. Maturity and study habits adequate for work load required by Physical Science.

Process for Granting Credit for Physical Science Taken in Grade 8

High school credit may be given for Physical Science taken in grade 8. The Physical Science class must follow the high school's exact curriculum for Physical Science in order to receive high school credit. The grade will be assigned by the middle school teacher and will be included in the calculation of the student's high school GPA.

Honor Roll

Students may earn honor roll status when they have taken three academic courses been enrolled as a full-time student, which may include college classes (does not have to be dual credit) and School-to-Career classes. Three Two honor rolls will be published following each grading period to recognize outstanding academic achievement of Schuyler Central High School students.

- "A" honor roll recognizes all students who earn all grades of 93 or higher students an A in each class.
- A average honor roll recognizes all with a 92.5 or higher grade point average and no grade below 80
- B average honor roll recognizes all with an 84.5 to 92.49 point average and no grade below 80
- Pass/Fail classes, weights, and lifetimes sports classes are not counted in the honor roll calculations.
- A/B Honor Roll are students who earn all 'A's' and 'B's' in each class.

National Honor Society

The National Honor Society chapter of Schuyler Community Schools is a duly chartered and affiliated chapter of this prestigious national organization.

Membership is open to those students who meet the required standards in four (4) areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five (5) member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. [NOTE: Schools with specific minimal requirements for leadership or service, e.g., "participation in at least two (2) student activity organizations each year" or "ten (10) hours of documented community service," should include such specific requirements based on the rubrics used by the selection committee in reaching their decisions.]

To evaluate a candidate's character, the faculty council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. These forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service projects(s).

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser.

Removal from National Honor Society

A student may be removed from the NHS by action of the Principal upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;

2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's views and information to be considered. The decision of the Superintendent on appeal shall be final.

Special Education Services

Rule 55 (special education appeal procedures) may contact the superintendent. SPECIAL EDUCATION SERVICES: Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit: A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified? Teachers or parents make referrals to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been

explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation: If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation: Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.
Individual Education Program (IEP): Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services, which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement: The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP team will make determination of a student's educational placement.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification, or educational placement of a child or the provision of a free appropriate public education or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. More Information: Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint.

Technology

--INTERNET SAFETY: Network, E-Mail, Internet, and Other Computer Use Rules:-SCHS iPad Use

"We live in an ever changing world, where we have more and faster access to information than ever before. Students now can be both consumers and producers of information. We, at SCHS, will continually strive to be a 21st Century School, taking advantage of the many new technologies and new methods of communication now available to our students. With access to these new technologies, students will have opportunities to learn and create like never before, but with those opportunities come new responsibilities.

~~**Your School Issued iPad**~~

~~Schuyler Central High School students will be provided with an iPad for their school use. The iPad is an extremely useful tool that, when properly used, can truly enhance learning. Though the iPad can be used for many purposes, you must remember that its main purpose is as a learning tool. In order to ensure you get the most out of your iPad, we ask you to read the next few pages carefully and observe the guidelines and policies within.~~

General Information About Your School iPad

• Your iPad is YOUR responsibility and nobody else's. If something happens to your iPad, you will be held accountable. We strongly recommend that you do not loan your iPad to anyone or allow your friends to use it. **You will be held responsible for how your iPad is used,** no matter who is using it.
• The iPads are school district property – they belong to the high school. The school therefore has the right to ask you for the return of your iPad at any time or to search through your iPad's files.
• Keep your iPad in a safe and clean place at home. Also, keep the iPad in a padded backpack when carrying the iPad. • Upon receiving the iPad**, the student inherently agrees to not attempt to change hardware settings or non-cosmetic system software settings.**

• The police and/or county attorney will be involved in the event of theft or excessive damage to the iPad.
(Many questions can be answered by referring to the SCS District Student Mobile Device Policy)

General Rules

• The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

• Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment,or communications of individuals utilizing the network or the end product or result of such utilization.

• Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages, and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. iPad users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or computers, would be private. Personal devices on the school network have no reasonable expectation of privacy.

• Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

• The district will not be liable for, and does not warrant in any way, purchases made by any user over the network.

• Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including the Internet, shall apply to all district administrators, faculty, staff, and students. The term "Users," as contained herein, shall apply to all such individuals. The Superintendent, or the superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or
equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

• Users shall not erase, remake, or make unusable anyone else's computer/iPad, information, files, programs, or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

• Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

• Users shall not use or try to discover another user's account or password.

• Users shall not use the computers/iPads or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

• Users shall not use the computer/iPads for unlawful purposes, such as illegal copying or installation of unauthorized software.

• Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

• Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer/iPad code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

• Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

• Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.

• Users shall not tamper with computers/iPads, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

• Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer/iPad work areas for the summer without written notification to their respective Local Area Network Manager (LANMAN).

• Etiquette and Rules for Use of Computers and the Network: All users of computers/iPads and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

• Be polite. Do not become abusive in your messages to others.

• Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information

or images. • Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.

• Note that electronic mail (email) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages, which violate the rules, will result in disciplinary action

• All communications and information accessible via the network should be assumed to be private property of others.

• Do not place unlawful information on any network system

• Keep paragraphs and messages short and to the point. Focus on one subject per message.

• Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.

• The network administrators or teachers may establish other rules from time to time.

• Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers/iPads and the network are intended to make the computers/iPads and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer/iPad and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees. Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Schuyler Central High School and/or ESU 7 board policy, and including applicable law enforcement agencies when necessary.

• Student and Parent Agreements: Students and parents may be required to sign a computer/iPad and network use agreement as a condition of the student being permitted to use such equipment.

• Risks of Social Media/Networking: Social networking sites are blocked and not allowed on the Schuyler Community School's network. The purpose of this message is to give our students information about the risks of using social networking sites at home.

These sites are public sources of information. Your school administrators, your parents, and law enforcement may see the information. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media..

Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school. People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult. Harassment, hate speech, and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to the authorities. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see! Don't mislead people into thinking that you're older or younger.

(g) Technology Protection Measure

Schuyler Community Schools shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of Schuyler Community Schools.
(i) The technology protection measure that blocks and/or filters Internet access may be disabled by the technology coordinator or his/her appointed designee for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of Schuyler Community Schools.
(ii) The technology coordinator or designee 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 during which time the minor will be monitored directly by the authorized staff member or his/her designee.

(h) Policy Challenge Procedure

An individual who has been granted access to the Internet by Schuyler Community Schools and desires to access an

Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:

(i) Internet site review requests should be directed to the Schuyler Community Schools Technology Committee in writing for consideration.
(ii) The Technology Committee will review the site within seven (7) working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may vote to unblock the site.
(ii) Schuyler Community School's technology committee will regulate enforcement of the policy, including disciplinary actions, and shall forward to the administrator of Schuyler Community Schools any challenges to the severity of the applied discipline.
(iv) Challenges to the application or enforcement of Schuyler Community School's Internet Safety Policy that cannot be resolved at the levels outlined in the preceding step will be handled in accordance with Schuyler Community Schools established grievance policies or at the Schuyler Community Schools administrator and/or board level for challenges presented in writing.

SCHUYLER COMMUNITY SCHOOLS DISTRICT STUDENT MOBILE DEVICE POLICY

This policy can be accessed in both English and Spanish on the SCS Technology website. The policies, procedures, and information within this document apply to all Mobile Devices used at Schuyler Community School District, including any other device considered by the administration to come under this policy. Teachers may set additional requirements for use in their classroom.

Laptop

MacBook Air 13-inch, M2

Laptop Restrictions
Personal machines will NOT be allowed in Schuyler Community Schools.

Receiving Your Laptop

Laptops will generally be distributed during the first week of school. Parents and students must attend a yearly Information Session during our Open Houses. Parents with students in the middle school and high school need to only attend one session but make sure they sign-in as the list will be shared. Before receiving the laptop, students and parents must sign and return the Acknowledgement/Damage Agreement and Laptop Loan Agreement.

Taking Care of Your Laptop

General Precautions

- No food or drink is allowed next to your laptop while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the laptop.
- Never force a connector into a port. If the connector and port don't join with reasonable ease, they probably don't match. Make sure that the connector matches the port, and that you have positioned the connector correctly in relation to the port.
- Students should never carry their laptops while the screen is open, unless directed to do so by a teacher.
- Set your laptop on a stable work surface.
- Do not place your laptop on a pillow or other soft material when it's powered on, as the material can block the airflow vents and cause the computer to overheat.
- Laptops must be free of any writing, drawing, stickers, or labels that are not the property of Schuyler Community Schools.
- Laptops must never be left in a car or any unsupervised area. Extreme temperatures may damage your laptop. Bring to room temperature before using it.
- Keep all magnets away from the laptop.
- Students are responsible for keeping their laptop's batteries charged for school each day.
- Keep your computer away from sources of liquids, such as: drinks, sinks, bathtubs, shower stalls, and so on.
- Protect your computer from dampness or wet weather, such as: rain, snow, and fog.
- Never push objects of any kind into the laptop ventilation openings.
- At the end of the year, students will be responsible for returning the same laptop and power cord to Schuyler Community Schools that were checked out to them.

Safety Precautions

For your own safety and that of your equipment, always take the following precautions:

- Disconnect the power plug (by pulling the plug, not the cord), and disconnect any other connected devices if any of the following conditions exist:
    - The power cable or plug becomes frayed or damaged.
    - You spill something into the case.
    - Your computer is exposed to rain or any other excess moisture.
    - Your computer has been dropped or been damaged.
    - You suspect that your computer needs service or repair.
- Electrical equipment may be hazardous if misused.
- Do not place your laptop on your lap or other body surface for extended periods of time. (Prolonged body contact can cause discomfort and potentially a burn).

Screen Care

The laptop screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the laptop when it is closed.
- Do not place anything near the laptop that could put pressure on the screen.
- Do not overload your backpack. Excessive weight may cause damage.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).

Follow these general rules when cleaning the outside of your computer and its components:

- Detach the power adapter
- Use a cleaning cloth to clean the computer's exterior. Avoid getting moisture in any openings.
- Do not spray any type of liquid directly on the computer.
- Don't use aerosol sprays, solvents, or abrasives.

Follow these general rules when cleaning the screen:

- Shut down your laptop, detach the power adapter.
- Only use a soft, lint-free cloth or a wipe designed for cleaning computer screens.

Using the Power Adapter

- Always leave space around your power adapter.
- Do not use your laptop in a location where airflow around the power adapter or computer is confined.
- Use only the power adapter that came with your laptop computer.
- Adapters for other electronic devices may look similar, but they may affect your computer's performance or damage it. For best results, always use the power adapter and connect it to a grounded power outlet when one is available.

Using Your Laptop at School

General

- Ownership - The school shall be deemed to have retained title to the equipment at all times unless the school transfers title to student. The student shall hold no security or ownership interest in the equipment. Likewise, the student shall hold no security or ownership interest neither in the licenses to the installed software included with the equipment nor in the licenses to any other software that the school may from time to time install on the notebook computer used by the student.
- Laptops are intended for use at school each day. Students are responsible for bringing their laptop to all classes, unless specifically advised not to do so by their teacher.
- Laptops must be brought to school each day fully charged. Only charge your laptop with the provided charger.

Laptops Undergoing Repair

- Any attempt by the student to repair equipment on their own will void warranty and insurance coverage. The student is never to duct tape or super-glue or otherwise try to repair damaged equipment on his/her own. Attempting to do so is considered gross negligence and voids warranty and or insurance coverage resulting in the student being responsible for any and all charges related to the repair or replacement of the equipment.
- Damage to equipment due to gross negligence or willful misconduct is not covered by warranty. If damage is attributed to either of these causes, the student will be held responsible for all charges related to the repair or replacement of equipment.

- Loaner laptops may be issued to students when they leave their laptops for repair with the Technology Team and can checkout a loaner from the Library.
- Students will be expected to return the loaner laptop by the end of the school day to the Library.

Screensavers and Backgrounds

- Only school appropriate backgrounds and screensavers may be used on the laptops.
- Presence of weapons-related materials, pornographic materials, inappropriate language, alcohol, drug, gang-related symbols, or pictures on the laptop or within its files will result in disciplinary action and, where appropriate, referral to law enforcement.
- The computer is the property of the school district. Therefore, school staff have the right to check any material stored on a student's laptop, including the screensaver at any time.
- Violations of this policy will result in disciplinary action.

Sound

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

Printing

- Materials printed on school printers must be school related. No personal printing is allowed.
- Middle School students will not be permitted to print.

Laptop Software

Installed Software

- Compliance with software licenses – The students shall not make copies of software licensed to the school.
- The software originally installed by Schuyler Community Schools must remain on the laptop in usable condition and be easily accessible at all times.
- The technology team has the discretion to approve and install additional software programs and files.
- Distributing software to unauthorized machines is prohibited.

Additional Software

- Students are **NOT ALLOWED** to install anything on school laptops nor remove or alter software.

Security

- Internet usage is filtered and documented at all times.

Inspection

- Students may be selected at random to provide their school-issued laptop for inspection without notice.

Protecting and Storing Your Laptop Computer

Laptop Identification

- Student laptops will be labeled in the manner specified by the school. **Under no circumstances are students to modify, remove, or destroy these labels.**

Password Protection

- This password is to be kept private.
- Tampering with machine security measures is forbidden. Violations of this policy will result in disciplinary action.

Acceptable Use Guidelines

General Guidelines

- Students are responsible for their ethical, socially appropriate, and educational use of the technology resources of the Schuyler Community Schools.
- Access to the Schuyler Community Schools technology resources is a privilege and not a right.
- Transmission of any material that is in violation of any law is prohibited. This includes but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and computer viruses.
- In addition to any standard or rule established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility.
    - Cheating
    - Plagiarizing
    - Falsifying Information
    - Violating Copyright Law
    - Hacking
    - Gaining unauthorized access to any network or computer

Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the Principal or Technology Team, will be considered an act of vandalism and subject to disciplinary action in accordance with the district Acceptable Use Policies. Students who violate this may also be referred to law enforcement for criminal prosecution as appropriate.

E-mail

The only e-mail account that students are allowed to access is that students' Schuyler Community Schools account. Please note that emails sent via the server and accessed on school-issued computers are not private and may be reviewed at any time and without notice. Correspondence on the email server is limited to users within Schuyler Community Schools. The following rules apply when using a school account:

- Always use appropriate language
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others
- Do not send mass emails, chain letters, or spam
- Students should maintain high integrity with regard to email content
- No private chatting during class without permission
- Cyber bullying – Refer to Internet safety in Student Handbook
- Students email account will be deleted at the end of their senior year or when the student exits Schuyler Community Schools

Precautions and Consequences

Technology Left in Unsupervised Areas

- Under no circumstances should laptops or other technology equipment be left in unsupervised areas. Unsupervised areas include but are not limited to: the school grounds and campus, computer labs, commons areas, unlocked classrooms, lunchroom, gyms, bathrooms, locker rooms, busses, and hallways. Any computer left in these areas is in danger of being stolen.
- Store laptops in supervised areas or lockers.
- Unsupervised laptops will be confiscated by staff and taken to the administrative offices. Disciplinary action will be taken for leaving your laptop in an unsupervised location. Each student is responsible for his or her laptop once it has been issued.

Technology Use Cost

- To participate in the Schuyler Community Schools Technology use, cost to participate is $30 per student. Checks made payable to "Schuyler Community Schools". An individual check must be made for this payment for each student. This payment is applicable for one academic year and must be made before a computer will be issued to the student.
- The Technology Use Cost will cover one machine per student for any costs outside the manufacturer's warranty.
- Damage to equipment due to gross negligence or willful misconduct is not covered by warranty, or the schools Technology Use Cost. If damage is attributed to either of these causes, the student will be held responsible for all charges related to the repair or replacement of equipment.
- ***Governing Law – Nebraska statutes 79-737 and 79-2, 127 allow the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. Student/borrower acknowledges and agrees that his/her use of the district property is a privilege and that by student/borrower's agreement to the terms hereof, student/borrower acknowledges his/her responsibility to protect and safeguard the district property and to return the same in good condition and repair upon request by Schuyler Community Schools.
- If your laptop is stolen, you are required to file a police report within 24 hours.

*Power adapter or any other school-owned accessories are not included. These items require a full replacement cost with the exact same item.

Parents/students must pay $30.00 and be part of the school district protection coverage, the school district protection coverage would cover 100% of expense on the first incident and 75% of expense on the 2nd incident. Three or more incidents, involving damages to a laptop, will be the sole responsibility of the parent/student. Coverage for the school district protection plan is 24/7.

Non-compliance with the policies of Schuyler Community Schools Laptop Handbook or acceptable use policies will result in loss of privileges, disciplinary action, and/or criminal prosecution as deemed appropriate. (See Acceptable Use Policy)

Electronic mail, network usage, and all files stored on a school-issued laptop is not considered confidential and may be monitored at any time by designated Schuyler Community Schools staff. The district will refer student misconduct to law

enforcement and will cooperate fully with local, state, or federal officials in any criminal investigation, particularly those concerning or relating to violations of computer crime laws.

Acceptable Use Policy

Educational Purpose

Schuyler Community Schools Acceptable Use Policy (AUP) will extend to all students during their enrollment at SCS. Schuyler Community Schools is providing students in grades 6 - 12 with laptops in order to improve instruction and learning. The acceptable use of student laptops is for educational purposes including research, multimedia production, communication, and homework completion. Students are expected to follow appropriate rules for use at all times, as outlined below. All policies established by the board of education and stated in this AUP will be enforced by teachers and administrators throughout the district. This policy may change from year to year, and the AUP will need to be updated and signed each year.

Privilege Statement

The use of computers loaned or leased to students by Schuyler Community Schools is a privilege. Students who do not use computers appropriately as outlined in this AUP or as directed by district personnel are subject to loss of computer use.

Conditions and Rules for Use

1. Students must have laptops with them or in their school locker. Laptops should never be left unattended. Students should know the location of their laptop at all times.
2. Students will use the computer for school related educational activities only. Students shall not access material that is obscene in nature or that promotes illegal activity at any time. If a student accesses an inappropriate site he or she should immediately report the incident to a classroom teacher, administrator, or district technology personnel.
3. Students are not to write on, use stickers on, or mark their laptop or bag in any form. If any damage does occur immediately report damage to technology personnel.
4. The hard drive will be used for file storage. Files saved on the hard drive must be for academic purposes. Files found on the hard drive not academic in nature will be deleted.
5. Schuyler Community Schools will maintain a filtering program to prevent students from accessing inappropriate materials. Any attempt to circumvent the district's filter will result in possible disciplinary action and loss of computer privileges.
6. Email and all other forms of electronic communication will be used in a responsible manner. Students who engage in harassment, obscene, derogatory, or vulgar communication will be subject to possible disciplinary action and loss of computer privileges.
7. Students will recognize and follow established laws regarding copyrighted materials. This includes, but is not limited to, downloading music, images, videos, and written documents that are copyrighted. Viewing or listening to downloaded music, images, videos, and written documents will be under the direction and with the permission of school staff.
8. Students will not loan out their computer or allow others to access their computer system by sharing account log-in and password information.
9. Students will not install or attempt to install software applications on school laptops.
10. Students will not disassemble any part of the laptop or attempt any repairs.
11. Students will inform district personnel of any threatening, derogatory, or obscene communication immediately.

Network Safety

1. Students shall maintain a confidential password for access to the network.
2. Students shall not connect personal devices to the network.
3. Students shall not knowingly or purposely access folders that are not established for access by the student, including any staff files, network files, or operating system files.
4. Students shall not take actions to intentionally disrupt the operation of the network in any way.

Consequences for AUP Violations

The consequences listed below are examples of possible consequences. Teachers, administrators, and technology personnel will determine the appropriate consequence based on the severity of the infraction. Possible consequences may include, but are not limited to:

1. Loss of network and computer privileges which may include:
    a. Restriction to school day use only; OR
    b. Restriction to use only in classroom under direct teacher supervision; OR
    c. Complete prohibition on the use of school computers or the computer network.

2. Suspension or Expulsion.

Students and parents need to be aware that if we find the school-issued computer has been used for any illegal activity, the authorities will be contacted.

Children's Online Privacy Protection Act (COPPA)

A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Confidential Information

Obligations. Each party will: (a) protect the other party's Confidential Information with the same standard of care it uses to protect its own Confidential Information; and (b) not disclose the Confidential Information, except to Affiliates, employees and agents who need to know it and who have agreed in writing to keep it confidential. Each party (and any Affiliates, employees and agents to whom it has disclosed Confidential Information) may use Confidential Information only to exercise rights and fulfill its obligations under this Agreement, while using reasonable care to protect it. Each party is responsible for any actions of its Affiliates, employees and agents in violation of this Section.

Exceptions. Confidential Information does not include information that: (a) the recipient of the Confidential Information already knew; (b) becomes public through no fault of the recipient; (c) was independently developed by the recipient; or (d) was rightfully given to the recipient by another party.

Required Disclosure. Each party may disclose the other party's Confidential Information when required by law but only after it, if legally permissible: (a) uses commercially reasonable efforts to notify the other party; and (b) gives the other party the chance to challenge the disclosure.

FERPA. The parties acknowledge that (a) Customer Data may include personally identifiable information from education records that are subject to FERPA ("FERPA Records") and may be subject to the Individuals with Disabilities in Education Act (IDEA); and (b) to the extent that Customer Data includes FERPA Records, Google will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA and IDEA. Google agrees that it will indemnify Customer for all state, federal or administrative claims which may be asserted against Customer for any violation of FERPA, IDEA or related state or federal laws and/or regulations that stem from Google's failure to properly secure Customer Data.

Frequently Asked Questions

1. **How much does the student have to pay for their laptop?**
   Students will have to participate in the district Technology Use Cost at a cost of $30 dollars. (See attached documents) The school may also charge for intentional or malicious damage or theft of the laptop.

2. **What if a laptop is stolen?**
   The student and their family MUST file a police report within 24 hours of the theft.

3. **What if the laptop stops working?**
   Check all power cords are plugged in and secure. Check for the correct user name and password. Shut down and restart the computer. Loaner laptops will be available for students during repair. Students are encouraged to back up their desktop and/or hard drive to an external source, i.e. flash drive, external hard drive, Google Drive.

4. **Can the students change the outward appearance of their laptop? (Adding decals, markers etc…)**
   Students will NOT be allowed to change the outward appearance of their computer in any way unless directed by administration or the technology team.

5. **How will we keep the students safe on the Internet?**
   The district will filter Internet access at school. However, parents/guardians need to understand that no filter system is perfect. There is no replacement for wise student decision-making and vigilant adult supervision. It is the parent's responsibility to ensure safety at home. We will be giving parents and students information regarding safety on the Internet and hope they will follow our suggestions. Administrators will have the ability to access where students have been on the Internet and consequences will be administered for improper use as defined in the user guide.

6. **What if we suspect and/or notice abuse or misuse?**
   Abuse of the laptop will be physically obvious… misuse will have to be verified with our monitoring system. Don't hesitate to contact a teacher or administrator if this happens. We will not hesitate to take away student laptops, especially early on, to hopefully deter future misuse. The length and severity of the punishment will be dependent on the situation. A documentation process will be utilized so that repetitive offenses will be dealt with accordingly.

7. **Examples of MAJOR infractions:**
   - Anything illegal
   - Pornographic material
   - File sharing of any sort
   - Changing the configuration of the laptop, installing or removing software or hardware without consent
   - Physically altering the laptop or attempting self-repair
   - Cheating
   - Cyber bullying or harming others
   - Recording (audio or video) others without their permission
   - Using another person's password, login or computer without consent

   Examples of MINOR infractions:
   - Repetitive classroom infractions
   - Continuous misuse of audio or video rules including volume, headphones etc…
   - Anything that becomes a repetitive problem will be addressed on a case by case basis

   POTENTIAL FINEABLE OFFENSES
   - Removing identification tags or labels
   - Violation of outward appearance policy
   - Loss or damage to power cord, screen, etc….

8. **Where does a student go if they need technical support?**
   - Technology office – There will be a procedure for documenting all laptop tech support requests.

9. **What if a student forgets his/her laptop at home?**
   This should NOT happen more than once or twice a year. The student will check out a loaner computer for use during the day. Repeated offenses may lead to further consequences. After two times of forgetting his/her laptop at home the student will NOT be able to check out a loaner laptop but will be responsible for all required work.

10. **How do we deal with power (batteries and charging) issues?**
    Students will be expected to charge their laptop every night at home and always bring it to school fully charged. A fully charged battery should provide at least four hours of use during the school day.

11. **Where do students print?**
    Over a period of time the printing needs will decrease. Our goal is to handle more digital documents and use less paper over time. The classroom teacher will notify students where they should direct their printing needs. Middle school students will not have a printing option.

12. **What do we do about substitute teachers?**
    Regular classroom teachers will be encouraged to leave lesson plans that allow students to still utilize computers when a substitute teacher is present.

13. **Can students take the laptop computers out of town on school or personal trips?**
    The focus of the laptop initiative is on learning. Encouraging students to learn outside of the building is precisely the goal. We have to remind students that with this privilege is a great responsibility. Students must responsibly protect and take care of their laptop wherever they are able to take and use it.

14. **Can everyone in my family use my laptop?**
    Students are ultimately responsible for the information on the laptop and the use of the laptop. Therefore, students should never allow any other person to use their computer in the event something goes wrong.

15. **Can students bring their own computers/electronics devices to school and use them instead of the school issued laptop?**
    NO – At school everyone will need to use the school issued computer. The school issued computer will have the settings and programs needed by the student while at school. We do not have the proper security filtering equipment to allow outside devices.

16. **What happens to email at the end of a student's career at Schuyler Community Schools?**
    Email accounts will be deleted at the end of a student's senior year or upon leaving Schuyler Community Schools.

17. **What will happen to my computer when I graduate from Schuyler Community Schools?**
    Computers will be re-used with other students. Schuyler Community Schools will not sell computers to graduating students.

Student Insurance Available

At the beginning of each school year all students are given the opportunity to purchase group accident insurance through a private company. The fee is small for the coverage provided. The student is covered for travel to and from school, activities during the school day, school- sponsored events and all athletic participation except football. Insurance for football may be purchased at a higher rate. Schools do not carry insurance on students, their vehicles, or other personal property. The school encourages you to take advantage of this opportunity if you do not have medical insurance coverage.

Health Information

NURSE

The services of a school nurse are available to students who become ill or injured during the school day. Students wishing to see the nurse should get a pass from the classroom teacher to go to the nurse's office. The nurse will make the determination if a student should be sent home or a parent/guardian should be contacted. All medication to be

taken by students during the school day, including aspirin, is to be checked into the nurse's office before school. This protects students from taking medicine at the wrong time and from over medication.

In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. **All prescribed medication requires a physician's authorization to be given at school.** The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the principal.

Immunizations

A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices; non-immunized students may be excluded from school in the event of a disease outbreak. A list of required vaccines can be found on the school district website.

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

School Health Screening

Children in ninth grade are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the student assistance process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents who do not wish their child to participate in the school-screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Policy Information

Schuyler Community Schools Drug Testing Policy

Need for Random Testing.

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

represent the district in a positive manner

Eligibility for Random Testing

Students who participate in school sponsored competitive extracurricular activities, as defined in the student handbook at the middle school and high school (Grades 7-12) levels are eligible for random testing. Students who do not consent to participate in the testing program shall not be eligible to participate in school sponsored competitive extracurricular and co-curricular activities. Parents/guardians may volunteer their child for participation in the testing program even if they do not participate in a school sponsored competitive extracurricular activity.

Testing Procedure.

a. Random Testing.
The superintendent or designee will ensure the testing of eligible students occurs on a scheduled basis through confidential and random testing schedule.

b. Collection
The testing collection process will be conducted in a manner that protects student privacy, guards against tampered specimens and ensures an accurate chain of custody. It is intended that the procedures be modeled on those applicable to the testing of DOT covered employees, though methods other than testing of urine samples may be used. The tests are to be designed to detect only the use of illegal drugs, not medical conditions or the presence of authorized prescription medications.

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

Consequences for Positive Tests.

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

- A confirmed positive drug test;
- Refusal to participate in testing when selected; and/or
- Tampering with the specimen collection process.

The following shall result from a positive test result:

- The student or the student's parents or guardians should contact the building principal or designee within 48 hours of notification of a positive test result.

- If there is no self-reporting within 48 hours by the student and/or their parents or guardian, the building principal or designee will call and set up a meeting to discuss the positive test result, with the objective of collaborating on a plan to assist the student in avoiding future substance abuse.

- The student's privilege of participating in extracurricular or co-curricular activities will be restricted as follows:

- Positive results from a student tested based on probable cause or reasonable suspicion will receive consequences based on student code of conduct as stated in the Schuyler Community Schools student handbook.
- The parents or guardians are responsible for the costs of any rehabilitation program, which includes substance abuse counseling and follow-up.
- Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above-described limitations on the privilege to participate in extracurricular activities.

6. Appeal and Due Process Procedures

7. Process
The superintendent or the superintendent's designee is directed to develop specific testing procedures consistent with this policy.

Drug Testing Procedures

Student Eligibility for Random Testing

Students who participate in school sponsored competitive extracurricular and co-curricular activities, as defined by the student handbook, at the middle and high school (Grades 7-12) levels are eligible for random testing. School sponsored extracurricular and co-curricular competitive activities, as defined by the student handbook, are activities which are sponsored or approved by the board, but are not required for credit towards graduation, and which involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation.

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

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

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

Students who are not participants in a school sponsored extracurricular activity may volunteer for participation in the testing program by submitting a completed consent to test form.

Consent to Test form can be found in the Appendix section of this handbook.

Emergency Plans and Drills

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year. At least 10 fire drills shall be conducted each year, including at least 2 drills during the first two weeks of the school term. At least 2 tornado drills shall be conducted.

Legal Reference: Neb. Statute 79-609, 79-705 and 706
Neb. Fire Safety Code section 31-3
Cross Reference: 801.04 Bus Safety Program
905 Safety Program

Safe Pupil Transportation Plan

This Safe Pupil Transportation Plan sets forth the district’s plan for providing safe transportation to students being transported in pupil transportation vehicles. This document can be found at https://www.education.ne.gov/fos/pupil-transportation/.

Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

I. **General Conduct Rules Apply:** While riding school buses you are expected to follow the same student conduct rules which apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

II. **Special Conduct Rules for Riding School Buses.**

Rules for Getting On and Off the Bus

A. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
B. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
C. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
D. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

Rules on the Bus

A. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
B. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
C. Talk quietly and use appropriate language.
D. Keep all parts of your body inside the bus.
E. Keep your arms, legs and belongings to yourself.
F. No fighting, harassment, bullying, intimidation or horseplay.
G. Do not throw any object.
H. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
I. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
J. Do not damage the school bus.

III. **Getting the Driver's Assistance:** If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. **Consequences for Rule Violations:** Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapter 91

State and Federal Programs

Section 1 Notice of Nondiscrimination

The Schuyler Community Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other

protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: Superintendent, 120 W. 21st, Schuyler, NE 68661 (402)352-3527

Section 3 ANTI-DISCRIMINATION AND HARASSMENT POLICY

Elimination of Discrimination. The Schuyler Community Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students - Purpose: Schuyler Community Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students, or other persons is prohibited. In addition, the Schuyler Community Schools will try to protect employees and students

from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination, or harassment based on a person's race, color, religion, national origin, sex, disability, or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment.

Sexual harassment may exist when:

Submission to such conduct is either an explicit or implicit term, and condition of employment or of participation and enjoyment of the school's programs and activities.

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

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

Complaint and Grievance Procedures: Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Schuyler Community Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher, or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted against an employee or student for alleging in good faith a violation of this policy.

Section 4 Multicultural Policy

The philosophy of the District's 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 (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) 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 shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

MULTICULTURAL POLICY NON-DISCRIMINATION POLICY Nontraditional/Equity Programs Specialist, Career, and Technical Education, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987, Phone # 402-471-4823, FAX 402-471-4565, email rhastg@nde.state.ne.us

Section 5 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or

eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Office

    U.S. Department of Education

    400 Maryland Avenue, S.W.

    Washington, D.C. 20202-4605

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Schuyler Community Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the

District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 7 Notice Concerning Disclosure of Student Recruiting Information

Federal law requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Section 7 Title 1 Parent Involvement Policy

PARENT/STUDENT/TITLE 1 COMPACT

Parent/Caring Adult: I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

- Provide place, time, materials, and assistance for homework.
- Show respect and support for the child, teacher, and school.
- Instill a positive attitude toward education.
- Model life-long learning.
- Open lines of communication between parent/school/student.
-

Student: I know my education is important to me. It will help me become a better person. I agree to do the following - Show respect and pride for self, school, and others.

- Attend school regularly.
- Believe I can and will learn.
- Accept responsibility for own behavior
-

Teacher: I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

- Open lines of communication between teacher/student/parent.
- Provide a safe and stimulating environment conducive to learning.
- Communicate expectations clearly.
- Believe each student can learn.
- Help each student reach full potential.

P.L. 103-382 affirms the principle that parental involvement is a vital part of the Title 1 program. At the district level, it is the policy of Schuyler Community Schools that parents of all participating children in Title 1 schools have the opportunity to be involved in the joint development of the district plan and the district's review process for the purpose of school improvement. The district provides coordination, technical assistance, and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contribution.

It is the policy of Schuyler Community Schools that:
• This jointly developed; written Title 1 policy is distributed to all parents. This policy will be included in the parent handbook.

• An annual meeting is held for all parents. An annual meeting will be held each year. Notification will be given in a letter mailed to parents.

• Parents are given assistance in understanding the requirements of Title 1 Law, National Educational Goals, content standards, performance standards, and assessments. Assistance will be provided at the annual meeting, parent-teacher conferences, informational meetings, The State Parent Involvement Conference, and in school publications.

• Parents receive an explanation of the school's performance profile, expected proficiency levels for students, and their student's assessment results. Individual reports will be given to parents at parent-teacher conferences.

• Parents receive timely responses to all parent recommendations. All information is sent to parents to participate in Title 1 activities. Responses can be either verbal or written. An interpreter or translator will be used when necessary.

• A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the state's high standards. All partners and staff were able to provide input into the development of the compact. The compact will be reviewed at the annual meeting.

• The Title 1 program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. Parents are given help monitor their student's progress. The school provides assistance to parents on how they can participate in decisions related to their student's activities as requested by parents. The Title 1 staff can attend training sessions. Parents and staff may attend the Parent Involvement Conference each year. Opportunities for further training will appear in local publications.

• The school coordinates and integrates parent involvement programs and activities with other programs as appropriate. Schuyler Community Schools provides shared training opportunities, transitional meetings, and publications.

• An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. Surveys will be given to the parents. The results will be used for the distribution of reports/summaries and for action plans for improvement.

Section 8 HOMELESS STUDENTS POLICY

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students

It is the district's policy and practice to ensure that homeless children are not stigmatized or segregated by the district on the basis of their status as homeless.

Homeless Coordinator

The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for why they

are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children

A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the district's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the district shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The district shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the district shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The district may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation--will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the district, and the homeless child continues to live in the District, transportation to and from the school or origin shall be provided by the district; and (2) if the homeless child lives in a school other than the district, but continues to attend the Schuyler Community Schools based on it being the school of origin, the new school and Schuyler Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 9 STUDENT PRIVACY PROTECTION POLICY

It is the policy of Schuyler Community Schools to develop and implement policies, which protect the privacy of students in accordance with applicable laws. The district's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the district) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The district will require, for

any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the district is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the district will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the district will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The district will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program, which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the

Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The district provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the district at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The district will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and, Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the district is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the district will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Section 10 Parental Involvement

A. General - Parental/Community Involvement in Schools:

Schuyler Community Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.

2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Section 11 Homeless Students (Policy No. 5418)

A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

"School of Origin" shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

"Homeless children and youths" shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

"Unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

   To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
5. Are enrolled in school which includes attending classes and participating fully in school activities;
6. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
7. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
8. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
9. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a

manner and form that is easily understandable.

10. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with the Nebraska Commissioner of Education and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or

youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Schuyler Community Schools based on it being the school of origin, the new school and Schuyler Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12 Pregnant and Parenting Students (Policy No. 5422)

Schuyler Community Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a stepthree rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Section 13 Married Students (Policy No. 5403)

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office,

U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5001

TOBACCO-FREE ENVIRONMENT

School district facilities, including school vehicles, shall be off limits for smoking or other uses of tobacco products. For purposes of this policy, it includes all products such as any tobacco, nicotine, vapor, or e-cigarette products cigars, cigarettes, chewing tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products.
Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994). Clean Indoor Air Act, 71-5716, NE Health and Human Services, Title 178, Chapter 7.

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis.
Legal Reference: 2014 LB 923

HARASSMENT AND BULLYING POLICY-504.18

One of the missions of Schuyler Community Schools is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff.

PROFESSIONAL BOUNDARIES RULES

See Board Policy Number 402.15.

DATING VIOLENCE PREVENTION

The board prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

STUDENT FEES POLICY

The Board of Education of Schuyler Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The district's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The district does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the district's efforts to provide such activities, programs, and services. The district's general policy is to continue to encourage

and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the district.

Under the Public Elementary and Secondary Student Fee Authorization Act, the district is required to set forth in a policy it's guidelines or policies for specific categories of student fees. The district does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or board regulations, which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course activity.

The district will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the district for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a board approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain district property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the district for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the district's fee waiver policy. The district is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the district. The district will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The district is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the students (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "post secondary education costs" means tuition and other fees only associated with obtaining credit from a post secondary education institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the district as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The superintendent or the superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such
student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such a fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre kindergarten services offered by the district, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the district's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable
items which the students purchase from the district or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment

without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected
from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 14th day of June, 2021, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2021-22 school year. The foregoing student fee policy was adopted after such a public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

_____
Superintendent or Other Authorized School Official

Legal References:
Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2,104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre kindergarten services)

Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Appendix"1" to 2013-14 Student Fees Policy of Schuyler Community Schools—
Additional Specification of Required Materials and Fees

• Secondary Program
• General Description of Fee or Material
* $ Amount of Fee (Anticipated or Maximum) or Specific Material Required $.90
• Physical Education classes
• Appropriate clothing
• As determined by instructor
• Shop classes and special projects
• Appropriate clothing
• Protective clothing and eye protection for shop classes

Music
Musical instruments, supplies, and fees
Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.

Classroom Supplies
General supplies, such as writing instruments (pens, pencils, markers, notebooks, etc.
None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items for class as recommended by the teachers. Advanced math or science classes
Specialized calculators
When specialized calculators are provided and student damages or losses the calculator a replacement cost will be assessed.

Copies
Use of school copiers (except for one copy of the student file, which will be provided without charge)
Ten cents (.10) per page when charges apply.

Student School Meals
Breakfast--
Lunch-- Free

Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.

Post-secondary education classes
Tuition and fees for college courses taken for credit.
None--Any postsecondary education costs are to be paid directly by students to the college.

College entrance tests and preparation
Prep programs & tests
PSAT test fee paid to district (district pays PSAT), and ACT test, to be paid directly to the private company involved.

Summer school courses
Classes offered during the summer, or at night, if any

Locker usage
Students are assigned a locker.
Students will be assessed a fee if the locker is damaged.

Athletic Programs

Admission
Spectator fees for admission to events
$5.00 per event maximum. Students may purchase an activity pass, price is yet to be determined. For district and conference events hosted by the school, cost to be set by NSAA.

Athletic Physicals
NSAA required athletic physicals
Cost varies; payable directly to
student's physician or clinic.

Equipment and attire
Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.

Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks, and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:

Activity
Basketball - No additional
Cross County - No additional
Football – Mouthpiece
Golf - Golf bag & clubs
Soccer - Soccer shin guards
Softball - Softball glove
Speech/Etc. - Dress attire; copies of research
Track - No additional
Volleyball - Volleyball knee pads
Wrestling - Wrestling shoes
Cheerleading and Dance Team Squads - Shoes, approved uniforms (top & skirt; jacket, etc), poms and other accessories

Travel meals

Students are responsible for their own meals while traveling.

Camps and clinics
Students are responsible for the cost of all clinics, camps, and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.

Marching Band and Musical Groups
Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories for their own uniforms. The school will supply uniforms for the marching band and choir robes.

Clubs/Organizations
Future Farmers of America (FFA) - State & national dues, meals and activities, Annual dues not to exceed $14.00 per club. Future Career/Community Leaders (FCCLA) - State & national dues, meals and activities, Annual dues not to exceed $15.00 per club. National Honor Society - State & national dues, meals and activities, No annual dues Science and Math Club - State & national dues, meals and activities, Annual dues not to exceed $2.00 per club. Student Council - State & national dues, meals and activities, Annual dues not to exceed $5.00 per club and partial registration fees.

Social & Recognition Activities

School plays, musicals, and social activities
Admission to events
To be announced

School dances
Admission to prom, homecoming, etc.
To be announced

Class dues
Each of the four secondary classes may assess its members an amount annually for rental, fee for band or DJ, yearbook, and decoration of dance facilities. Students who do not pay may be denied admission to extracurricular activities supported by the class dues.

Senior recognition assessment
Optional graduation activities. Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the purchase of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture.

Trips
Transportation, lodging, meals, admission to events, etc. Students are responsible for costs of school-sponsored trips where the trip is an extracurricular activity. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

STUDENT RECORDS

State laws govern the accumulation, maintenance, and disposal of student records. Schuyler Community Schools maintains records for each student enrolled at the school. The records are available to the individual students and their parents. If a student transfers to another school, the student's records are forwarded to the receiving school upon request.

Educational Records: The Family Educational Right to Privacy Act also provides that a school may disclose educational records, including disciplinary records, without parental consent, to a school in which the student seeks or intends to enroll.

All other persons are required to have permission from a parent or eligible student before access to the student record is permitted. A student 18 years of age or over is eligible to give consent for the release of records. Professional staff members of SCS are permitted to see student records without consent when working to improve a student's educational performance.

The following information is included in student records: Grades, standardized test scores, interest test reports, and registration materials. Such items as teacher comments, personal evaluation, and disciplinary actions are not a part of the permanent record.

After three continuous years of non-attendance, the school destroys all records regarding disciplinary action and will retain only the academic record, personal information, and health record.

State laws further require the school to inform the student and parents of their right to challenge any items of information placed in the student record. Within one calendar year from the date that such material is placed on a student's record, the student, parents, or guardians shall have the opportunity for a hearing to challenge the content of the student's record.

Procedures and Regulations Subject to Change

The information contained in this handbook is current and in effect at the time of printing. The procedures and regulations set forth may be altered or revised as dictated by necessity. Changes will be announced and posted. If there is a conflict between the student handbook and board policy, board policy will take precedence. Date of Adoption: [June, 2018]

CIVIL RIGHTS

1. School Food Authorities (SFAs) participating in the National School Lunch Program, School Breakfast Program, After School Snack Program or Special Milk Program must include the nondiscrimination statement in their student handbook in the section that addresses access to or information about the school meals program. It must also be included on the school's web site if school meal information is available.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

If the material is too small to permit the full statement to be included, the material will at a minimum include this statement, in print no smaller than the text: "This institution is an equal opportunity provider."

2. The USDA "And Justice for All" poster must be displayed at each feeding site in a location that is visible to students during meal service.
3. Provide appropriate translations of materials concerning the availability and nutritional benefits of the school meals program, as needed. This requirement can be met through the use of bilingual staff members, volunteers and/or informational materials in appropriate languages.
4. Follow this procedure for Accepting and Filing Complaints of Discrimination in the School Meals Program

- ☐ RIGHT TO FILE A COMPLAINT: Any person alleging discrimination based on race, color, national origin, sex, age or disability has a right to file a complaint within 180 days of the alleged discriminatory action.
- ☐ ACCEPTANCE: All complaints, written or verbal, shall be accepted by the School Food Authority

APPENDIX A

Consent to Test

I understand fully that my performance as a student and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the board of education of Schuyler Community Schools, the administration, and the coaches and sponsors for the activities in which I participate.

I consent to and authorize Schuyler Community Schools to conduct a drug test if my number is drawn from the random pool. I also authorize the release of information concerning the results of such tests to designated District personnel. I understand that this form remains in effect until the submission of an Activity Drop Form or graduation and/or withdrawal from the District. I plan to participate in one or more of the following school sponsored competitive extracurricular activity(ies):

_____ I am volunteering my son/daughter to be placed in the testing pool.

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

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

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

_____ _____

Activities Administrator Date of Receipt

Appendix "1" to 2025-2026 Student Fees Policy of Schuyler Community Schools

Additional Specification of Required Materials and Fees

Secondary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Classroom Projects, i.e, Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.

Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.
School Meals		Breakfast (Grades 5-12)--$1.55 Lunch (Grades 5-12)--$2.55 Milk (Grades 5-12)--$.35 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None—Any postsecondary education costs are to be paid directly by students to the college.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to $5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of $60.00

Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about $35
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: $175 to $275
Locker usage	Use of school padlock	$5.00 fee if damaged or not returned at the end of the year.
Extracurricular and other programs	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Admission	Spectator fees for admission to events	$5.00 per event maximum. Students may purchase an Activity Ticket for $30.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed $20.00 per event.
Athletic Physicals	NSAA required athletic Physicals	Cost varies; payable directly to student's physician or clinic.
Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for

	other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: basketball (no additional), golf (golf bags & clubs), speech (dress attire; copies of research), track (no additional), volleyball (knee pads), wrestling (head gear), cheer/dance/flags (approved uniforms, poms, other accessories)
Travel meals	Meals	Students are responsible for their own meals while traveling.
Locker use	Padlock for locker	$5.00 fee if damaged or not returned at the end of the year.
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed $25.00 per club.
Marching Band and Musical Groups	Equipment and attire	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to

		$50.00. For High School Band Students an $8.00 uniform cleaning fee is requested. For Junior High Band Students a $7.00 uniform cleaning fee is requested. For High School Vocal students a $6.00 choir robe cleaning fee is requested.
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of $130.00
Future Farmers (F-F-A)	State & national dues, meals and activities	Annual dues not to exceed ~~$50.00~~ $14.00 per club.
Future Career/Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed ~~$50.00~~ $15.00 per club.
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $5~~0~~.00 per club.
Swing Choir	Attire	Students are responsible for purchasing outfits and accessories. Not to exceed $150.00.
All Girls Swing Choir	Attire	Students are responsible for purchasing outfits and accessories.
Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $50.00 per club.
Dance Team	Uniforms	Uniforms range up to $250.00. Camp attendance is optional.

Cheerleading	Uniforms	Uniforms range up to $500.00. Camp attendance is optional.
School plays, musicals and social activities	Admission to events	$10.00 per play or activity
School dances	Admission to prom, homecoming, etc.	Up to $10.00 per event
Class dues		Currently no dues are assessed. Each of the six secondary classes may assess its members an amount not to exceed $50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of

		graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed $50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.
Trips	Transportation, lodging, meals, admission to events, etc.	Students will be responsible for meals. Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be $2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

Graduate Attributes

SCHS Future Ready

1. Collaborator: to work well with one another; to cooperate

2. Global: pertaining to the whole world; universal, the dream of global peace.

3. Resilient: returning to the original form or position after being bent, compressed, or stretched.

4. Accountable: prompt, dependable, and responsible to self and to others.

5. Inquirer: to seek information by questioning; ask

6. Knowledgeable: meet or exceed the expectations of the state

7. Responsible: answerable or accountable, as for something within one's power, control

8. Problem Solver : problem solver using creative methods

9.Communicator: speaking and listening effectively and using appropriate verbal and nonverbal cues

10. Respect: Golden Rule, respect others and self

Schuyler Community Schools' Laptop Loan Agreement

Student/Borrower:_____Grade:_____

One MacBook Air laptop computer and charger are being lent to the Borrower and are in good working order. It is the Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is, and at all times remains, the property of Schuyler Community Schools of Schuyler, Nebraska, and is herewith lent to the student for educational purposes only for the Academic School year. Students may not deface or destroy this property in any way. Inappropriate use of the machine may result in the student losing his/her right to use the computer and/or Internet. The equipment will be returned to the school when requested by Schuyler Community Schools. If the student withdraws from Schuyler Community Schools prior to the end of the school year the laptop will need to be returned prior to the last day of attendance.

Nebraska statutes 79-737 and 79-2,127 allow the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. The Borrower acknowledges and agrees that the Borrower's use of the District Property is a privilege and that by the Borrower's agreement to the terms hereof, the Borrower acknowledges the Borrower's responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Schuyler Community Schools.

I have read and agree to Schuyler Community Schools' Laptop Loan Agreement.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Payment Turned In To Office _____

Receipt of 2025-2026 Parent-Student Handbook

This signed receipt acknowledges receipt of the 2025-2026 parent-student handbook of Schuyler Community Schools. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules. The undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the district's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used in responding to harassment or discrimination. The parent/guardian and student signing below are giving permission for Schuyler Community Schools to place student photographs, artwork, writing, or other projects on the web site/social media.The parent/guardian and student signing below are giving permission for their child to participate in school-sponsored field trips and to grant permission for their child's directory information to be released as defined by school district policy.

At Schuyler Community Schools, staff sometimes use or implement online applications and software that might share a student's information with third party applications. Federal and state law impose requirements on the student data that can (and cannot) be shared with outside entities. In addition, parents and guardians may opt out of any online program or software that shares student data with any third-party application. Unless a parent or guardian opts out of any program or software, the District will assume that parents and guardians consent to their students accessing the applications and software tools at school.

Please check the box next to each item from which you wish to opt your student out:

- ☐ **Field Trips** - I **do not** grant permission for my child to participate in school-sponsored field trips.
- ☐ **Publication of Pictures on District Media** - I **do not** grant permission for my child's picture to be used on district websites, social media, or other promotional materials.
- ☐ **Dissemination of Directory Information** - I **do not** grant permission for my child's directory information to be released as defined by school district policy.

Date _____

_____ _____

Student Signature Parent or Legal Guardian Signature

_____

Student Grade

SCHUYLER COMMUNITY SCHOOLS
Warrior Success Academy Handbook
2025-2026 School Year

Rethinking The High School

Relevance – Rigor – Relationships - Recovery

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Schuyler Community Schools Vision Statement

Schuyler Community Schools, in partnership with students, parents, and the community, is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society.

Schuyler Community Schools Belief Statements

1. We believe that students, teachers, administrators, parents, and the community share the responsibility for student learning, therefore we will promote communication and involvement among all involved in the education of our students.

2. We believe that students learn best when they are actively engaged in the learning process, therefore we will use a variety of teaching strategies to meet the needs of all learners.

3. We believe students need the reading, writing, math, and problem solving skills that enable them to be life-long learners; therefore, we will follow our continuous school improvement process.

4. We believe our students should be valued, safe, and secure, therefore we will provide a learning environment that is physically, socially, and emotionally healthy.

5. We believe that we are accountable for student learning; therefore we will use available information to guide instructional decisions.

Members of the Board of Education for Schuyler Community Schools

President – Richard Brabec; Vice President – Brian Vavricek; Treasurer – Amanda Jedlicka; NASB Delegate –Dr. Renee Sayer; Secretary – Paul Pleskach: Member – Virginia Semerad

Warrior Success Academy Advisory Committee:

High School Principal: Dr. David Cunningham (or designee), High School Assistant Principal: Mr. Josh McPhillips, High School Guidance Counselor: Ms. Katie Bertrand, WSA Lead Teacher: Mr. George Lower

PHILOSOPHY:

At the Warrior Success Academy (WSA) we believe that every student will reach their potential given the right environment, individualized support and the freedom to explore their interests. Our philosophy centers on providing a nurturing and flexible environment where students are valued and challenged to achieve. Our students are individuals with unique backgrounds, diverse learning styles and varying needs. We aim to empower students to take ownership of their learning while equipping them with the skills, mindset and motivation needed to succeed in all aspects of their lives.

Our belief is that education should be transformative not transactional. While college and achievement tests are important, the ultimate goal is for our students to live meaningful lives. A mindset that is oriented towards growth and lifelong learning will assist our students in achieving success in whatever career path they choose. Through personalized instruction, mentorship, and a supportive community, we aim to guide our students toward becoming confident, compassionate, and capable individuals who are prepared to contribute meaningfully to society.

PURPOSE:

Schuyler Community Schools is committed to providing quality educational opportunities for all children. The Warrior Success Academy is organized to provide flexibility in scheduling, individualized instruction, meaningful work experience both inside and outside of the regular classroom, and opportunities for individualized and group counseling. Priority is given to students who are experiencing difficulty excelling in the traditional school setting. The Warrior Success Academy was established as an alternative to regular school, not a school for alternative students.

HOURS:

The Warrior Success Academy is in regular session from 8:05 a.m. to 11:30 a.m. from approximately the middle of August to the end of May and will follow the regular district calendar.

QUALIFICATIONS:

The Warrior Success Academy (WSA) strives to provide high quality alternative education to students who need flexibility to pursue their educational goals. Each student will be evaluated for admission by the Warrior Success Academy (WSA) Advisory Committee. Admission will depend upon the unique circumstances of each application. In general, the following is a list of criteria that may be used to determine admission to the WSA:

9th-12th Entrance Criteria:

- Emergency placement for self-harm or harm to others
- Symptoms of depression, anxiety or other mental health issues related to current educational setting
- Parenting/Family Issues
- Habitual Truancy
- At risk of dropping out due to (in combination) attendance, SEL, challenging life issues, behind in academic credits.

Resident high school students who are or have been enrolled in an alternative middle school program, have completed the first semester of their 9th grade year, considered at risk, recommended by the student's parents and teachers, and approved by the **Warrior Success Academy (WSA) Advisory Committee** may qualify for admission into the program.

Any student who has been expelled or is suspended on long term may request admission into WSA for the duration of the suspension or expulsion as provided in the requirements of LB 658.

Students may choose to take SCHS regular courses in addition to those taken through the alternative program.

Students wishing to participate in regular SCHS activities must be enrolled in at least 4 courses or equivalent.

The focus of this program is to support students in completing their high school education, preparation for employment and/or college placement. Dual placement in WSA and SCHS is evaluated on a case by case basis.

WORK BASED LEARNING:

When not scheduled to attend class, the student is expected to be involved in a work based learning program outside of the school. This program will follow the guidelines set up as part of the work based learning program already in place at Schuyler Central High School. As much as possible, existing partnerships between employers and the school will be utilized. Where job opportunities are limited, Warrior Success Academy will work with vocational rehabilitation to establish new work based opportunities. Work based learning must have specific job targets and job skills outlined and monitored throughout the duration of employment. Credit for work will be given after the monthly assessments are completed by the employer. (See appendix 1)

ATTENDANCE:

Regular attendance is a part of any school program. In an effort to support students of varying needs, the Warrior Success Academy will focus on progress toward an education goal rather than time in the classroom. Students will meet with their instructor to set a daily progress goal based upon the following criteria:

- The student meets or exceeds the number of credits needed to stay on track for graduation based upon grade level.

- Specific assignments in each class that must be passed with an 80% or higher score.

Students who are on track for graduation and meeting a minimum score of 80% will be eligible to apply for early dismissal. Applications for early dismissal will be due the Friday before the week the student wants early dismissal. Applications must be approved by the administration, teacher and student's parent/s (if the student is a minor). Parents and students will be responsible for transportation issues due to early dismissal. If a student fails to meet the agreed-upon criteria, early dismissal privileges will be revoked immediately and the student must meet the criteria for one week before reapplying for early dismissal. Early dismissal privileges will also be revoked immediately if the student has an unexcused absence.

ABSENCES

1. **Circumstances of Absences** – Definitions. The circumstances for all absences from school will be identified as excused or unexcused. Absences should be cleared through the principal's office in advance whenever possible.

a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:

• Impossible or impracticable barriers outside the control of the parent or a child that prevents a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, illness, vacations, and medical appointments.

• Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. Other absences as determined by the principal or the principal's designee.

b. Not school Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows: • Other absences are those in which the parent has not communicated a reason for the student's absence or the parent does not know where the child is.

2**. Absence Procedure**. In its student information system, the district may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

WARRIOR SUCCESS ACADEMY (WSA) GRADUATION REQUIREMENTS:

Core Requirements:	**255 Credits**
English	40 Credits
Speech	5 Credits
Social Studies	30 Credits
Mathematics	30 Credits
Science	30 Credits
Health and Physical Ed.	10 Credits
Personal Finance	5 Credits
Informational Technology applications	5 Credits
Electives	**100 Credits**

ELECTIVE CREDITS

Students may earn elective credits for graduation through one or a combination of the options listed below:

Elective Courses: Students may receive elective credits by exceeding the requirements in the core areas listed above or through the completion of courses in the areas of Industrial Technology, Woodworking, Metals, Computer Technology, Business, Art, Music, Drama, Family and Consumer Science, Foreign Language, and Physical Education.

Work Based Learning: Elective credit would be awarded for participation in work based learning. Credits would be awarded based on pay stubs, and supervisor evaluations. Maximum of **30** credits allowed toward graduation requirements. (See appendix 1)

Group Counseling: Elective credit would be awarded for participation in-group or individual counseling. Group counseling would include guest speaker presentations. Credits would be awarded at the rate of 10 hours of counseling per credit. 50 hours of participation in counseling/activities would be equivalent to a one-semester course. Maximum of **20** credits allowed toward graduation requirements. (See appendix 2)

Appendix A: Work Based Learning

Our mission at the Warrior Success Academy is to provide essential foundational skills, along with guidance for self-discovery of students' strengths and interests that will lead them toward a successful and fulfilling career after graduation.

Overview

Work-based learning provides work experience for which students receive high school credit. It provides an opportunity for students to be employed and receive credit for learning from a satisfactory job performance. It is hoped that this experience will help develop a positive attitude and promote an understanding of the relationship between formal education and job success through supervised, part-time employment as part of the students' total school program. This experience lasts from one semester up to one school year. Students will receive 5 credit hours for each semester they successfully complete an acceptable internship experience.

Prerequisites for Internship

Maintain a **passing grade in all classes** during the previous semester. Be in compliance with the school's **attendance and tardy policy** during the previous semester.

Be in compliance with the school's behavior policy and have no behavior referrals during the previous semester.

Complete all paperwork required prior to the first day of the semester (placement request, resume, calendar, supervisor/intern contract and handbook signatures).

If ALL prerequisites have been met, the student is allowed to take an internship for credit.

Parent/Guardian Expectations

The parent and/or guardian agrees for the student to participate in the internship program and understands that the transportation of the student to and from the work site is the responsibility of the parent/guardian and student. The parent/guardian attests that the student holds current and accurate vehicular insurance.

They understand that school personnel will not be present when the student is on the work site and will not be responsible for the student.

The parent and/or guardian releases Schuyler Community Schools from any liability.

Supervisor Expectations

The supervisor agrees to place the student for the purpose of providing occupational experience of instructional value.

The supervisor agrees to mentor and guide the student as they learn new skills.

The student activities performed will be under safe, hazard-free conditions.

The supervisor will provide a quarterly evaluation of the student-worker and agrees to communicate any concerns to the internship coordinator.

The supervisor understands that they may not be an immediate family member of the student.

Coordinator Expectations

The coordinator may visit each student learner at the work site and continue a close working relationship with the person to whom the student learner is responsible while on the job.

The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned.

Student Intern Expectations

The student will follow Schuyler Community Schools rules and regulations.

The student will be respectful toward the employer and customers.

It is the responsibility of the student to communicate with the employer when scheduling conflicts such as school activities, snow days, personal appointments, etc., happen. The student should give 24 hours (or more) notice of any absence.

The student will be prompt and complete assigned tasks prior to the end of the work day. The student is expected to stay for the full time scheduled.

The student will sign in and out of the school office. The student will complete a log at their work site which will be signed by the supervisor and returned to the coordinator weekly.

The student will drive directly to their work site and directly back to school (no detours or stops).

The student must hold current and valid vehicular insurance and/or have access to safe transportation.

The prompt delivery and return of evaluation sheets and internship logs to and from the coordinator and employer are the responsibility of the student.

The student will abide by the eligibility requirements set by Schuyler Community Schools and the Warrior Success Academy Advisory Board.

The student will maintain compliance with the attendance and tardy policy of the school.

The student will maintain compliance with the behavior policy.

Placement Suggestion

The placement must be located in Schuyler.

The supervisor may not be an immediate family member of the student.

The placement must have similar “open” hours as the school.

Internships are based on a student's pathway. Students can offer suggestions, but they may not always be honored.

The student will ultimately make contact with the business/organization at which they wish to intern.

Resume

The student must turn in an updated resume to the internship coordinator.

Calendar

The student must turn in an updated semester calendar to both the internship coordinator and the job site supervisor. All known absences must be included on both calendars.

Handbook

This internship handbook must be read and signed by the student and the parent or guardian. It must also be signed by the job site supervisor.

Supervisor/Intern Contract

This supervisor contract must be completed by the supervisor prior to the first day of the start of the semester.

Internship Log

This log needs to be filled out by the intern every day at the job site. At the end of the

month, the supervisor will sign the log and the student will return the log to the internship coordinator by Monday morning of the following week.

Evaluations

The internship supervisor will complete a quarterly evaluation on the student's performance. This evaluation can be discussed with the student. The student is responsible for returning the evaluation to the coordinator prior to the end of each quarter. Poor evaluations may eliminate the student from the internship program.

Job Site Visits

The internship coordinator will visit each job site at least once per quarter. These will be random visits. Other members of the Schuyler Community Schools may also perform random visits. Unsatisfactory job site visits may eliminate the student from the internship program.

Grading System

Internship will be a graded class based on these components:

Beginning paperwork - Is it completed and turned in on time? (placement suggestion, resume, calendar, handbook, and contract) (**50 points**)

Internship logs - Are they completed and turned in on time? (5 logs each semester x 10 points each = **50 points**)

Evaluations - Is your evaluation satisfactory? (3s and 4s) (2 evaluations per semester x 10 points each = **20 points**)

Job site visits - When you have a surprise visit, are you where you need to be and performing the job duties that you should be doing? (2 visits per semester x 10 points each = **20 points**)

Failure to Comply

If the student fails to comply with ANY of the internship requirements outlined in this handbook or the SCS Handbook, the following consequences will be established:

- Strike 1: The student will write an apology to the appropriate parties involved. In addition, the student will spend 2 weeks in an alternate placement of the internship coordinator and school administrator's choosing.

- Strike 2: The student will no longer be allowed to attend internship for the remainder of their high school career at Schuyler Community Schools and will receive no credit for the internship course(s) on their transcript. They will instead spend those class periods in an alternate placement of the internship coordinator's choosing for the duration of the semester.

I have read and understood the expectations and requirements outlined in this handbook. I understand that the final decisions of the internship the program is up to the discretion of the school administration.

Student Name: _____

Internship Placement: _____

Supervisor Signature: _____

Parent/Guardian Signature: _____

Student Signature: _____

Internship Suggestion for _____ (your name)				
Instructions: Using a highlighter, horizontally highlight the pathway that best suits your college/career goals. Then, within that pathway, please circle the courses you have already taken. Put a star beside courses you will take this coming year.				
Agriculture, Food, & Natural Resources				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Ag, Food, & Natrl Resources	Agribusiness Systems	Intro to Ag (Full Year)	Agribusiness or Leadership	Internship
Ag, Food, & Natrl Resources	Animal Systems	Intro to Ag (Full Year)	Animal Science	Vet Science / Large Animal Mgmt
Ag, Food, & Natrl Resources	Environmental and Natrl Resources Systems	Intro to Ag (Full Year)	Resource Mgmt.	Internship
Ag, Food, & Natrl Resources	Food Products and Processing Systems	Intro to Ag (Full Year)		Internship
Ag, Food, & Natrl Resources	Plant Systems	Intro to Ag (Full Year)	Plant Science	Landscape / Agronomy
Ag, Food, & Natrl Resources	Power, Structural, and Technical Systems	Intro to Ag (Full Year)	Welding I	Welding II
Ag, Food, & Natrl Resources	Diversified Ag Systems	Intro to Ag (Full Year)		Internship
Business, Marketing, and Management				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Business Administration	Accounting	Intro. to Business or Personal Finance	Accounting I, II	Accounting III, IV
Business Administration	Entrepreneurship	Intro. to Business, Mktg	Accounting I (Full Year)	Entrepreneurship
Business Administration	Management	Intro. to Business	Business Law	Internship
Finance	Finance	Personal Finance, Intro to Business	Accounting I (Full Year)	Internship
Marketing	Marketing	Marketing		Internship
Human Sciences and Education				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Health Science				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Health Science	Health Science	Health I	Health Science I & II, Anatomy, Med Terms	CNA Certification, Internship

Health Science	Health Informatics	Health I	Health II, Med Terms	Internship
Health Science	Life Span Performance	Health I	Anatomy, Med Terms	Internship
Skilled and Technical Science				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**
Architecture and Construction	Construction	Trades I	Building Construction I	Building Construction II
Manufacturing	Manufacturing	Drafting and Design	Woods I	Woods II/III
Manufacturing	Welding	Drafting and Design	Welding I	Welding II
Communication and Information Systems				
Cluster	**Field**	**Introduction Course**	**Intermediate Course**	**Capstone Course**

What is your plan after high school?

_____

*If you said "I don't know," it might be a good idea to consider multiple internship placements to gain exposure to various fields.

What are your top 3 placement suggestions?

1. _____

2. _____

3. _____

What is it about your top placement that made you suggest it as #1?

_____

_____

_____

How does that placement fit within your chosen "pathway" of courses?

_____

_____

_____

Is there anything else we should consider?

_____

SUPERVISOR/INTERN CONTRACT

I agree to have _____ placed as an intern

for one semester during the _____ school year.

Monday - Thursday time: _____-_____

Friday time: _____-_____

Internship Placement:

_____

Name of Supervisor:

_____

Signature of Supervisor: _____ Date

_____ Email of Supervisor:

_____ Phone: _____

Best way to contact supervisor:

_____

INTERNSHIP LOG

MONTH OF: _____

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____
Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____

Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____	Duties Performed: _____

Supervisor Signature: _____ Date:

_____ Student Signature:

_____ Date: _____

Appendix B: Lifelong Learning Credits

Students who complete individual counseling, group counseling or participate in guest speaker presentations are eligible to earn Lifelong Learning Credits.

Lifelong Learning credits will be awarded based upon documented participation in approved activities at 50 clock hours per 5 credits. Clock hours will be documented on the student's Personal Learning Plan. Credit will be awarded at the end of each semester.

Schuyler Community High School

Activity Handbook

2025 - 2026

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ACTIVITY PHILOSOPHY

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

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

Schuyler Central High School offers an extensive program of activities to supplement the academic program. Participation in these activities offers the chance for expression of interests, development of personality and poise, and the acquisition of talent and development of leadership skills that will carry over through an entire lifetime. Each student is encouraged to participate in one or more activities. Each activity adds to the total school fabric. Schuyler Central High School does not recognize one activity as being more important than another activity. It is recognized that conflict will from time to time arise whenever a student desires to participate in more than one activity. Wherever reasonably possible, an activity sponsor shall work with the student and the demands of the competing activity to try and resolve conflicts. When conflicts exist, the final decision is to be made by the student and the student's parents. Coaches and sponsors must recognize the student's dilemma, make reasonable accommodations, consult with the student in a sympathetic manner, and will not place any undue pressure on any student to make decisions favoring one activity over another.

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

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

In the event of injury to an athlete, the coach and/or athletic trainer will render first aid. In case of serious injury, the parents will be contacted at once, and their advice or direction secured. The Principal and Activity Administrator will be notified if the parent or the family physician cannot be contacted. Coaches are authorized to use their best judgment in obtaining competent medical care and service. If an injury requires a participant to visit a doctor, the participant is required to show the coach/sponsor a doctor's release before he/she is allowed to participate in practice or contests.

ACTIVITIES AND ORGANIZATIONS OFFERED

Art Club: Art Club promotes the study and participation in art, and the completion of projects and art shows.

Athletics: Schuyler Central students have earned the right to be proud of their athletic teams and must work hard to maintain programs in which students and community members continue to show pride. Fall sports are cross-country, football, girls golf, ~~softball~~, and volleyball. Winter sports include basketball and wrestling. In the spring boys golf, soccer, and track and field are available. Schuyler Central is a member of the Central Conference. Other conference schools are Adams Central, Aurora, Crete, Grand Island Northwest, Columbus Lakeview, Seward, and York.

Class Officers: Incoming seniors, juniors, sophomores and freshman will elect officers at the end of the preceding school year. Their purpose will be to serve as executive officers for the business of specific class activities.

Limitations On Elected Offices:

1. Initiations for all school organizations are prohibited.
2. A student may be president of only one organization at a time. Editor and cheerleader or drill team co-captain are considered equivalent offices because of the responsibility and time required.
3. A student may not hold the same office in two different organizations at the same time.
4. A student may hold only one presidency or vice-presidency, and only one secretary or treasurer position. A student may be president and secretary or president and treasurer but not president and vice-president.
5. A student may not run in election for another office once elected to their quota of offices.

~~Culture Club is an organization of students interested in community service, cultural exploration and recreation. The members have meetings, field trips, and organize the Red Cross blood drives.~~

FCCLA: Family, Career, and Community Leaders of America is a national organization of students who have taken or are taking a homemaking course in high schools of the United States and its territories. The goal of F.C.C.L.A. is to help individuals improve personal, family, and community living now and in the future.

FFA: Future Farmers of America is a national organization for students studying vocational agriculture in public secondary schools. Members learn through active participation how to publicly buy and sell cooperatively, solve their own problems, finance themselves, and assume responsibility.

Intramurals: Co-Ed sports are extracurricular activities where students learn about the rules and some strategies of each sport and then play the sport for fun and having a good time. Intramurals instill good sportsmanship, working together socially, exercising, helping to stay fit and healthy, and most of all having fun and competing too.

Fall Season - Basketball (October)

Winter Season - Volleyball (January)

Spring Season - Softball Flag Football

~~Mock Trial: Students act as attorneys and witnesses in a case prepared by the Nebraska State Bar Association in competition against other schools in actual courtrooms to gain a deeper understanding of the American judicial system.~~

Musicals: Schuyler Central High School puts on a musical every other year.

National Honor Society: Schuyler Central High School is a member of the National Honor Society. The purpose of this organization is to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character.

One Act Plays: Students may try out for a part in Schuyler Central High Schools one act play, help build sets or work with lighting. When performed, one act plays are 30 minutes long.

Pep Band: Pep band plays for home football, volleyball, and basketball games when appropriate. Band members that are attending home games will play in pep band.

S-Club: S-Club is an organization of letter winners in athletics. Due to the influence of athletes on other members of the student body and on younger children, members of the S-Club should constantly strive to uphold the principles of good conduct, good sportsmanship, and leadership both in school and in the community.

Spirit Squads: Due to time and performance considerations, a student may only be a member of one of these spirit squads.

Cheerleading: The purpose of the Schuyler Central High School cheerleading squad is to promote school spirit in all athletic activities and other designated events. Members of the squad enthusiastically support the school, the administration, faculty, and sponsors of organizations, the community, and all pertinent school policies. Cheerleaders will be required to have a physical and take concussion tests.

Dance Team: The purpose of the Dance Team is to provide entertainment for audiences at selected pep rallies and home athletic contests, to encourage school spirit, to promote physical fitness, to acquire perfection in performance, and to have fun working together as a group. Dancers will be required to have a physical and take concussion tests.

Science/Math Club: Science/Math Club is an organization of students who have a special interest in science and/or mathematics. Meetings, field trips, speakers, projects, and an annual science fair are activities designed to meet the special needs and interests of the members.

Speech: Any student may be on the speech team. The speech team participates in up to eight meets and provides many different opportunities.

Student Council: Student Council promotes the continual improvement of Schuyler Central High School by its students, and seeks to create and maintain good spirit by providing the opportunity for students to express themselves for the school's best interest. The Student Council works with the Principal and faculty in matters pertaining to student government, promotes the general welfare of the school in all projects and activities pertaining to the student body, and brings to the school administration and faculty all ideas and problems of the student body.

ACTIVITY PROGRAM INFORMATION

Academic eligibility: The Nebraska School Activities Association has established a number of rules governing eligibility for high school students participating in any interscholastic competition that falls under the authority of the NSAA. The school's main goal is to teach students and to facilitate their movement toward high school graduation. The following academic eligibility rule has been added to the existing NSAA eligibility requirements, and applies to all Schuyler Central High School extra and co-curricular activities:

~~Student grades will be collected on a weekly basis throughout the school year. Any student failing one class is considered in warning status. Any student failing two classes when the report is published on Monday~~ **~~will have until Wednesday at 9:00 a.m. to get their grades passing.~~** ~~The eligibility report will be rerun on Wednesday to determine eligibility until the following Monday. Any student still failing two classes on Wednesday morning is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in~~

~~addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.~~

Student grades will be collected on a weekly basis throughout the school year. The eligibility report will be run each Monday at 9:00 a.m. throughout the semester, beginning on the fourth Monday of the first semester, and the third Monday of the second semester. Any student failing two classes is considered to be demonstrating less than acceptable academic performance and will forfeit all public representation of Schuyler Central High School until the student is no longer failing two classes on the weekly failing grade report. Part-time students, in addition to meeting the qualifications noted above, must be passing each of their classes to retain academic eligibility. Any student who is ineligible due to excessive failing grades will not be permitted to travel with a school team or other organization.

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

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

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

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, pep band, speech, One Act, FCCLA, art club, student council, National Honor Society, musicals and all other school sponsored organizations and activities. The Code of Conduct also applies to participation in school-sponsored activities such as school dances and royalty for such activities.

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

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

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

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on ~~and~~ or off school

grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written oral request of a school staff member, or the voicing of disrespect to those in authority.

2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.

4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.

5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or brining or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful contrary to school activity rules.

6. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician

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

7. Public indecency

8. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.

9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.

11. Repeated violation of any of the school rules.

12. Truancy or failure to attend assigned classes or assigned activities, or tardiness to school, assigned classes or assigned activities.

13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

14. Dressing or grooming in a manner which is dangerous to the student's health and safety or danger to the health and safety of others or repeated violations of dress and grooming standard; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

15. Willfully violating the behavioral expectations for those students riding Schuyler Community School buses or vehicles used for activity purposes.

16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or supervisor.

17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the coach or sponsor will determine the validity of the reason. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.

18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility

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

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use, alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Alcohol. Tobacco, and/or Drug Offenses and/or Criminal Activity Beginning at the time of a student's initial attendance at SCHS and continuing through completion of attendance or high school eligibility, a student is subject to suspension from all NSAA public appearances related to co-/extra-curricular activities and/or competition if s/he has a violation in the, alcohol, tobacco, and/or drug offenses and/or criminal activity policy. Disciplinary consequences imposed under this policy will involve suspension from public representation of SCHS and may additionally involve other measures. The activities administrator is responsible for completing a suspension notification procedure within three (3) days following a participant's suspension. The coach or sponsor will communicate other suspension actions to parents. The term of suspension shall be the next regularly scheduled weeks of public representation during the school year as defined by the Nebraska School Activities Association. The term of suspension is considered a probationary period and the student will be reinstated only after evidence of abiding by the ideals of activity participation. Continued practice and participation in the activity is expected, even though the student is not permitted to represent the school publicly. Public representation takes place when an event is a competition with an opposing team(s) and the event is taking place during one or more NSAA defined seasons. Intrasquad scrimmages are not considered competition with an opposing team. Students must complete the season in good standing for the weeks of suspension to apply.

Term of suspension:

- 1st offense: Next four activity weeks publicly representing SCHS.
- 2nd offense: Eight weeks with mandatory professional substance abuse counseling
- 3rd offense: The student will be suspended from all activities until he/she participates in a professional evaluation for chemical dependency. After the student becomes a participant in a chemical dependency program, the student may be reinstated in school activities upon successful completion of the program. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the dependency center prior to reinstatement of the student.

Self-reporting alcohol, tobacco, and/or drug offenses and/or criminal activity violation may reduce the suspension time for a 1st offense from four (4) weeks to two (2) weeks by reporting the policy violation to school officials. A student in violation of the alcohol, tobacco, and/or drug offenses and/or criminal activity policy must notify a school official (coach or sponsor, teacher, activities administrator, school counselor, principal or assistant principal) of the violation within 24 hours of the violation for the reduction to apply. During the 2nd offense, the mandatory professional substance abuse counseling must be completed before the end of the eight-week suspension or the suspension continues until counseling is completed. It is required that documentation of completion of professional substance abuse counseling be turned into the activities office prior to the student returning to competition. SCHS is not liable for expenses incurred through such counseling sessions.

Organizations/clubs that are not under the NSAA umbrella have discipline for ATOD and criminal activity written into the organizations/clubs constitutions.

Drug and Alcohol Violations

Meaning of Terms:

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

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

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

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and

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

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

Steroid Offenses: A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the same terms of suspension as listed

for alcohol, tobacco, and/or drug offenses and/or criminal activity.

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

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.

4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.

5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

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

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.

2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.

a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.

b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.

3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.

4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the

Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.

c. If a hearing is requested:

i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.

iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.

iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).

The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.

More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Athletic Participation: To the extent reasonably possible, it shall be the policy of Schuyler Central High School to provide an opportunity for students to participate on teams and events. It shall be the policy of Schuyler Central High School to encourage all interested students to take advantage of these opportunities.

Ideally, all interested students should be given an opportunity to participate, develop their skills, and to enjoy competition and the comradeship that comes with being a member of a team. Because of budget limitations, personnel limitations, and facility limitations, it is not possible for Schuyler Central High School to fulfill the ideal level of opportunities and participation. With that in mind, Schuyler Central High School recognizes that certain policies must be implemented. For the foregoing in mind, the following policy dealing with limiting team size has been adopted.

1. Prior to the commencement of each season, sponsors shall determine the appropriate number of students that their facilities and staff can accommodate. In reaching that decision, the sponsors shall consult with the activities office. In the event more students try out for these sports than the coaches believe they can accommodate, the coaches may cut the additional students.

2. If any of the students are to be cut from any of these activities, an announcement to that effect shall be made at the beginning of the season. A trial period shall be afforded to every student wishing to participate. The length of the trial period shall be announced at the beginning of the season. The sponsor shall determine the length of the trial season after consulting with the Activity Director. To the extent possible, every student shall be entitled to a fair opportunity to demonstrate his/her abilities.

3. Because of the potential number of participants involved, it may not be possible to guarantee that each freshman/JV/Varsity player will be able to participate in every game. Decisions with respect to participating in games, as it applies to freshman/JV/Varsity, shall be the decision of the sponsors involved. If possible, "B" freshman games may be scheduled, but if no such games can be scheduled, some freshmen may receive little, or no, participation in game type situations.

4. The fact that a student was on a previous year's team shall not be a factor in making the current year's team. The fact that a student was cut the previous year shall not be a factor in making the current year's team. The fact that a student did not participate in another given sport shall not be a factor in the student not making the team for which s/he is trying out. Nothing in this policy shall prevent a sponsor from dismissing a student from a team for disciplinary reasons.

5. A coach in cutting a student from a team at the end of the trial period shall inform that student of the decision in a private meeting between the coach and the student. The coach shall make every reasonable effort to critique the student's performance and explain why the decision was made. The student's parents/guardian may participate in the meeting to discuss the coach's decision.

Attendance Requirements:

The expectation is for the students to be in attendance for at least ½ day of school on the day of activities prior to performance unless arrangements have been made with prior administrative approval.

Bus Rider Rules: These rules and regulations apply to any trip under school sponsorship. All student riders shall respect the wishes of the chaperones and driver appointed by the school.

1. Keep hands and head inside the bus at all times after entering and until leaving the bus.

2. Assist in keeping the bus safe and sanitary. Loud talking, laughing, or unnecessary noise diverts a driver's attention and may result in an accident.

3. Treat bus equipment as you would your own property. The offender must pay damage. Bus riders should never tamper with the bus or any of its equipment.

4. Leave no books, lunches, or other articles on the bus.
5. Keep books, packages, coats, and all other objects out of the aisles.
6. Students are responsible for helping clean the buses immediately upon return from an activity.
7. Do not throw anything out of the bus windows.
8. Bus riders are not permitted to leave their seat while the bus is in motion.
9. Horseplay is not permitted around or on the school bus.
10. Bus riders are expected to be courteous to fellow pupils and the bus driver.

11. Absolute quiet is necessary when approaching a railroad crossing.

12. In case of a road emergency students are to remain in the bus.

Changing Activities: If a student participant desires to switch from one activity to another, the participant must have the consent of both sponsors. NSAA bylaws also require that a student switching from one sport to another must be restricted from practice and competitions in the new sport for a period of seven school days. A participant cut from a squad for disciplinary reasons may not be a member of another program without approval of the Activities Administrator.

Checklist For Participation: The Schuyler Central High School athlete must complete the following steps listed prior to participating in any practice sessions or games.

Physical Examination: This is a Nebraska State Activities Association requirement. An examination is required once each year. A physical taken on or after May 1 will be in effect for the school year. The student may obtain a physical examination form from the principals' office or the high school website. The processed and completed physical examination form shall be given to the school nurse, who will issue a permission slip to check out for a particular activity.

1. Insurance: Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The Board of Education does not require participants in athletics to be insured against athletic accidents but strongly recommends that they be insured against athletic accidents at the parent's expense. The Board of Education does require each participant's parent to sign an "Insurance Waiver." The school does not offer any insurance or coverage. There are many individual and group athletic accident policies available about which the school does have information. This information may be obtained from the Activity Administrator. Parents are urged to investigate and study the various policies so that they may purchase the accident coverage they prefer. The Nebraska School Activities Association does provide insurance for catastrophic injuries for activity participants.

1. School Activities Permit Form: This is a consent form that the N.S.A.A. requires each school to have on file. Parents are required to sign the student participation and permission agreement.

2. Athletic Agreement: This section pertains to the Schuyler Central High School Athletic Code. A copy of this code will be made available to all candidates and their parents for the interscholastic athletic teams.

3. Emergency Medical Treatment Consent: This allows school personnel to give consent to have emergency medical treatment for your student if you as a parent or guardian are not present and cannot be reached in a time of emergency.

4. With the implementation of LB 260 The Concussion Awareness Act, Schuyler Community Schools conduces impact testing for all ninth and eleventh graders along with any athlete that had a concussion in the previous school year and who are involved in football, softball, volleyball, wrestling, basketball, soccer and track/field (jumping and throwing). There is no cost to the student and testing must be completed before participating in practice.

Church/Family Night/Sunday/Weekend/Other Practices: Schuyler Central High School observes every Wednesday night as Church and Family night, and school activities generally do not take place on

Wednesday night. All practices will be concluded by 6:00 pm. There will be no practices or activities on Sunday unless there is a contest on Monday of the forthcoming week. The principal and activities administrator must approve practices on Sunday or Holidays. Any practice held on the weekend or holiday must be optional for the participants. Family commitments must be honored by the coach/sponsor. Missing the practice will not change the participant's position or team status in the activity.

Conditioning Program: SCHS organizes and supervises a year-round conditioning program to include weight lifting, running, and exercising for all its members. Such a conditioning program shall be general in nature and may include only exercises designed to promote physical fitness, except that practice of individual skills of any sport may be taught in other than organized physical education classes if the school does strictly adhere to the specific rules governing organized practices. Conditioning sessions shall be no longer than 90 minutes in length and no member shall participate in more than one such session per day.

Due Process Rights of SCHS Activity Participants: The due process afforded students in relation to these activities policies shall be similar to that provided in Nebraska State Law 79-264 through 79-294. In other words, suspensions from activity participation for five or fewer days shall be consistent with provisions for short-term suspensions, while suspensions from activity participation of six or more days shall be consistent with provisions for long-term suspensions. Removal from a team shall be consistent with provisions for expulsions.

Equipment Responsibility: The participant is responsible for all equipment checked out to them by the coach/sponsor. All items of equipment that have been checked out by the participant must be checked in at the conclusion of the season. The participant responsible for checking it out must pay for any missing item(s). All fees (for items not checked in at the end of the activity) will be turned in to the coach/sponsor. A list will be kept of athletes who owe fees and they will not be allowed to participate in another sport until fees are paid.

Interscholastic Eligibility: In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. If you do not understand a summary of these rules listed below or need an explanation of other requirements, consult the Activities Office.

1. Student must be an undergraduate.
2. Student must be enrolled in at least twenty hours per week and regular in attendance in accordance with the school's attendance policy.
3. Student must be enrolled in some high school on or before the 11 th day of the current year.
4. Student is ineligible if nineteen years of age before August 1 of current school year.
5. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership.
6. Student must have been enrolled in school the immediate preceding semester.
7. Student must have received twenty semester hours of credit the immediate preceding semester.
8. Once the season of a sport begins, a student shall compete only in athletic contests/meets in that

sport that are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.

9. A student shall not participate in sports camps or clinics during the season of a sport in which he/she is involved, either as an individual or as a member of a team.

10. A student shall not participate on an all-star team while a high school undergraduate.

11. A student shall be ineligible for ninety school days to represent a school in inter-scholastic competition at the varsity level if the school is located in a school district other than the district in which his/her parents maintain their domicile. (Check with school administrator for an interpretation of rule if the district where parents reside has no high school or if there are two or more high schools in a district.)

12. A student is ineligible for ninety school days if his/her parents have changed their domicile to another school district and the student has remained in a former school that is in a different school district. (EXCEPTIONS: If parents have moved after school has started, the student will be eligible to compete for the remainder of the school year, or if parents have moved during the summer which immediately precedes the school year and the student is in grade twelve and has attended the high school for two or more years, the student is eligible for that school year in the district from which the parents moved.)

13. Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and ruling.

14. A student shall not participate in a contest under an assumed name.

15. A student must maintain his/her amateur status.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law

General Lettering Criteria and Post Season Awards: Lettering in a school activity is for those participants who have met stated levels of performance. These general considerations govern lettering in SCHS activities:

- The participant must be in good standing (member of the organization) at the end of the season to receive a letter.
- Participants injured and must drop out of a school activity, may be given special consideration.
- Sponsors who believe there are special conditions or unusual situations (other than ATOD and/or criminal activity suspensions) for a participant s/he may letter that participant.

- Students who participate in an activity for four years, may letter in that activity.
- A student manager may receive a varsity letter at the discretion of the sponsor.
- A sponsor may revoke a letter for disciplinary reasons.

A school activity participant involved in a multiple day suspension (ISS and/or OSS) will not receive a letter for the activity(ies) in which the suspension took place and will not receive any SCHS post-season awards in which the multiple day suspension took place. Awards that are given for all year performances will not be given to a school activity participant that had multiple day suspensions (i.e. weightlifter of the year, female athlete of the year etc.). The year ends on the evening of the activities award night.

Specific Lettering Criteria: in addition to the expectations noted above, the following conditions apply to lettering in these activities:

Basketball

1. One quarter of the regular season varsity quarters played.
2. All varsity players letter if they are a part of a state tournament team.

Cheerleaders

Participate in the following assigned sports: football, volleyball, boys and girls' basketball, and wrestling.

Cheerleader squad members will be expected to follow all guidelines established by the sponsor, activities administrator, school, and NSAA.

A cheerleader will not receive a letter for these reason(s) stated in the cheerleader constitution.

Cross Country

The participant receives an individual award or medal at a Varsity meet.

Dance Team

1. Must participate in all Dance Team activities unless otherwise excused.
2. Dance Team members will be expected to follow the constitution and all guidelines established.

Football

1. An athlete must participate in 1/4 total varsity quarters played
2. If varsity players win their District, or are State qualifiers, all members of the varsity team qualify for a letter.
3. 1 quarter is awarded for each of our football camps that is attended
4. 1 quarter is awarded for helping at our football Youth Camp
5. 3 quarters for 90% of summer weight attendance
6. 2 quarters for 80% of summer weight attendance

Golf

1. Golfer who sets a school record during competition.
2. Golfer who competes in one half of the varsity meets.
3. Senior who has competed three consecutive years.

4. Golfer who receives a medal in a triangular meet or larger.
5. All members of a state qualifying or conference championship team.
6. Working a golf youth camp qualifies as one varsity competition
7. Attending a golf camp will qualify as one varsity competition
8. 90% of summer weight attendance qualifies as two varsity competitions
9. 80% of summer weight attendance qualifies as one varsity competition

Soccer

1. The participant must have played in 50% of all varsity halves played.
2. If varsity players win their District, or are State qualifiers, all members of the team qualify for a varsity letter.

~~Softball~~

~~3. Play in 1/7 of the varsity teams' innings played in the regular season.~~
~~4. If team wins district or qualifies for state all varsity members letter~~
~~5. 2 innings awarded for each camp attended~~
~~6. 4 innings awarded for 90% of summer weight attendance~~
~~7. 3 innings awarded for 80% of summer weight attendance~~

Track and Field

Accumulate at least 10 points throughout the track season by doing any of the following.

1. Score at any track meet. The number of points that an athlete scores at a meet will be the number of points earned towards a letter.
2. Qualify for State. Any athlete that qualifies for the State Track Meet will earn 10 points.
3. An athlete that is selected as a team captain will earn 3 points.
4. An athlete will score one point every time s(he) makes an improvement throughout the year at a JV or Varsity meet.
5. Perfect Attendance. Athletes will earn 5 points if they have no absences from practice (excused or unexcused). An exception will be made for other school-sponsored events.

Volleyball

1. An athlete must play in at least 50% of all regular season varsity games played
2. 90% attendance of summer weights will waive 4 varsity games
3. 80% attendance of summer weights will waive 2 varsity games
4. If the team qualifies for the state tournament, all team members qualify for a varsity letter.

Wrestling

An athlete must finish the season in good standing and meet at least one of the following criteria:

1. Wrestle 18 varsity matches
2. Earn 20 varsity team points (points that contribute to the team score during a contest)
3. Place 1,2,3, or 4 in the conference or district meet

Locker Rooms: All athletes are to lock their lockers and give valuables to the student managers for safekeeping or leave such items at home. All athletes will shower at the conclusion of every practice and competition.

Ninth Grade Athletes: The coaching staff of a particular sport may decide on which team an outstanding freshman athlete shall be placed. This pertains to football, boys and girls' basketball, and volleyball.

The outstanding 9th grade athletes will compete on the 9th and JV teams or the JV and Varsity teams, but may not compete on the 9th and Varsity teams and may not (without administrative approval) compete at all three levels (9th, JV, Varsity). The head coach of the sport will contact parents/guardians of the student to be moved up prior to the student practicing or competing at the higher level, and will inform the activities administration before such action will be taken.

Off-Season Training Programs: The use of off-season training programs to promote a better athletic ability is encouraged. However, these programs should not be held at the expense of athletic programs in season. Programs in season have first priority for both facilities and participants. Therefore, off-season programs will not commence nor be encouraged for at least two weeks following the start of a new season.

Padlocks: Padlocks will be checked out from the sponsor of an activity. When the participant is finished with the sport season the lock will be returned to the sponsor. If the participant loses the padlock, a replacement fee will be charged for replacement of the lost padlock.

Participation: Varsity teams shall be made up of 12th, 11th, 10th, and 9th grade students, reserve teams shall be made up of 11th,10th, and 9th grade students, sophomore teams shall be made up of 10th grade students, and freshman teams shall be made up of 9th grade students. Workouts or supplementary practice outside of regular squad practices and competition are not specifically restricted. It is expected however, that participants given the privilege of representing their school will owe first allegiance, as far as participation is concerned, to the Schuyler Central High School activity of which they are a member and the public school sponsors who are responsible for the participant's training program. This policy is not intended to restrict casual or recreational activities.

POST-SEASON AWARDS

Awards To Students: No award of greater value than $50.00 shall be given to participants of activities by the schools of the Nebraska School Activity Association.

Boys Basketball:

Gaeth Memorial Award: awarded to varsity players with the most assists and the most rebounds in the season.

Oberg Free Throw Award: awarded to the varsity player who has the highest free throw season percentage.

Girls Basketball Season Leaders:

Awarded to the varsity players with the most assists, most rebounds, and highest free throw percentage for the season

Football:

Defensive Football, Interior Lineman, and Most Improved: These awards are presented to outstanding football players based on the decision of the coaching staff. Factors considered are season statistics, contribution to the team, and post-season honors.

Myers-Reinecke-Shonka Memorial Awards:

Cross Country: The head coach and assistant coach will determine the boy and girl winners of this award. Consideration will be given to season placing, leadership, cooperation, and grade level.

Football: Presented to the outstanding offensive football player based on:

a. Decision of the coaching staff
b. Season statistics, contribution to the team, and post-season honors.

G/B Golf: Presented to the most deserving golfer. Consideration will be given to the number of medals, medal placement, season statistics, and leadership.

Girls/Boys Track: Coaches judgment in regard to leadership, accomplishments, team or individual records, attitude, years on varsity, points scored in competition.

Volleyball:

Offensive Player-This award is presented to an outstanding offensive player based on statistics provided from the season and the decision of the coaching staff. Factors considered are season stats pertaining to the most kills per game/season, the best kill efficiency per game/season and contributions to the team.

Defensive Player-This award is presented to an outstanding defensive player based on statistics provided from the season and the decision of the coaching staff. Factors considered are season's stats pertaining to the most blocks per season or the player with the most digs per season, contributions to the team, hard work ethic, and greatest effort on defense.

Most Improved-This award is presented to the player that shows the most improvements throughout the season, based upon effort, improved fundamental skills, awards, and contribution to the team. The team will vote upon this award.

Female And Male Weightlifter of the Year: Awards are presented based on a nomination and vote of the coaching staff. Each head coach nominates the top two lifters they had during their season if they incorporate weightlifting in their sport. The first nomination is worth 5 points and the second, 3 points. The student with the highest number of total points is the recipient.

Senior Boy Athlete of the Year:
All senior boys athletes who have lettered their senior year and have not served an alcohol/tobacco/drug/crime suspension their senior year are eligible for this award. The award will be selected by the following criteria:
1. Most athletic letters won over their high school career
2. If a tie exists we will use the following to break the tie
a. Most State Medals
b. Most District Medals
c. Most Conference Medals
d. Highest GPA
e. If tie still exists it will be awarded to all athletes tied

Virgil Swanson Memorial Girl Athlete of the Year Award: Any sophomore, junior, or senior girl athlete who meets the following requirements is eligible for the Virgil Swanson Memorial Girl Athlete of the Year Award. The head and assistant coaches for each sport rank the players for their sport on a point system and those points are totaled. The player with the highest point total receives this award. The requirements are
1. To have a "B" (85%) average
2. To have lettered in two sports during her high school career
3. To be participating in two sports in the current year

4. This excludes student managers who have lettered.

Schuyler Strider Girl Athlete of the Year Award: Requirements for selection are the girl must be a senior and have participated in at least two sports every year for all four years of her high school career. The award will be given to the girl who has earned the most varsity letters, most individual medals in state competition, most team medals in District and Conference competition, most team medals in State competition, and most recognition on All State, All Area, and/or All conference lists throughout her high school career.

Soccer Awards:

This is given in both girls and boys soccer. Players vote on the following: Most Improved, Defensive Player, Offensive Player, and Most Valuable.

Wrestling:
Most Pins: Greatest number of pins in a varsity competition.
Most Near falls: Greatest number of near falls in a varsity competition.
Most Takedowns: Greatest numbers of takedowns in varsity competition. Most Improved Wrestler:

- Improvement on winning percentage from previous year
- Improvement from beginning of year to end of year.
- Adversity that was overcome during the year.

Wrestler of The Year:

- Most team points acquired
- District and State tournament
- Season consistency
- Seasonal Leadership
- Attitude and work ethic

Practice Session: An athlete may participate in only one team practice per day during a school day. Example: If varsity practices in the morning, then the members of the varsity may not practice in the afternoon of the same day. Exception: If "two a day" practices on non-school days such as the preseason practices in the fall.

School Colors and ~~Insitgliai~~ Insignia Schuyler Central High School's colors are green and white. The school mascot is the Warrior. The Warrior is known for strength, agility, speed, and courage, and symbolizes the pride and spirit of Schuyler Central High School students as they represent the school in athletics and other activities.

School Lockers: All athletes will bring everything to the locker room that they need so that they will not be in the halls of the building after practice.

Social Functions: School dances are for students and their dates as well as for SCHS staff. Outside dates are permitted as long as the date is approved by administration and are 20 years of age or less. These people must be willing to conform to all school regulations. ~~The STUCO Back-to-School Dance is one exception~~. Only students enrolled at Schuyler Central High School may attend the back to school dance. Students will be admitted during the first hour of the dance, and are expected to stay until the end of the dance. Once students choose to leave, they will generally not be readmitted to the dance. Activities held during the week shall end by 11:00 p.m. School dances will be scheduled from 7:30 p.m. to 11:30 p.m. on weekend dates or 12:00 a.m. if the dance is held on a Friday night. A school-sponsored dance is a

school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation. Each person that attends the dance will be subject to a Breathalyzer.

HOMECOMING PROCEDURES

Step #1 To be eligible for Homecoming royalty you must be:

- Senior Status (minimum of 180 credits)
- Be enrolled in your 7th semester of high school
- GPA ~~2.5~~ 3.0 or Higher
- Must be a full-time student

All students who meet the criteria will be placed on the first ballot which will be voted on by the "S"-club and Student Council with students in both organizations receiving only one vote.

Step #2 The top 5 boys and the top 5 girls who meet the following criteria will be selected for royalty court: (example: If a tie occurs for number 5, we will take a 6th candidate for both the boys and girls.)

- Participation in a minimum of two NSAA sponsored activities or school sponsored activities (FFA, Art, FCCLA, FBLA, Esports, etc.) their Jr. year.

Activities include: Cross country, football, volleyball, softball, basketball, girls and boys wrestling, girls and boys golf, girls and boys soccer, track and field, music, play production, speech, cheerleading, and dance team.

- No activity suspension for their high school career
- No ISS or OSS during their Jr. year
- Not under the supervision of the court system (probation, etc)
- From these 10 candidates a popular vote of the student body will occur to determine the King and Queen winners to be crowned after the football game on the football field.

(The administration reserves the right to make special exceptions to these guidelines as they see fit.)

TRANSPORTATION TO AND FROM EVENTS

Head Coaches are required to ride the bus to and from events to supervise athletes. Assistant Coaches may be relieved of these duties on rare occasions if approved by the head coach. In rare circumstances the AD can suspend this rule for a Head Coach if the situation warrants.

Activity participants travel to and from out of town events as a unit. Exceptions to this rule will be made rarely and must be approved in writing and verbally by parents to a school official. A student will only be permitted to travel apart from the team or organization when that student's parent/guardian specifies all alternate travel arrangements (time, vehicle, driver, etc. info) to the satisfaction of the coach or sponsor.

~~RESIDENCY POLICY~~

~~While we understand all employees have different situations. We believe that our entire community~~

~~benefits when our teachers, coaches and sponsors choose to live in our district. Therefore, we will continue to provide incentives for teachers who move here. We will also make it a priority to hire all coaches/sponsors but especially Head Coaches who are willing to move into the district.~~

UNIFORMS

Team issued warm-ups will not be worn as a travel suit or worn during normal school days. Uniforms/Warm Ups will be purchased on a rotation basis and available from your AD. If you have more athletes than uniforms, please see the AD office.

BOOSTER CLUB

For a number of years we have had an active booster club that raises money to help provide our athletic programs with items that go above and beyond district expenses. The booster club will work through our AD office to solicit items requested by coaches. These requests must be approved by the AD and should be items that are luxury as opposed to necessity for a sport. Clothing items such as travel suits, towels and warm ups are items that will not be approved.

COACHES CLINICS

~~$100~~ $110 per coach is allowed for clinics, school transportation will be provided and must be registered with AD with prior approval. If a head coach and assistant coach wish to attend a clinic, it should be included in their requisition. Expenses beyond the annual ~~$100~~ $110 will need to be taken out of the club account.

CONCESSIONS

Each School Organization must sign up to do at least one concession stand for home events. The procedure for payment after expenses is the school organization will keep 70% ~~"you make it, you take it, less~~ 25% will be kept by the activities department. ~~10%~~". The ~~10%~~ 5% kept by SCHS will be used for equipment improvements for our concession stands as well as the consumables such as popcorn, bags, oil, etc.. Suggestions for these improvements should be made to the AD office. ~~In the event that you are running a club event or some other outside event, where you are bringing in a lot of other items to sell, you may elect to pay for the cost of items sold plus $200 a day for concession stand use.~~

TELEPHONES AND SOCIAL MEDIA

In today's day and age we have become very dependent on our cell phone. At times phones and other electronic devices can be a large distraction from the task at hand. Coaches have the right to apply specific electronic device rules within reason during their activities.

Social Media can be a great tool to promote positive activities within our school. However, coaches, athletes and parents need to avoid negative posts or replying to other negative posts. These posts should be brought to the Head Coaches and AD's attention so they can be handled appropriately. Coaches

should also spend time with their athletes teaching them to use social media appropriately and may have specific policies that relate to social media.

STATE CONTESTS

Coaches that attend state contests when Schuyler teams are not involved will get permission from the Athletic Director. Only the HEAD COACH will be excused to attend the tournament or meet for one day out of school. Coaches may attend the tournament or meet additional days that are not scheduled at the same time classes are in session or take a PTO day for this activity.

STUDENT FEES

Extracurricular and other programs	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	~~$5.00 per event maximum. Students may purchase an Activity Ticket for $30.00 per year.~~ Admission is $7.00 for adults and $5.00 per student. An activity pass can be purchased for $50. For District and Conference events hosted by the School, cost to be set by NSAA.
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to the student's physician or clinic.
3.Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing,	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks, and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular

	equipment, or other items associated with the sport or activity.	sports or activities include: Activity | Basketball | No additional Cross County | No additional Football | Mouthpiece Golf | Golf bag & clubs Soccer | Soccer shin guards ~~Softball~~ | ~~Softball glove~~ Speech/Etc. | Dress attire; copies of research Track | No additional Volleyball Volleyball knee pads Wrestling Wrestling shoes Cheerleading and Dance Team Squads Shoes, approved uniforms (top & skirt; jacket, etc), pom-poms and other accessories

Travel meals	Meals	Students are responsible for their own meals while traveling.
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps, and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.

Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories for their own uniforms. The school will supply uniforms for the marching band and choir robes; students required to have uniforms and robes

		cleaned. (Fees not to exceed $20)
Clubs/Organizations		
Future Farmers		
(FFA)	State & national dues, meals and activities	Annual dues not to exceed $14.00 per club.
Future Career/		
Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed $15.00 per club.
National Honor Society	State & national dues, meals and activities	No annual
Science and Math Club	State & national dues, meals and activities	Annual dues not to exceed $2.00 per club.
Student Council	State & national dues, meals and activities	Annual dues not to exceed $5.00 per club and partial registration fees.
Social & Recognition Activities		
School plays, musicals, and social activities	Admission to events	To be announced

School dances	Admission to prom, homecoming, etc.	To be announced
Class dues		Each of the four secondary classes may assess its members an amount annually for rental, fee for band or DJ, yearbook, and decoration of dance facilities. Students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Trips	Transportation, lodging, meals,	Students are responsible for costs of school sponsored trips where the trip is

	admission to events, etc.	an extracurricular activity.
If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count toward graduation credit or grade advancement, and participation on the trip is voluntary for students.		

Acknowledgement of Activity Handbook

I, [ ], acknowledge that I have received, carefully read, and fully understand the School Activity Handbook for Schuyler Community High School for the 2025-2026 academic year.

I agree to comply with all rules, regulations, and policies outlined in the handbook. I understand that participation in school activities is a privilege, and I am responsible for adhering to the standards of behavior and academic performance described therein.

I am aware that failure to comply with the guidelines may result in disciplinary action or loss of privileges as determined by school administration.

By signing below, I confirm my commitment to upholding the principles and expectations set forth in the School Activity Handbook.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Reconocimiento del Manual de Actividades Escolares

Yo, [ ], reconozco que he recibido, leído cuidadosamente y entendido completamente el Manual de Actividades Escolares de Schuyler Community High School para el año académico 2025-2026.

Me comprometo a cumplir con todas las reglas, regulaciones y políticas descritas en el manual. Entiendo que la participación en actividades escolares es un privilegio, y soy responsable de adherirme a los estándares de comportamiento y desempeño académico descritos en él.

Soy consciente de que el incumplimiento de las directrices puede resultar en acciones disciplinarias o pérdida de privilegios, según lo determine la administración escolar.

Al firmar a continuación, confirmo mi compromiso de mantener los principios y expectativas establecidos en el Manual de Actividades Escolares.

Firma del Estudiante: _____ Fecha: _____

Firma del Padre/Tutor: _____ Fecha: _____

Schuyler Community Schools

Mentoring Handbook

Updated June 2025

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Mentoring Program Definitions

Mentoring is the confidential process by which a trusted, trained and experienced mentor takes personal and direct interest in the staff member new to Schuyler Community Schools.

A Mentee is a permanent staff member new to Schuyler Community Schools, returning to Schuyler Community Schools, or staff member who has a change in role involving a new supervisor. The mentee is open, honest, and receptive to participate in the mentoring process.

A Mentor is an experienced staff member who participates voluntarily in the Mentoring Program, and who has a direct interest in the role of the mentee.

Mentoring Program Purpose

1. Provide a safe place for confidential conversations to create a trusting relationship.
2. Provide resource information and who to go to for problem solving.
3. Allow for opportunity for mentees to ask questions and build capacity for self-reflection.
4. Structured conversations for mentors to anticipate questions.
5. Build and enhance relationships and school culture.
6. Discuss tools necessary for professional growth.
7. Provide one-on-one support for new teachers, prevent teacher isolation.

Our Beliefs About Mentoring

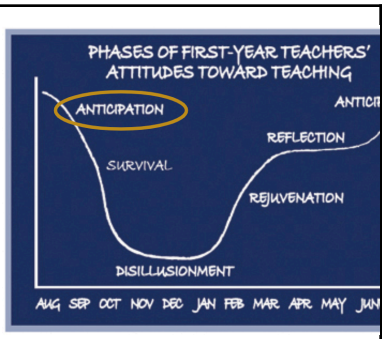
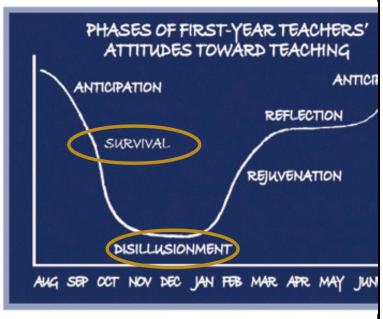
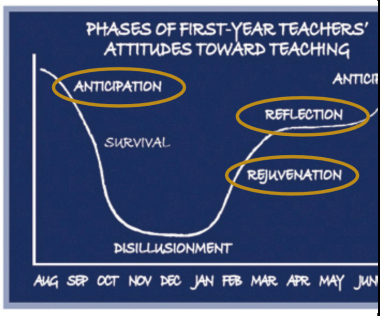
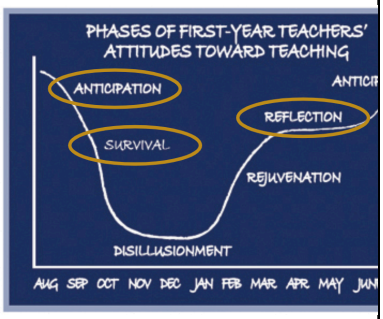
1. Mentoring is an investment in retention, integration, and growth. It is important to us that our new employees are welcomed. Schuyler Community Schools is a growth-oriented, learning focused organization.

2. Mentoring creates cohesive and collaborative teams.

3. Mentoring relationships offer opportunities for both the mentor and the mentee to think out loud, share information, and learn from each other.

4. We are all on a professional learning journey. No one person knows it all. Mentors are powerful models for new staff as they describe their own connection to Schuyler Community Schools and how they have grown professionally.

Comprehensive Supports for Beginning Teachers

Physical Support	Physical support involves helping a beginning teacher become acclimated to the district at large and to their individual classroom. Physical support may include assisting new teachers in the creation of rules and procedures for their classroom and helping them comply with district policies and processes. Physical support is necessary throughout the entire year, but is most helpful during the "Anticipation Phase" at the beginning of the school year.	
Emotional Support	Emotional support is necessary to help beginning teachers cope with the stress and responsibilities associated with their new roles. Emotional support may include engaging in active and supportive listening, validating teachers' feelings, and sending encouraging messages. Emotional support is most important during the "Survival Phase" and the "Disillusionment Phase."	
Instructional Support	Instructional support challenges beginning teachers to refine their instructional practices. Instructional support strategies may include setting and monitoring professional growth goals, analyzing data to inform instruction, and observing others teach. Instructional support is important throughout the year, but especially during the initial "Anticipation Phase," the "Rejuvenation Phase," and the "Reflection Phase."	
Institutional Support	Institutional support encourages new teachers to grow in the profession by seeking additional training and by expanding their professional networks. Institutional support strategies may include collaborating with other teachers, reading educational books, and seeking additional opportunities within the district. Institutional supports are particularly helpful during the initial "Anticipation Phase," the "Survival Phase," and the "Reflection Phase."	

Boogren, T. H. (2015). *Supporting Beginning Teachers*. Bloomington, IN: Marzano Research.

Overall Timeline

1. July - send out mentee/mentor assignments and contact information to mentors and share the coordinators for each building
2. Pay for Mentors
    a. A mentor will receive $1,000 for the first mentee
    b. A mentor will receive $600 for each additional mentee
3. Order Supporting Beginning Teachers Book to be provided at the mentor/mentee meeting in August
4. August 4, 2025 - Mentor and Mentee Lunch and Work Time

Big group meeting

1. At least twice a year, building principals and mentor coordinators will have a meeting with all mentors and mentees.

Mentor Job Description

Each building will have a Mentor Coordinator. The Mentor Coordinator will ensure that all mentors are on the same page and will act as a liaison between the mentors and the administrators.

Schuyler Community Schools expects mentors to

1. Have a genuine desire to help others.
2. Have a positive and dedicated focus.
3. Interact with others in a professional, confidential manner.
4. Be able to make mentees feel welcome and comfortable.
5. Be able to provide a balance of comfort and challenge to the new teachers.
6. Have a minimum of three years experience in Schuyler Community Schools, at the discretion of the principal.

Expectations

1. Each mentor will meet or check in with their mentee once a week at their agreed upon time.
2. The monthly sheet will be used at each meeting and turned into the principal at the end of each month.
3. Mentors and mentees will attend the large group meetings as assigned above.
4. If any issues or questions arise, the mentor will immediately contact the building coordinator for assistance and added support.
5. The building mentor coordinator will regularly check in with the mentors, mentees, and building principals.
6. Peer observations will be conducted at least once a semester.

August

Mentee _____ Mentor_____

Physical Support

- ❏ General Physical Support
  - ❏ Assist in the creation of classroom rules/social contract
  - ❏ Assist in the creation of a course syllabus
  - ❏ Assist with the physical arrangement and organization of the mentee's classroom
  - ❏ Provide guidance for creating a parent letter or class website
  - ❏ Lead the mentee on a tour of the building and review "How To" folder.
  - ❏ Educational Acronyms
  - ❏ Review upcoming district and building activities
- ❏ District-Specific Discussion Topics
  - ❏ Monthly meeting agendas
  - ❏ SPED supports with Special Education teacher
  - ❏ EL supports
    - ❏ Who they can go to for assistance
    - ❏ Ellevation
  - ❏ Open house
  - ❏ Curriculum Guides (accessing and using)
  - ❏ School safety information (Standard Response Protocol)
  - ❏ Submitting lesson plans
  - ❏ Lesson plan template
  - ❏ Behavior Referral (IC)
  - ❏ Grading (IC)
    - ❏ Posting grades weekly
    - ❏ Setup grade book
  - ❏ Attendance (IC)
  - ❏ Seating Charts (IC)
  - ❏ Red Rover
    - ❏ Creating sub plans for emergency and planned absences
  - ❏ Specific School Policies: Dress code, cell phones, gum, etc.
  - ❏ Tech Support
  - ❏ Extra duty assignments (morning, after school, events)
  - ❏ Class schedule/Building schedule
  - ❏ Activity Information (Coach or Sponsor)
    - ❏ Sending entry fees
    - ❏ Submitting missed assignments
    - ❏ Ineligible lists
    - ❏ School forms/permission forms

Emotional Support

- ❏ Frequent check-ins

Instructional Support

- ❑ Co-planning
- ❑ Creating and using appropriate learning objectives

Institutional Support

- ❑ Eat lunch with mentee
- ❑ Show mentee how to access ESU training offerings
- ❑ Discuss the district's "unwritten rules" (rules that veteran teachers follow that are not officially recorded)

Additional Topics Discussed to Share with Admin Team

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

September

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Revisit rules and procedures
  - ❑ Review upcoming district and building activities
  - ❑ Discuss spirit week/homecoming events
  - ❑ Collaborate to create quality sub plans
- ❑ District-Specific Discussion Topics
  - ❑ Discuss making contact with parents to express concerns with specific students or to share encouraging progress
  - ❑ Administration of the Star Early Literacy/Reading for grades K-2 and NWEA MAP assessment for grades 3-12 and the examination of data.
  - ❑ Students who need support getting caught up on classwork
  - ❑ Discussing the Marzano model and sharing effective instructional strategies
    - ❑ IObservation
  - ❑ Setting up classroom phone
  - ❑ Posting grades weekly
  - ❑ Safe Schools videos
  - ❑ Discuss process for parent-teacher conferences
  - ❑ Expectations as an educator in regards to IEP meetings.
  - ❑ Discuss MTSS process
  - ❑ Develop an understanding of 504's.

Emotional Support

- ❑ Frequent check-ins

Instructional Support

- ❑ Review data and help mentee make instructional decisions
- ❑ Use data to create student learning objectives
- ❑ Create IRIP plans for students below the threshold in grades K-3
- ❑ Co-planning using district assessment data
- ❑ Discuss growth goals
- ❑ Arrange for the mentee to observe a peer teach
- ❑ Emphasize the importance of aligning classroom instruction to daily learning objectives
- ❑ Sharing effective instructional strategies

Institutional Support

- ❑ Encourage/invite mentee to attend a school activity or a community event

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

October

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Discuss parent communication methods
  - ❑ Review curriculum guides and standards taught to this point in the year

Emotional Support

- ❑ Support the teacher through active listening and questioning
- ❑ Frequent check-ins
- ❑ Offer suggestions for time management and prioritization of responsibilities

Instructional Support

- ❑ Review assessment data and make plans to support struggling students
- ❑ Evaluate progress made towards growth goal
- ❑ Share effective instructional strategies
- ❑ End of quarter procedures (Changing quarterly classes, posting grades, setting up gradebook)
- ❑ Review sub plans expectations.

Institutional Support

- ❑ Clarify the teacher evaluation process
- ❑ Assist in expanding the mentee's professional learning network through social media

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

November

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Revisit rules and procedures
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Share information regarding upcoming semester testing
  - ❑ Debrief parent-teacher conferences

Emotional Support

- ❑ Send encouraging notes
- ❑ Frequent check-ins
- ❑ Support the teacher through active listening and questioning
- ❑ Offer to cover an extra-duty assignment to allow the mentee time to get caught up on responsibilities
- ❑ Share strategies for avoiding teacher burnout between Thanksgiving and Christmas

Instructional Support

- ❑ Share strategies for engaging and motivating students in their learning
- ❑ Evaluate progress made towards growth goal

Institutional Support

- ❑ Debrief the formal evaluation process
- ❑ Invite mentees to collaborate with colleagues

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

December

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Check that mentee has all necessary materials for new classes they teach second semester. If no classes change, make sure they still have everything they need for all classes.
  - ❑ Finalize plans for end of semester testing

Emotional Support

- ❑ Send encouraging notes
- ❑ Frequent check-ins
- ❑ Support the teacher through active listening and questioning
- ❑ Celebrate success
- ❑ Emphasize the importance of rest over the upcoming break
- ❑ MAP testing review

Instructional Support

- ❑ Reflect on progress made towards growth goal
- ❑ Discuss concerns/successes of students and strategies for working with struggling students
- ❑ Brainstorm and share ideas in how to plan meaningful and engaging activities for the days between Thanksgiving and Christmas
- ❑ Document accommodations for state and district testing (90 days prior to testing)
- ❑ Discuss purpose and design of semester test
- ❑ Discuss end of semester procedures (posting grades, setting up new gradebook)
- ❑ Discuss procedures for the start of the second semester. (reviewing student expectations, etc.)

Institutional Support

- ❑ Discuss end of semester procedures and district activities
- ❑ Ensure peer observation has been completed.
- ❑ Posting final grades in IC.

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

January

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support

Emotional Support

- ❑ Regular check-ins
- ❑ Review and discuss first semester experience (highs and lows)

Instructional Support

- ❑ Review NWEA MAP data and help mentee make instructional decisions
- ❑ Complete a teaching self-observation in iObservation to discuss with your mentor.
- ❑ Review professional growth goal and select a new goal, if necessary
- ❑ Share appropriate instructional strategies

Institutional Support

- ❑ Discuss upcoming observations and formal observations, walk-throughs, etc.
- ❑ Share appropriate educational research, books, and/or articles with mentee

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

February

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Contact parents of struggling students
- ❑ District-Specific Physical Support
  - ❑ Review curriculum guides to make sure all necessary standards are taught before state testing
  - ❑ Discuss process for parent-teacher conferences

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Arrange for the mentee to observe mentor or another peer teacher teach

Institutional Support

- ❑ Discuss learnings from shared professional learning resources
- ❑ Discuss contracts

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

March

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Discuss procedures/schedules for ACT/NSCAS Growth testing
  - ❑ Ensure you know how to get the testing started

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Share strategies for cumulative review

Institutional Support

- ❑ Become aware of professional organizations in your discipline or area of interest
- ❑ Look for upcoming workshops, classes, professional development opportunities in areas they wish to pursue or may want to acquire additional strategies or knowledge

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

April

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Discuss procedures for end of year events, ordering, field trips, etc.
  - ❑ Review upcoming district and building activities
- ❑ District-Specific Physical Support
  - ❑ Review requisition/ordering procedures for upcoming year
  - ❑ High school-ACT testing day and jump-up day for 8th grades schedule and assignments
  - ❑ Share information related to district honors convocation

Emotional Support

- ❑ Continue with regular check-ins
- ❑ Support the teacher through active listening and questioning

Instructional Support

- ❑ Discuss progress on the second semester professional growth goal
- ❑ Share strategies for helping students focus at the end of the year

Institutional Support

- ❑ Review/discuss results of formal evaluation process
- ❑ Become aware of professional organizations in your discipline or area of interest
- ❑ Look for upcoming workshops, classes, professional development opportunities in areas they wish to pursue or may want to acquire additional strategies or knowledge

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

May

Mentee _____ Mentor_____

Physical Support

- ❑ General Physical Support
  - ❑ Reviewing upcoming district and building activities
  - ❑ Review next year's calendar
  - ❑ Discuss any changes to courses being taught during the new school year and any necessary preparations
- ❑ District-Specific Physical Support
  - ❑ Updating classroom inventories
  - ❑ End-of-the-year checkoff sheet

Emotional Support

- ❑ Celebrate success!

Instructional Support

- ❑ Evaluate progress made on student learning objectives
- ❑ Create and administer a student survey

Institutional Support

- ❑ Register and attend summer workshops
- ❑ Identify summer professional reading
- ❑ Explore opportunities for involvement in the school and community over the summer months

_____ _____

Mentee Signature *Date*

_____ _____

Mentor Signature *Date*

2025 - 2026 Mentor/Mentee Assignments

Mentor Coordinators

Schuyler Elementary School - Nicole Taylor-Liermann
Fisher's 24 - Rachel Stuehmer
Schuyler Middle School - Cindy Beebe
Schuyler Central High School - Staci Shonka

Schuyler Elementary School

Mentors	Mentees
Katie Vavrina	Bianny Gaspar
	Logan Fiala
	Dalia Covarrubias
Jasmin Lopez	Abigail Boatright
	Daysi Magana
Sherri Klaassen	Diana Salazar
Megan Holub	Jose Santander
Andra Pracheil	Jasmin Lizcano
	Allie Chavez
Kelly Kort	Daisy Guerrero
Doreen Gibbons	Jessica Prusa

Schuyler Middle School

Mentors	Mentees
Jill Domina	Sheila Arriola
Cindy Beebe	Roy Dalisay
Aimee Sigler	Richard Cribello
Shanda Hall	Arlene Diamanté
	Emilia Goetsch
Tyrell Reichert	Ernalyn Balicat
Mike Baptiste	Jay Danila
Morgan Semerad	Lowgaen Schmidt
Rod Ruybalid	Pam Palangan

Schuyler Central High School

Mentors	Mentees
Staci Shonka	Josephine Pabellano
Clarissa Eloge	Marietta Caparala
	Alyssa Carranza
Mike Trotter	Rey Aleman
	Jayson Tongol
Abby Linnerson	John Lewis
John Sayer	Dorina Ramos
	Katelyn Wiegand
Scott Mollring	Ashlie Stone
	Jaylabie de la Cruz
	Brooke Rowan
Daisy Mejia	Alexis Wilch
	Cesar Rodriguez
Morgan Semerad	Jonathan Madison
Audrey Blaser	Aries Galas
	James McMann

Schuyler Community Schools

Emergency Operations Plan

Revised June 23. 2025

Record of Changes

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE

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Signature Page

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

NAME: Dr. Bret Schroder

TITLE: SCS Superintendent

DATE:

NAME: Samantha Ladwig

TITLE: SCS Director of Curriculum, Instruction, & Assessment

DATE:

NAME: Rich Brabec

TITLE: SCS Board of Education President

DATE:

NAME: Brian Vavricek

TITLE: SCS Board of Education Vice President

DATE:

NAME: April Becker

TITLE: SCS Director of Special Education

DATE:

NAME: Joshua Rowan

TITLE: SCS Safety Coordinator

DATE:

NAME: Robert Farber

TITLE: Schuyler Police Dept. Chief of Police

DATE:

NAME: Cheyne Terrell

TITLE: SCS School Resource Officer

DATE:

NAME: Shawn Messerlie

TITLE: Colfax County Sheriff

DATE:

NAME: Brad Sock

TITLE: Schuyler Fire & Rescue Chief

DATE:

District Plan

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Schuyler Community Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Schuyler Community Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Schuyler Community Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Schuyler Community Schools regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Schuyler Community School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Schuyler Community Schools Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we cannot control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Schuyler Community Schools Emergency Operations Plan operates within the framework of the Schuyler Community School's Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Schuyler Community Schools is approximately 937 elementary school students, 380 middle school students, and 648 high school students located in six buildings in the district. These students are supported by a committed staff and faculty consisting of:

__11__ Superintendent/Directors/Principals/Building Administrators
__157_ Teachers
__57__ Instructional Assistants
__6__ Counselors, Social Workers, and Psychologists
__3__ School Nurses/Health Assistants
__22__ Custodians/Maintenance Personnel
__16__ Office/Support Staff
__16__ Food Service/Cafeteria Staff
__4__ Technology Director & IT staff
__1__ Business Manager

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule for all Schuyler Community Schools buildings is also located in Appendix A in this plan.

b. Special Needs Population

Schuyler Community Schools is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Schuyler Elementary School's current enrollment of students with special needs is approximately 12, Schuyler Middle School is approximately 5, and Schuyler Central High School is approximately 1. However, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in Appendix B.

2. Building Information

Schuyler Community Schools has six locations, with 5 located within Schuyler city limits and 1 outside city limits. Schuyler Central High School (401 Adam St.) includes the main building, track with football field, press box, activity building, soccer fields, softball field, a greenhouse, and parking on the east, west, and south sides of the building. Schuyler Middle School (200 W. 10th St.) includes the main building, a fieldhouse, and parking on the north, south, east, and west sides of the building. Schuyler Elementary School (2404 Denver St.) includes the main building with a playground, soccer fields, and parking on the west, north, and east sides of the building. Schuyler Preschool (100 E. 15th St.) includes the main building, a playground, and parking on the east and south sides of the building. The SCS District Office Building (120 W. 20th St.) includes the main building, a playground, and parking on the north and south sides of the building. Fisher's Elementary (1098 RD J) is located approximately 5 miles north of Schuyler and includes the main building, a playground, and parking on the south side of the building.

Annotated maps of the buildings and grounds are included in Appendix C. More detailed, interactive versions of these maps can be found on Navigate 360.

Located in Appendix D are the list of local emergency agencies and utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Schuyler Community Schools is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

Lloyd Hansen of Nesbitt & Associates completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students.

In addition, the table below briefly discusses Schuyler Community School's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

TABLE 1. High-Priority Hazards	
Flood	Due to being located just north of the Platte River, Schuyler is susceptible to flooding in the late winter and/or early spring due to ice melting and rain.
Severe Storm	Schuyler and its surrounding areas are vulnerable to severe storms, such as tornadoes and blizzards.
Fire	Fire hazards are the most prevalent types of hazards and can occur for a multitude of reasons.
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Schuyler due to it being a farming community and having a meat packing plant on the west side of town.
Intruder	While a hostile intruder incident has never occurred at Schuyler Community Schools, Schuyler schools, like any school, is vulnerable to intruders.
Civil Disturbance	The City of Schuyler, like most communities with diverse populations, may be vulnerable to civil disturbances.
Terrorism	Schuyler Community Schools, like other public institutions, is vulnerable to terrorist activity.

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Schuyler Community Schools is committed to taking proactive, preventive measures whenever possible to protect the safety and security of students and staff.

In addition, Schuyler Community Schools requires school visitors to check-in to the main office in each building, scan their IDs to be checked against the sex offender registry, and be provided a visitors badge that is time stamped.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Schuyler Community Schools fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Schuyler Community Schools will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and

families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post-disaster roles and responsibilities

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Schuyler Community Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Schuyler Community Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Schuyler Community Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:
https://www.education.ne.gov/safety/

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Schuyler Community Schools participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Schuyler Community Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Schuyler Community Schools works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.

Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.

It is highly recommended that all staff and students participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System

In a major emergency or disaster, Schuyler Community Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Incident Commander at Schuyler Community Schools will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the Schuyler Community School's EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent

The superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent to focus on policy-level activities and interfacing with other agencies and parents.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid to the extent in which staff has been trained.

D. Support Staff (Para-professionals, administrative assistants, custodial staff, kitchen staff, etc.)

Responsibilities include:

- Assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities include:

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid to the extent in which staff has been trained.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.

F. School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.

- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school-based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Remain with and supervise assigned students until directed otherwise by Incident Commander or ICS supervisor
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- Remain at home or work until otherwise directed by the Incident Commander or through specific emergency notifications from the school district
- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Monitor school and community communications (school website, text notifications) for updates.
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Follow all requests and procedures regarding reunification of parents and students.

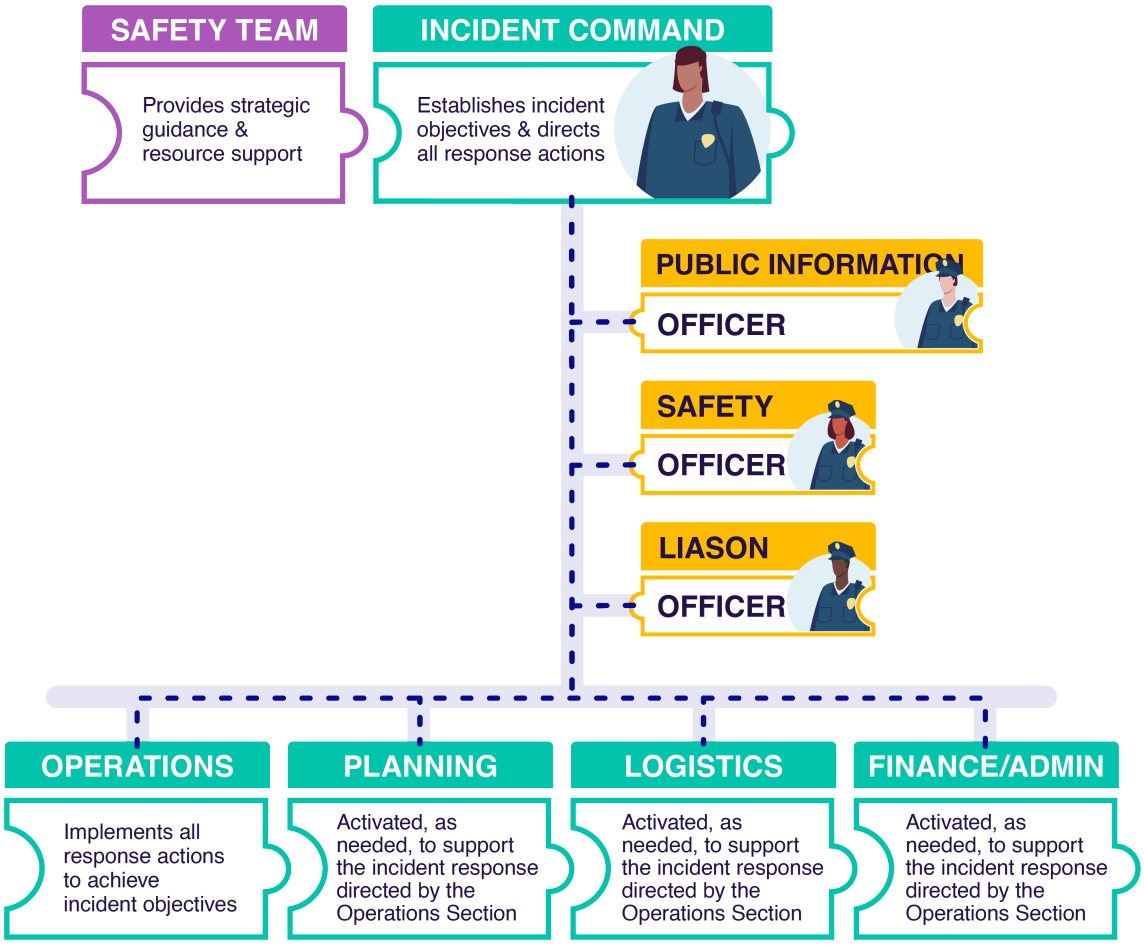
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the Schuyler Community Schools EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in Appendix E1. Appendix E2 is a list of your ICS contacts within your school. Appendix E3 is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

FIGURE 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with administration.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities. Appendix F

2. Operations Section

Directs all tactical operations of an incident including implementation of response/ recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. Appendix F

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

TABLE 2. Operations Section Teams	
Team	**Potential Responsibilities**
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • Provide triage & treatment services as needed. • Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: • Setting up a first aid area for students. • Stop the bleed. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team **Reunification Team**	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for: • Establish an Incident Command. • Classroom evacuation. • Mobilize the reunification team. • Provide a secure assembly area, greeting area, check in table, reunification area. • Law Enforcement support and investigations. • Student/Staff Transport. • Proper unification paperwork. • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
PFA-S Support Team	The PFA-S Support Team is responsible for: • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team **Reunification Team**	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

3. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. Appendix F

4. Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. Appendix F

5. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.
Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. Appendix F

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Schuyler Community Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Schuyler Community Schools District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Schuyler Community Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Michelle Evert County/City Emergency Manager, Mark Arps County/City Emergency Management Department.

D. Coordination With First Responders

An important component of the Schuyler Community Schools EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Schuyler Community Schools.

E. Source and Use of Resources

Schuyler Community Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive.

Sample Memorandums of Understanding (MOU)
Appendix G1: Local Business
Appendix G2: Interlocal Agreement
Appendix G3: Emergency Response Entities
Appendix G4: County Sample

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Schuyler Community School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Remind 101:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the Superintendent, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will communicate via phone to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the superintendent who will monitor all school district communication.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Schuyler Community Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Schuyler Community Schools will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered each year
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

- Discuss specific strategies with parents of students with special needs or trauma as needed, the best way to support their children during an incident.

During the incident, Schuyler Community Schools will:

- Disseminate information via text messages, mass telephone messages, or emails to inform parents about exactly what is known to have happened when appropriate.
- Implement the plan to manage phone calls and parents who arrive at school. Parents are strongly encouraged to wait to make contact with the school and/or their child until information is given to them.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide the school social media sites, Schuyler Community Schools website or Remind App where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication With Media

Incident Commander will:

- Superintendent will coordinate messages with the administrators and Safety Team.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)

All Schuyler Community Schools employees are to refer requests for information and questions to the Superintendent/Superintendent's designee. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

GUIDANCE: The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople (Public Information Officer or PIO) should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment from the University of Nebraska Public Policy Center - in partnership with the Nebraska Department of Health and Human Services, Division of Behavioral Health, and the Nebraska Department of Education.

https://www.education.ne.gov/wp-content/uploads/2024/08/Communication-Messages-for-use-during_after-a-Threat-Hazard-or-Incident.pdf Appendix H

Media contacts at the major television, Internet, and radio stations are maintained by the Superintendent or Superintendent's designee. In the case of an incident, these media contacts will broadcast Schuyler Community School's external communications plans, including the information for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. As appropriate, the following may be instituted to combat rumors, Schuyler Community Schools may:

- Provide **appropriate** information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers.
- Consistent statement is provided as a response to possible questions.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Schuyler Community Schools may conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Schuyler Community Schools will schedule exercises of the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Colfax County Office of Emergency Management.

The school district will:

- Review the use of the Incident Command System and identify areas for modification.

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: remote learning.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Schuyler Community Schools *may* use include the following:

- **App:** The Remind app will be utilized by the school district to send appropriate information to stakeholders as needed.
- **School District Phones:** School district phones will be staffed as appropriate. Depending on the crisis, the phones may not be staffed.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **Intercom systems:** The intercom system includes office-initiated communication with the staff using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Email:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire evacuation or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Schuyler Community Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix I (District created).

B. Recordkeeping

1. Administrative Controls

Schuyler Community Schools is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities Appendix F recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. Appendix E3 (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Schuyler Community Schools EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

School staff will receive information and training on procedures and protocols identified within the EOP. In addition, they should be included in exercises and drills to enhance the effectiveness of response. The school staff should also be included in the debriefing exercise review and be given the opportunity to provide input for future enhancements.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board.
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Appendix J

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Appendix J

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The Schuyler Community Schools EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Trainings, Drills, and Exercises

Basic training and refresher training sessions will be conducted during the in-service days throughout the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

Appendix K1: Record of Trainings
Appendix K2: Schedule/Record of Drills
Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties. (those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

(1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;

(4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;

(5) Establishing security awareness and preparedness tools and training programs for public school staff;

(8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that very school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;

B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;

C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;

D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;

E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;

F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;

H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);

I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);

J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);

K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;

L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;

M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are five specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Remain in the area until the "All Clear" is indicated

ADULTS
Close and lock door
Business as usual
Account for students and adults

SECURE! Get inside. Lock outside doors.

STUDENTS
Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS
Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults

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K12 2021 STANDARD RESPONSE PROTOCOL

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release also.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: https://iloveuguys.org/The-Standard-Reunification-Method.html

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

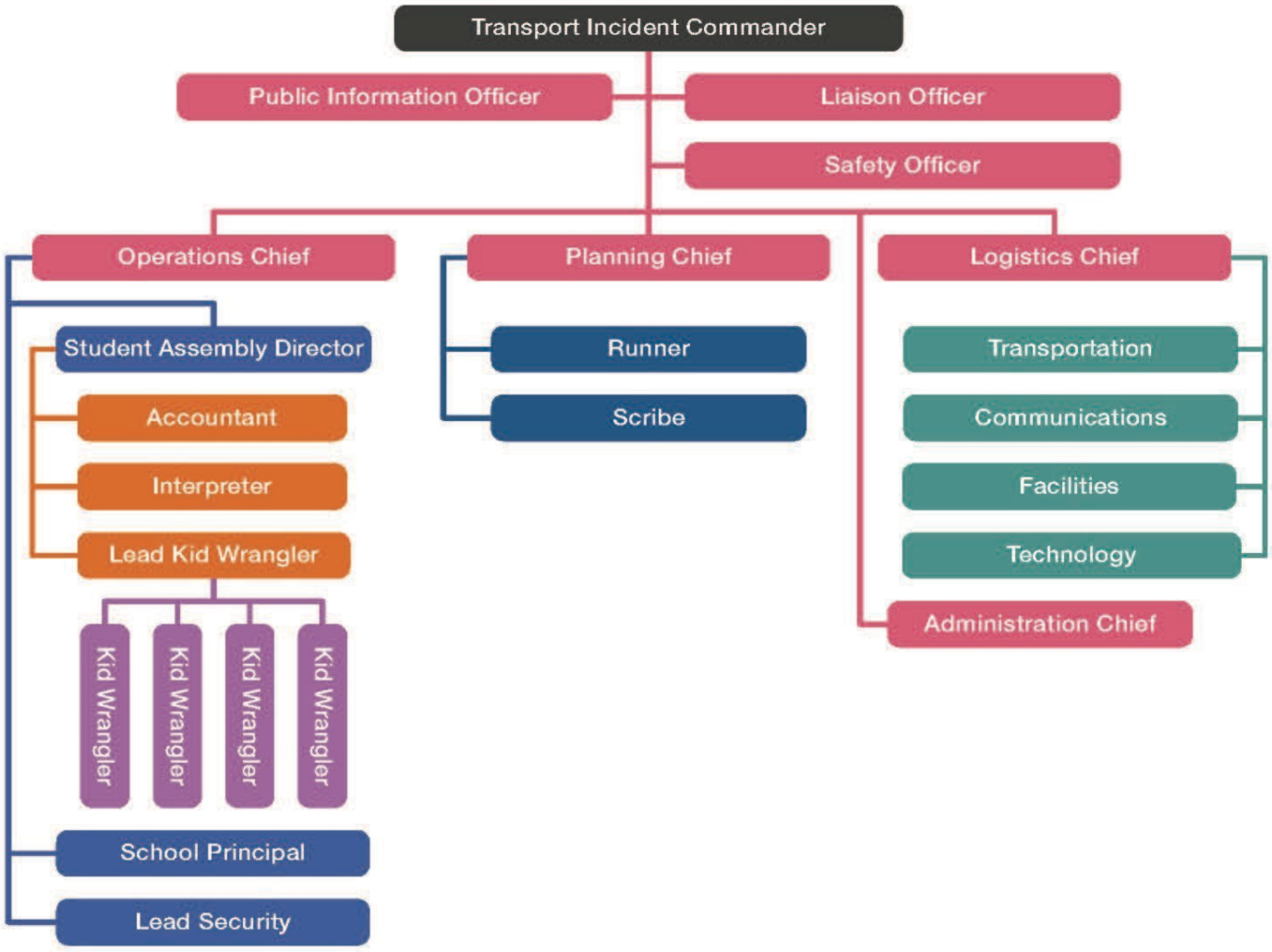
- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers them to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: https://iloveuguys.org/The-Standard-Reunification-Method.html#Download-the-ROK

Transport Organization Chart Appendix L1

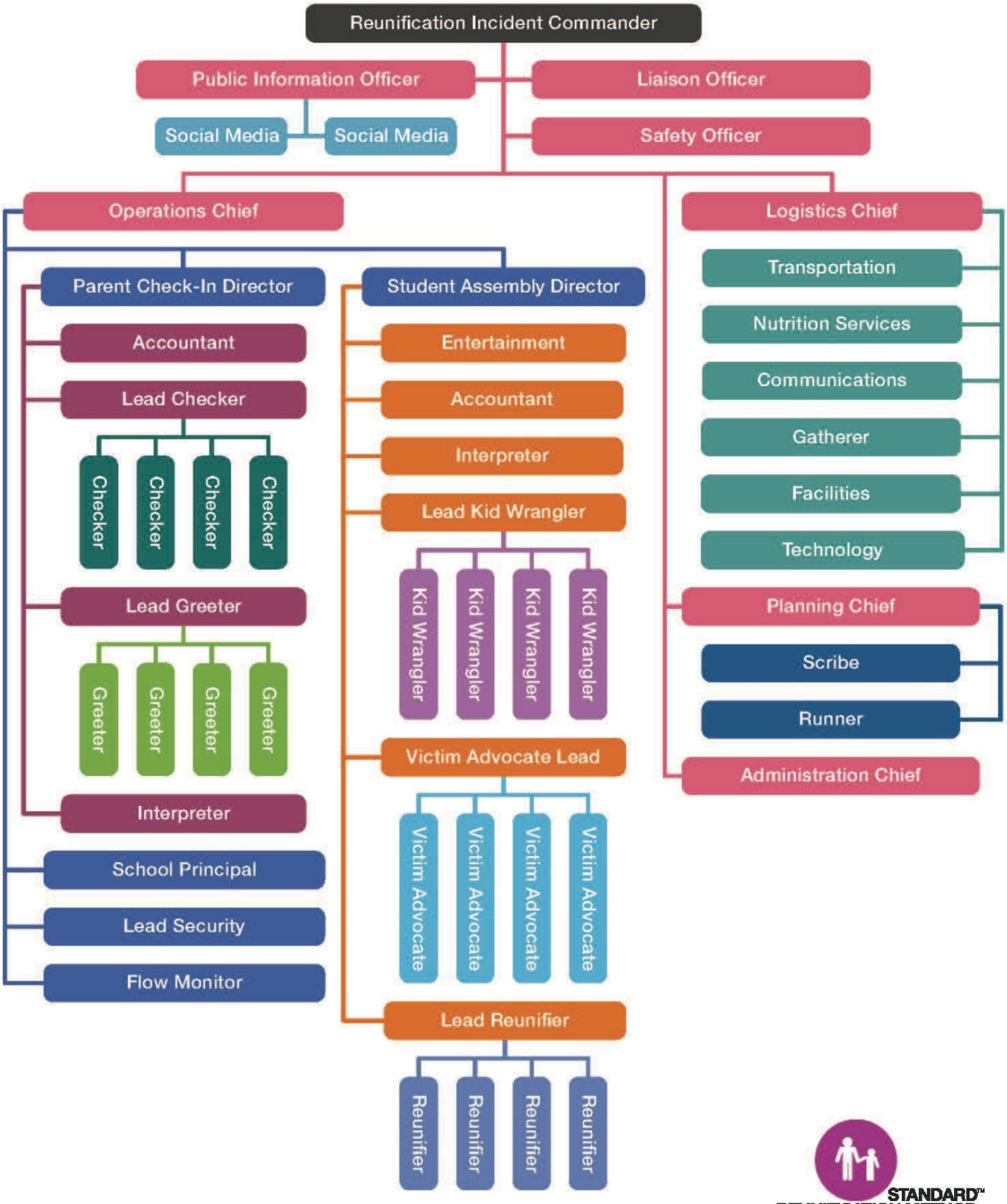
Offsite Reunification Organization Chart Appendix L2

SAMPLE TRANSPORT ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.

Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.

If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.

SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.

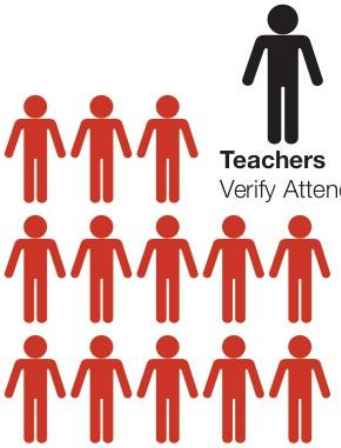
REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

School for Transport

STEP 3
SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

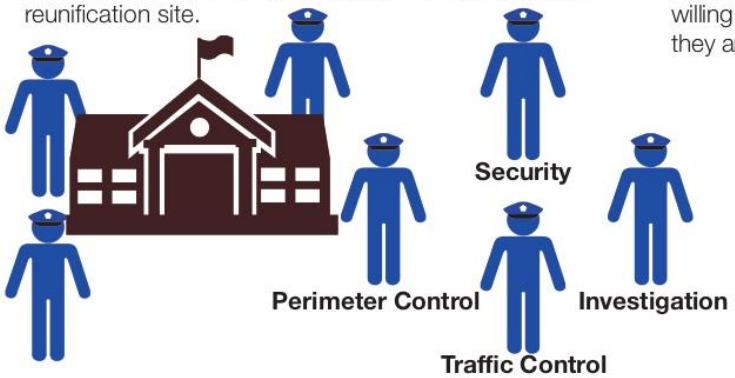
STEP 4
STUDENT AND STAFF TRANSPORT

Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.

Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS
CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.

Continuity of Operations Plan

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.
Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Schuyler Community Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Schuyler Community Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel	
Person Responsible	**Actions**
Superintendent	• Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Dr. Bret Schroder	Phone: (402) 540-1937
Alternate: Samantha Ladwig	Phone: (402) 615-3013
Second Alternate: April Becker	Phone: (308) 627-1984
Building Principals and/or Assistant Principals	• Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations.

	• Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum.
Primary Person SCHS: Dr. David Cunningham	Phone: (402) 992-7104
Primary Person SMS: Teri Ruybalid	Phone: (402) 604-1084
SES/Fishers Primary Person: Bill Comley	Phone: (817) 300-0289
Preschool Primary Person: Heather Bebout	Phone: (402) 309-0810
Custodians/ Maintenance Personnel	• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Ron Mundil	Phone: (402) 615-1820
Alternate: Juan Melendrez	Phone: (402) 615-2131
Second Alternate: Matt Wachal	Phon: (402) 615-3374
School Secretary/ Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
SCHS: Alejandra Dimas	Phone: (402) 615-5625
SMS: Marisela Lopez	Phone: (402) 968-4224
SES/Fisher's: Leticia Whitley	Phone: (817) 879-1078
Preschool: Monserrat Martinez	Phone: (402) 615-5400
Counselors, Social Workers, Psychologists	• Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain contact with families and students for social-emotional support.
SCHS: Katherine Bertrand	Phone: (402) 719-4612
SMS: Angela Wemhoff	Phone: (402) 366-0006
SES: Annette Sanchez	Phone: (402) 615-3113
School Nurses/Health Assistants	• Assist families with medical questions and concerns. • Connect families/students with medical services.
SCHS: Cori Vavricek	Phone: (402) 525-8525
SMS/Fisher's/Pre-School: Kellie Pleskac	Phone: (402) 670-8091

SES: Tori Olerich	Phone: (402) 615-1149
Food Service /Cafeteria Workers	• Determine how food services will resume. • Establish food security for students.
Primary Person: Jamie Ramirez	Phone: (402) 615-1710
Alternate: Sheila Trainer	Phone: (402) 270-1317
Teachers	• Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain contact with families and students. • Continue the learning environment as much as possible. • Communicate with counselors any concerns on the well-being of students.
SCHS: Staci Shonka	Phone: (308) 530-4340
SMS: Jill Domina	Phone: (402) 750-5471
SES: Andra Pracheil	Phone: (402) 270-5694
Fisher's: Rachel Stuehmer	Phone: (402) 641-3037
Preschool: Meghan Macaluso	Phone: (402) 679-2135
Transportation	• Assist in the distribution of food/lunches. • Assist in transportation of students as needed.
Primary Person: Glenn Dicken	Phone: (402) 352-6996
Alternate: Renee Brabec	Phone: (402) 615-0295
Second Alternate:	Phone/Email:
Emergency Management	• Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person: Mark Arps	Phone: (402) 352-7958
Law Enforcement	• Maintain the security of off-site location. • Set up traffic flow at an off-site location. • Provide traffic control at the off-site location.
Primary Person: Robert Farber	Phone/Email: (402) 499-4884
Alternate: Cheyne Terrell	Phone/Email: (806) 231-2695
Second Alternate: Ryan Andel	Phone/Email: (402) 270-6487
Parents	• Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed.

Students	• Engage in Continuity of Learning with support of school staff and parents
IT	• Maintain IT infrastructure. • Provide guidance and assistance to building principals. • Ensure staff and students have access to necessary electronic devices.
Primary Person: Vicki Jones	Phone: (402) 443-8428
Alternate: Dan Rinkol	Phone: (402) 910-2715

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession				
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**			
Method of Notification	*Successor(s) will be notified by the Superintendent (or designee) or Board of Education either in person or via phone call*			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	Curriculum Director or SPED Director	Building Principals	TBD as needed
	Building Principals	Assistant Principals		TBD as needed
Succession Revision Procedures/ Date Completed	*Succession plan will be reviewed by the district safety team on an annual basis*			

Delegation of Authority

In the event the Superintendent is out of contact/unable to execute duties, authority will be delegated to a Director or Principals per the Board of Education according to Board Policy 301.03. The policy is listed below.

In the absence of the superintendent, it shall be the responsibility of the other administrators to assume the superintendent's duties.

If the absence of the superintendent is temporary, the successor shall assume only those duties and responsibilities of the superintendent that require immediate action. If the board determines the absence of the superintendent will be a lengthy one, the board shall appoint an acting superintendent to assume the responsibilities of the superintendent. The successor shall assume the duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

A. Activation and Relocation

The Superintendent or principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the Remind app used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

Alternative Communications		
Device type/name	**Internal Capability (Y/N)**	**External Capability (Y/N)**
Schuyler App, social media	Y	Y
Remind 101	Y	Y
Email, text, voicemail	Y	Y
Website	Y	Y

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential

relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be Schuyler Central High School (401 Adam St., Schuyler, NE 68661). For a longer term arrangement, schools in the immediate vicinity of Schuyler would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location
Schuyler Central High School	Alternative Site: Schuyler Middle School
	Secondary Site: Schuyler Elementary School
Schuyler Middle School	Alternative Site: Schuyler Central High School
	Secondary Site: Schuyler Elementary School
Schuyler Elementary School	Alternative Site: District Office Building
	Secondary Site: Schuyler Central High School
Fisher's	Alternative Site: Schuyler Elementary School
	Secondary Site: District Office Building
Schuyler Preschool	Alternative Site: District Office Building
	Secondary Site: Schuyler Elementary School

Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of a school building, another school building is the first option for relocation. Currently the lines and services for telephones and computers at all buildings are maintained, protected, and backed up offsite by the district office.

In Schuyler Community Schools, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself.

Vital Records and Retention File

All vital records are warehoused in online programs that can be access online from any offsite location.

Vital Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**

Staff Contact List	District Office Building	Google Drive/Infinite Campus
Personnel Records	District Office Building	Infinite Campus/Software Unlimited
Payroll Records	District Office Building	Software Unlimited
Student Emergency Contact List	School Buildings	Infinite Campus
Student Education Records	School Buildings	Infinite Campus

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated
Notifying Staff about their role during an emergency

- All staff have access to the emergency plan prior to an incident
- Staff will be communicated with according to established plan
- Staff will be assigned special roles as necessary

Notifying Students and Parents/Guardians about the Continuity of Instruction

- The communication plan will be followed to give direction to parents and students

Provisions and accommodations for students who have IEPs

- Continuity of instruction and services will be provided
- The communication plan will be followed to give direction to parents and students

Provisions and accommodations for eligible students to continue receiving medical and food service

- School nurses will provide access to medical services as needed.
- Food service will provide access to food security as needed.

COOP training plan for staff

- Training will be provided during staff meetings and professional development days.

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services.

The Superintendent or designee has the authority to order devolution when essential school functions fail to operate on a case by case basis. The Superintendent or designee will consult with the Board of Education as needed when making a decision to order devolution.

The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat, hazard, or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	**Duties**	**Primary Responsible**	**Alternate Responsible**
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Director(s) or Principal(s)
	External alert and notification	Superintendent	Director(s) or Principal(s)
	Transfer equipment, vital records, data	Office Staff Maintenance Director	Office Staff Maintenance Staff
	Transfer communications	Technology Director	Technology Staff
	Deployment and departure from alternate facility	Principal(s)	Assistant Principal(s)
	Transition to primary operations	Superintendent	Director(s) or Principal(s)
	Set up at primary or replacement site	All Staff	All Staff
Operations	Execution of essential functions	Superintendent	Director(s) or Principal(s)
	Execution of non-essential functions	All Staff	All Staff
	Establishment of communications	Superintendent	Director(s)
	Procurement of equipment and supplies	All Staff	All Staff
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent	Safety Coordinator

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
Schedule COOP maintenance meeting	District Safety Coordinator	Building Administration	
Review list of essential functions	District Safety Coordinator	Building Administration	
Identify essential employees and confirm their availability	District Safety Coordinator	Building Administration	
Update contact information, emergency call roster, and checklists	District Safety Coordinator	Building Administration	
Establish assistance/ cooperative agreements with suppliers and vendors	District Safety Coordinator	Building Administration	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Building Administration	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Superintendent	Building Administration	

Appendix M1 is a COOP Example and Appendix M2 is a COOP form (Fillable).

RECOVERY: psychological healing procedures/psychological first aid for schools (pfa-s)

I. PURPOSE

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally informed and flexible manner.

PFA-S assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to prevent the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.

- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA-S, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA-S.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA-S.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency operations plan and initiates preliminary activation of the PFA-S team(s). Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase can occur during the THI, or hours or days after an emergency, and are the most appropriate time to deliver PFA-S. Depending on the nature of the incident, recovery may be a long-term process. PFA-S is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA-S is most effective immediately during and following the incident. This could start while the THI is occurring to days, weeks, months or even years after an event. In some circumstances, assuming the safety of students and staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter, evacuation, or lockdown situations.

PFA-S is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following actions provide guidance that staff, students, and other professionals can perform during and after a THI. Mental health professionals available in the school community such as nurses and social workers are highly suggested to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

1. **Contact and Engagement:** Initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort:** Enhance immediate and ongoing safety and provide physical and emotional comfort.
3. **Stabilization (if needed):** Calm and orient emotionally overwhelmed or disoriented students and staff.
4. **Information Gathering:** Current Needs and Concerns Identify immediate needs and concerns, gather additional information, and tailor PFA-S interventions to meet these needs.
5. **Practical Assistance:** Offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports:** Help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping:** Provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services:** Link students and staff with available services needed at the time or in the future.

These core actions of PFA-S constitute the basic objectives of providing early assistance during a THI, or hours, days, weeks, months, or years following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the PFA-S Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.

- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the Superintendent/principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Refer to the communication procedures in the basic plan
- Convene a staff meeting as necessary to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up support rooms as needed. (include PFA-S Team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA-S Team.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, students and staff may be excused from school.
- Designate staff person(s) to be the communication liaison between the school and the family.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

GUIDANCE:

The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

Appendix N1: Threats/Hazards List
Appendix N2: Risk Assessment Worksheet
Appendix N3: Examples of Threats/Hazards in SRP Areas
Appendix N4: Sample Goals/Objectives and Action Plans
Appendix N5: Goals/Objectives and Action Plans (Fillable)

Glossary of Terms

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an Incident Command Post (ICP). Command staff often include a Public Information Officer (PIO), a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) A comprehensive plan for addressing prevention, preparedness, response, and recovery minimizing the impact of any hazard, threat or incident to the safety and security of students, staff, visitors, school building(s), and property.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a

common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term “prevention” refers to preventing imminent threats.

Psychological First Aid for Schools (PFA-S) Team: The school team that assists in carrying out the PFA-S plan. PFA-Sis an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident’s cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/ Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter: Is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Standard Reunification Method (SRM): Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

Standard Response Protocol (SRP): The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we cannot control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Training: Training can give you the skills to properly react to emergency situations so you can better protect yourself and assist others until responders arrive. Training is essential to ensure that everyone knows what to do before, during, and after a Threat, Hazard, or Incident.

List of Appendices

Appendix A: Current Master Schedule

Schuyler Elementary School

Master Schedule 2024-2025								
	Kinder	1st	2nd	3rd	4th	5th		
8:10	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT		
8:15	Reading	Math	Math	Reading	Intervention	Specials		
8:30						8:20-9:10		
8:45								
9:00					Math			
9:15				Recess 15 min	Specials	Intervention		
9:30	Recess 15 min				9:15-10:05			
9:45			Recess 15 min					
10:00			Reading			Reading		
10:15		Specials		Intervention				
10:30		10:10-11:00						
10:45	Lunch					Recess 15 min		
11:00	10:50-11:20	Spelling		Specials				
11:15	Recess 10 min	Lunch		11:05-11:55				
11:30		11:20-11:50			Recess 15 min			
11:45	Intervention	Recess 10 min	Lunch		Reading	Math		
12:00		Reading	11:50-12:20	Cursive/Typing				
12:15			Recess 10 min	Lunch				
12:30	Specials		Grammar/Writing	12:20-12:50				
12:45	12:35-1:25			Recess 10 min				
1:00			Sci/SS	Math	Lunch	Lunch		
1:15					1:00-1:30	1:00-1:30		
1:30	Math		Specials		Recess 10 min	Recess 10 min		
1:45		Intervention	1:30-2:20					
2:00								
2:15								
2:30		Recess 15 min			Sci/SS	Sci/SS		
2:45	Science/SS	Sci/SS	Intervention	Sci/SS				
3:00								
3:15								

Schuyler Middle School

SMS Master schedule 2025-2026										
8th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Sixth hour**	**lunch**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:08-12:52	12:52-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Danila	Plan	8th science	8th Science	8th Science	8th Science	8th Science	Lunch	8th Science	8th Science	Warrior Time
Dalisay	8th literature	Plan	8th literature	8th literature	8th literature	8th literature	Lunch	8th Literature	8th Literature	Warrior Time
Bowling	Pre-Algebra	8th math	8th math	8th math	8th Math	Plan	Lunch	8th Math	8th Math	Warrior Time
Baptiste	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	8th Amer Hist	Lunch	8th Amer Hist	Plan	Warrior Time
Jaixon	8th Writing	8th writing	8th writing	8th Writing	Plan	8th writing	Lunch	8th writing	8th Writing	Warrior Time
7th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Lunch**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:05-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Diamante	Lit 7	Plan	Lit 7	Lit 7	Lit 7	Lunch	7th literature	7th Literature	7th literature	Warrior Time
Balicat	Algebra 8	7th Math	7th Math	7th math	7th Math	Lunch	Plan	7th Math	Pre-Algebra	Warrior Time
Stewart	Plan	7th S.S	7th S.S	7th SS	7th S.S	Lunch	7th S.S	7th S.S.	7th S.S	Warrior Time
Rocha	7th writing	7th Writing	7th Writing	7th writing	Plan	Lunch	7th writing	7th writing	7th writing	Warrior Time
Nolan	7th Science	7th Science	7th Science	7th SS	7th Science	Lunch	7th science	Plan	7th Science	Warrior Time
6th core	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Lunch**	**Fifth Hour**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:18-11:48	11:51-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Sigler	6th S.S.	6th S.S.	Plan	6th S.S.	Lunch	6th S.S.	6th S.S.	6th S.S.	6th S.S.	Warrior Time
Twibel	6th Science	6th Science	Plan	6th science	Lunch	6th Science	6th Science	6th S.S.	6th Science	Warrior Time
Gutierrez	6th Math-A	6th Math-A	Plan	6th math-A	Lunch	6th Math-P	6th Math-P	EL NC math	6th Math-P	Warrior Time
Robinson	6th Math-A	6th Math-A	Plan	6th math-A	Lunch	6th Math-P	6th Math-p	math resource	6th Math-P	Warrior Time
Arriola	writing 6	writing 6	Plan	writing 6	Lunch	writing 6	writing 6	writing 6	writing 6	Warrior Time
Domina	6th literature	6th literature	Plan	6th literature	Lunch	6th literature	6th literature	6th literature	6th literature	Warrior Time
8th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Sixth hour**	**lunch**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:08-12:52	12:52-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Neujahr	PE6	PE 7/8	PE 7/8	Plan	PE7/8	PE7/8	lunch	PE 6	PE7/8	Warrior Time
Bos	PE7/8	PE7/8	PE7/8	PE7/8	Plan	lunch	Lunch Duty	PE7/8	PE7/8	Warrior Time
Beebe	PF8/PF8	PF8/PF8	CL/CL/CL/CL6	CL1/CL1	PF8/PF8	Plan	lunch	PF8/PF8	PF8/PF8	Warrior Time
Novacek	CL1/CL1	CL1/CL2	CL/CL/Cl/CL6	CL2/CL2	CL1/coding	Plan	lunch	Coding	CL2/CL2	Warrior Time
S.Hall	lib	lib	lib	yearbook(8)	lib	lib	lunch	digial media(7)	lib	Warrior Time
Cunningham	7 Health/7 Health	7Health/8 Health	8 Health/7Health	8Health/Health	PE 6	Lunch	**Lunch duty**	Plan	PE6	Warrior Time
7th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Fifth Hour**	**Lunch**	**sixth hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:21-12:05	12:05-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Poulas	C/O lit 8	C/O lit 6	C/O lit 7	plan	C/O math 7	lunch	C/O math 6	C/O math 8	C/O writing 8	
T. Reichert	Pull-out ELA	Pull-out math	C/O writing 8	plan	C/O writing 6	lunch	C/O writing 7	C/O lit 6	C/O lit 8	
Richards	Lit lv 2	writing lv 2	c/o writing 7	C/O writing 8	Interventions 7/8	lunch	writing LV1	Lit lv 1	plan	Resource
Cribello	Plan	D/M 7/8	D/M -robotics 8	D/M 7/8	Robotics 8	**Lunch Duty**	lunch	D/M 7/8	D/M 7/8	Warrior Time
Ringenberg	FCS8/FCS8	Plan	FCS/FCS/FCS/FCS6	FCS7 /FCS7	Lunch	**Lunch Duty**	FCS8/FCS7	FCS8/FCS8	FCS7/FCS7	Warrior Time
6th GR lunch	**First Hour**	**2nd Hour**	**Third Hour**	**Fourth Hour**	**Lunch**	**Fifth Hour**	**Sixth Hour**	**Seventh Hour**	**Eighth Hour**	**Warrior Time**
	8:07-8:59	9:02-9:45	9:48-10:31	10:34-11:18	11:18-11:48	11:51-12:35	12:38-1:22	1:25-2:09	2:12-2:56	2:59-3:30
Palangan										
Ruybalid	Science lv1	Social Studies lv1	C/O 7 math	C/O math 8	lunch	6 Interventions	Science lv. 2	Social Studies lv.2	plan	Resource
Semerad	HS	7/8 Vocal	MU/MU/MU/MU6	7/8 Vocal	TRAVEL	TRAVEL	HS	HS	HS	6th choir
Goetsch	Art 8/Art 8	Art 8/Art 8	Art/Art/Art/Art6	Plan	**Lunch Duty**	lunch	Art 7/Art 8	Art7/Art7	Art 8/Art8	Warrior Time
Schmidt	HS	6th Band	7/8 Band	7/8 Band	**Lunch Duty**	ELEM	ELEM	ELEM	ELEM	ELEM
Mattison	HS	6th Band	7/8 Band	7/8 Band	HS	HS	HS	HS	HS	HS
Revised	6/4/25									

Schuyler Central High School

	Block 1		Block 2		Block 3		Block 4	
	1	2	3	4	5	6	7	8
Mooney	Intro to Welding (S1/S2)	Intro to Welding (S1/S2)	Advanced Welding (S1/S2)		Advanced Welding (S1/S2)		WKBL	PLAN
Alema	Landscape & Nursery Management (S1/S2)		Food Science (S1) / Food Prouct & Tech (S2)	Intro to Ag. (S1/S2)	Animal Science (S1/S2)		PLAN	Landscape & Nursery Management
Pieke	Wildlife Man (S1) / Natural Resources (S2)	PLAN	Crop Management (Agronomy)	Ag Business (S1) / AG leadership (S2)	Plant Science I (S1) / Plant Science II (S2)	Veterinarian Science	Intro to Ag. (S1/S2)	Plant Science II (S1) / Plant Science I (S2)
Tongol	Woods I (S1) / Woods II (S2)		Tech Exploration (Intro to STS) x 2	PLAN	Woods I (S1) / Woods II (S2)		Tech Exploration (S1/S2)	Tech Exploration (S1/S2)
McMann	American Government	U.S. History	American Government	PLAN	American Government	American Government	U.S. History	American Government
Galas	U.S. History	World Studies	World Studies	World Studies	World Studies	U.S. History	PLAN	U.S. History
Blaser	Psychology / Sociology	American Government	Media Influence / Media Influence	American Government	PLAN	Psychology / Sociology	American Government	Sociology / Psychology
Cook	World Studies	PLAN	U.S. History	U.S. History	U.S. History	World Studies	World Studies	World Studies
Bolen	9th PE & Health (S1)/9th PE & Health(S2)		Weightlifting & Health	PLAN	Lifetime Sports & Health (S1/S2)		Weightlifting & Health (S1/S2)	
Mollring	Lifetime Sports & Health	PLAN	Lifetime Sports & Health	Weightlifting & Health	9th PE & Health (S1)/9th PE & Health(S2)		Weightlifting & Health (S1/S2)	
Hauptman	Weightlifting & Health(S1/S2)		PLAN	Nutrition and Wellness (S1)/(S2)	Weightlifting & Health (S1/S2)		9th PE & Health (S1/S2)	
Carranza	ML Government (S1)/Lang. Ctr. SS I(S2)		ML US History (S1)/ML Government (S2)		ML World Studies (S1)/ML US History (S2)		PLAN	Lang. Ctr. Reading Intervention
Miranda	Lang Ctr. Science I/II (S1/S2)		Lang. Ctr. Science II/I(S1/S2)		Lang Ctr. Reading I/II (S1/S2)		PLAN	Lang Ctr. Reading Intervention
Flores	PLAN	Lang. Ctr. Reading Intervention	Lang. Ctr. English Grammar II (S1)/PreEnglish (S2)		ML PreEnglish (S1)/ML Speech (S2)		Lang. Ctr. English Grammar I (S1)/Grammar II (S2)	
Caparal	PLAN	Lang. Ctr. Reading Intervention	Lang Ctr. Reading I/II (S1/S2)		Lang. Ctr. English Grammar I (S1)/II (S2)		Lang Ctr. Reading I/II (S1/S2)	
Kearnes	Digital Design(S1) / Topics in Literature DC (S2)		Digital Media (S1/S2)		Library	Library	Library	PLAN
Grady	English 11	Journalism I/Journalism II	PLAN	English 11	English 11	Journalism I/Journalism II	English 11	English 11
Lickel	English 12	Speech (S1/S2)	Speech (S1/S2)	English 12	English 12	Speech (S1/S2)	PLAN	Speech (S1/S2)
Linnerson	Comp I/Comp II	English 10	English 10	Comp II/Comp I	Comp I/ Comp II	PLAN	English 10	Comp I/ Comp I
Sujuitan	English 9	English 11	English 12	English 9	PLAN	English 11	English 12	English 9
Spahr	English 10	English 9	English 9	English 10	English 10	English 9	English 9	PLAN
Lower	Alt Ed	Alt Ed	Alt Ed	Alt Ed	PLAN	Guitar S1/S2	Guitar S1/S2	Piano S1/S2
Matson	Concepts/Instrumentation	Intro to PLC/Sensors	Concepts/Instrumentation	PLAN				
Mejia	Intro Culinary (S1 / S2)	Intro Culinary (S1 / S2)	Intro to Fash. Design (S1) / Fash. Contruction (S2)	Intro to Ed. (S1) / Best Practices Ed. (S2)	Baking and Pastry (S1) / Advanced Culinary (S2)		Human Growth & Development (S1 / S2)	PLAN
McKenney	Yearbook	Yearbook	Marketing Management (S1/S2)	ML Personal Finance (S1) / Personal Finance (S2)	ML Computers (S1/S2)	PLAN	Personal Finance (S1/S2)	Personal Finance (S1/S2)
Torpin	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Intro to Computers & Tech (S1/S2)	Entrepreneurship (S1/S2)	PLAN	Video Production SEM 1 / Media Production SEM 2	
Tuttle	Intro to Business (S1) / Business Law (S2)	PLAN	Accounting I (S1) / Accounting II (S2)	Business Law (S1/S2)	Accounting II (S1) / Personal Finance (S2)	Personal Finance (S1/S2)	Intro to Business (S1/S2)	Accounting I (S1) / Travel and Tourism (S2)
McKee	Geometry	Algebra I	PLAN	Basic Geometry	Business Math	Basic Geometry	Algebra I	Geometry
Pabellano	Algebra II	Algebra IB	Algebra IB	PLAN	Newcomers Math (S1/S2)		Math Intervention	Algebra II
Shonka	PLAN	Pre-Calculus	Algebra II	Calculus	DC College Algebra (S1/S2)	Trigonometry (S1) / Statistics (S2)	Algebra II	Pre-Calculus
Shafer	Algebra I	Geometry	Algebra I	Geometry	Algebra I	Algebra I	PLAN	Algebra I
Pospisil	Basic Math	Algebra IA	Standards Math	Algebra 1A	PLAN	Standards Math	Standards Math	Algebra IA
Ramos	Physical Science (S1/S2)		Physical Science (S1/S2)		Physical Science (S1/S2)		ML Physical Science	PLAN
Sayer	Chemistry (S1/S2)		Integrated Science (S1/S2)	PLAN	Chemistry (S1/S2)		Adv. Chem (S1)/Physics (S2)	
Wilcox	Adv. Biology (S1) / General Biology (DC) (S2)		Anatomy & Physiology (S1) / Adv. Biology (S2)		Adv. Biology (S1/S2)		Health Science (S1/S2)	PLAN
Wiegand	Biology (S1/S2)		PLAN	ML Biology	Biology (S1/S2)		Biology (S1/S2)	
Schmidt	PLAN	ML Biology	Biology (S1/S2)					
Wemhoff	PLAN	Intro to Construction (S1/S2)	Construction Block 1		Construction Block 2		Physical Science (S1/S2)	
Semerad	Band	SMS	SMS - Chorus	SMS	PLAN	Chorus	Piano S1/S2	SMS
Madison	Band	SMS	SMS	SMS	Music Theory	Elementary Band/HS Chorus	Beginning Band	Lessons
De La Cruz	SPED	SPED	Study Skills	SPED	Study Skills	PLAN	Study Skills	SPED
Stone	Study Skills	SPED	PLAN	Study Skills	SPED	SPED	SPED	Study Skills
Rowan	PLAN	Study Skills	SPED	SPED	SPED	Study Skills	SPED	SPED
Trotter	Intro to Ceramics(S1) / Intro Drawing (S2)	PLAN	Adv Art (S1) / Advanced Art (S2)	Drawing (S1) /Adv Ceramics (S2)	Intro Drawing (S1) / Intro to Ceramics (S2)	Ceramics (S1) / Drawing (S2)	Sculpture (S1) / Ceramics (S2)	Intro to Cermanics (S1/S2)
Wilch	Spanish I	Spanish II	Spanish III	Spanish II	PLAN	Spanish III	Spanish I	Spanish II
Rodriguez	Spanish II	Spanish I	Spanish I	Spanish I	Spanish I	PLAN	Spanish II	Spanish I
Vavricek	Nurse	Nurse	Nurse	Nurse	Nurse	Nurse	Certified Nursing Assistant (S1/S2)	
	1	2	3	4	5	6	7	8
PLANS	***6***	***5***	***5***	***6***	***6***	***5***	***6***	***6***

Appendix B: Students/Staff Needing Additional Assistance

This will be completed at the beginning of each year for each school building, and it will be maintained as new students/staff need assistance throughout the school year.

STUDENT/STAFF NAME	TRAINED STAFF TO ASSIST	BACK UP STAFF TO ASSIST

Appendix C: Map of School Buildings and Grounds

Schuyler Preschool - Site Plan

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Preschool	100 East 15th St Schuyler Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:21 AM	(402) 352-2628	(817) 300-0289

Schuyler Preschool

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Preschool	100 East 15th St Schuyler Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 9:03 AM	Dan Hurst Jun 25, 2019, 8:36 AM	(402) 352-2628	(817) 300-0289

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

AED | Exit | Fire Extinguisher | Fire Pull | Camera | 360 Image

Schuyler Elementary - Site Plan

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Elementary	2404 Denver St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:19 AM	(402) 352-9940	(402) 352-9940

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Elementary

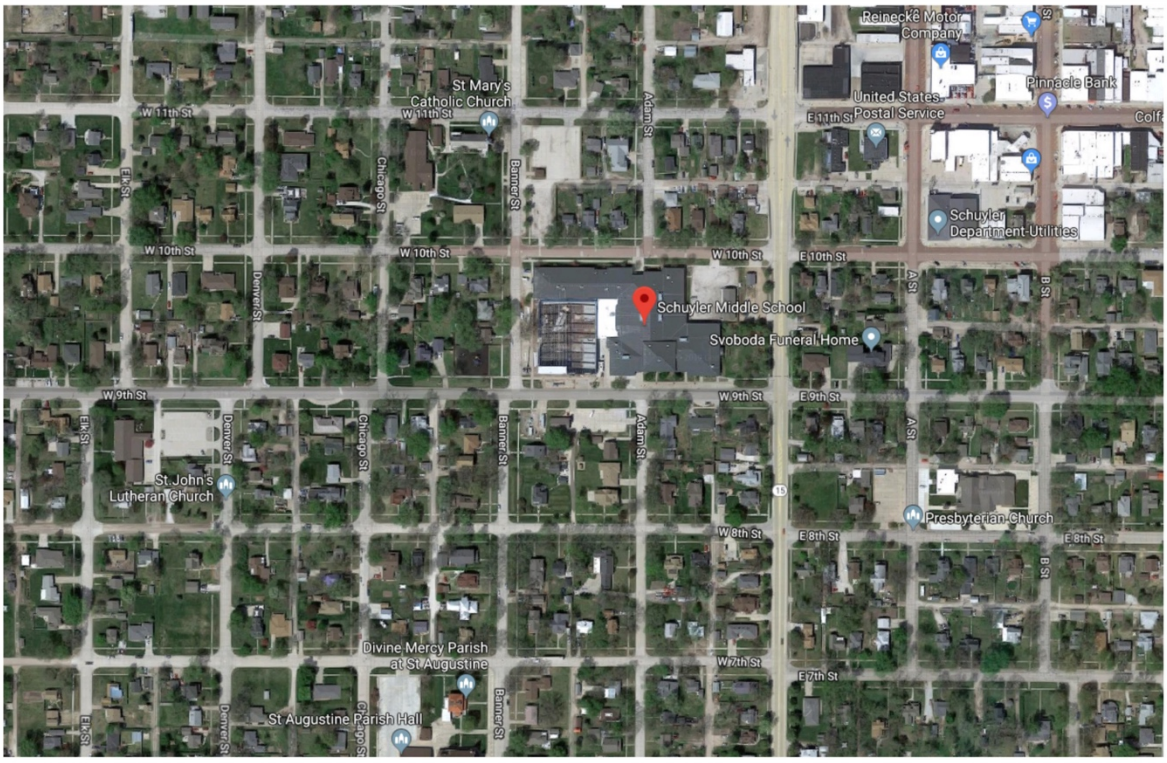
Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Elementary	2404 Denver St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 8:39 AM	Dan Hurst Jun 25, 2019, 9:09 AM	(402) 352-9940	(402) 352-9940

No shut offs identified.

Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Middle School - Site Plan

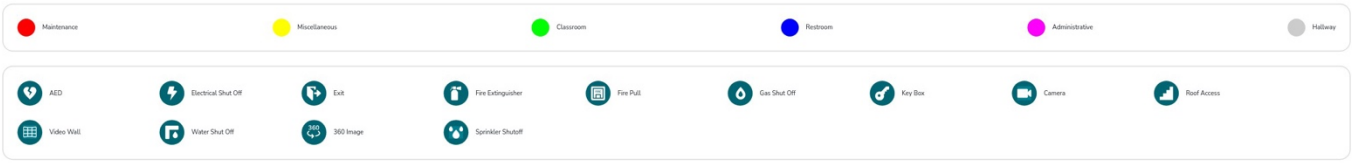
Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Middle School	200 West 10th St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jan 1, 1970, 12:00 AM	NaviGate Prepared Jul 19, 2019, 7:20 AM	(402) 352-5514	(402) 352-5514



Maintenance | Miscellaneous | Classroom | Restroom | Administrative | Hallway

Schuyler Middle School

Site name	Site location	Last modified by and date	Created by and date	Office phone number	Emergency phone number
Schuyler Middle School	200 West 10th St Schuyler, Nebraska 68661, United States	NaviGate Prepared Jul 15, 2019, 8:38 AM	Dan Hurst Jun 25, 2019, 9:13 AM	(402) 352-5514	(402) 352-5514



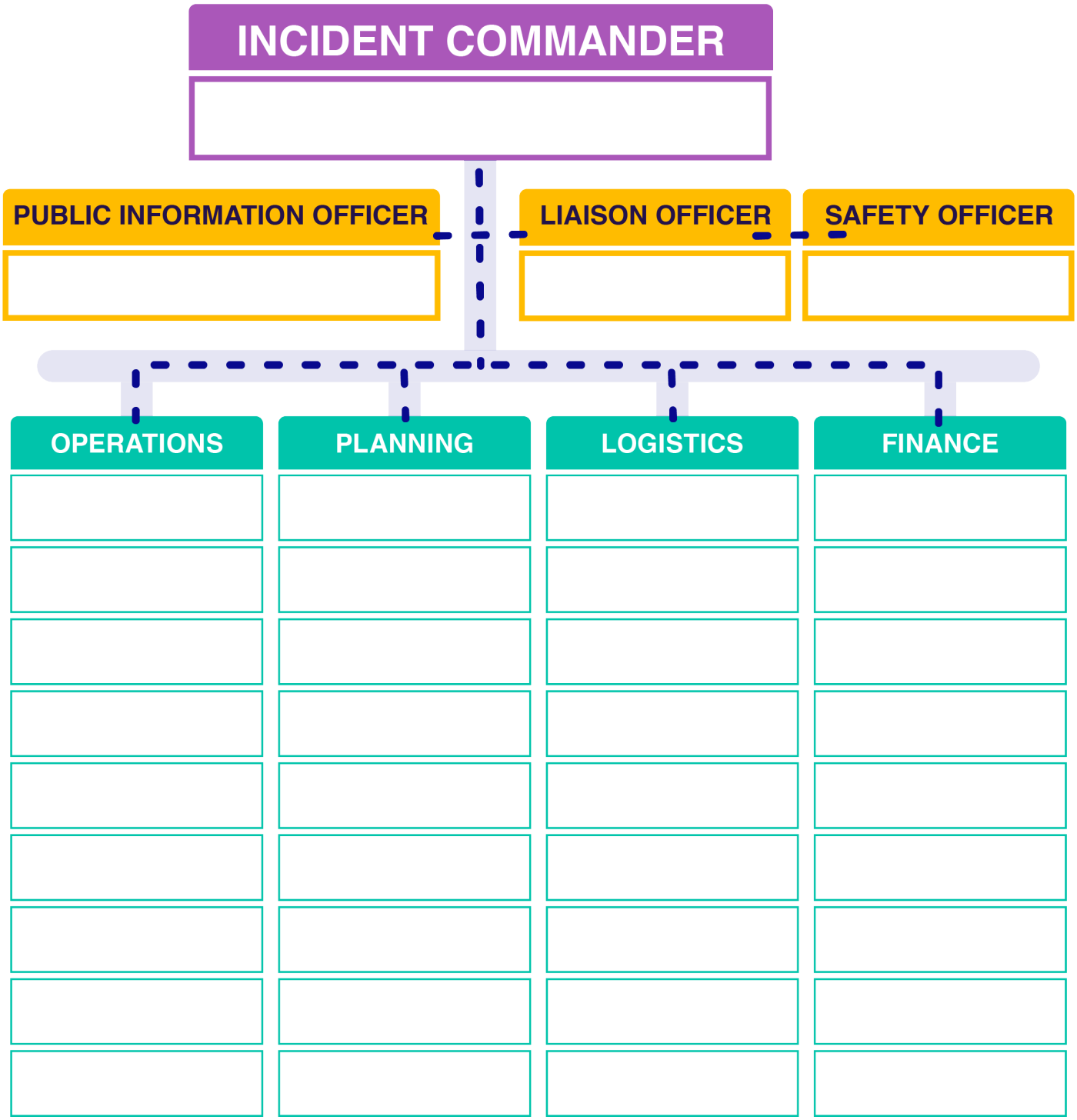
Appendix D: Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Schuyler Department of Utilities (Electrical, Sewer, Water)	(402) 352-5444
Black Hills Energy (Natural Gas)	(800) 694-8989
Century Link (Telephone)	(800) 777-9594
Eagle Communications (Internet)	(888) 893-2185
Vyve Communications (Internet)	(785) 301-2570
Schuyler Fire Department	(402) 352-5407
Colfax Emergency Management	(402) 352-7958

CHI Health Schuyler	(402) 352-2441
Columbus Community Hospital	(402) 564-7118
Animal Control Services (Schuyler Police Dept.)	(402) 352-2415
Child Protective Services	(800) 652-1999
East Central Health District	(402) 563-9224
Poison Control Center	(800) 222-1222
Schuyler Police Department	(402) 352-2415
Colfax County Sherriff's Department	(402) 352-8526
NE State Patrol Troop B Area (Norfolk)	(402) 370-3456
NE Dept. of Environmental Quality	(402) 471-2186 (M-F 8am-5pm) (402) 471-4545 (After Hours)
National Response Center Hazardous Substance Cleanup Reporting	(800) 424-8802

Appendix E1: ICS Organizational Chart

Below you will see that there is an ICS Organizational Chart that your school should use. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



Appendix E2: ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Bret Schroder	(402) 540-1937
Curriculum Director	Samantha Ladwig	(402) 615-3013
SPED Director	April Becker	(308) 627-1984
SCHS PRINCIPAL	Dr. David Cunningham	(402) 992-7104
SMS Principal	Teri Ruybalid	(402) 604-1084
SES Principal	Bill Comley	(817) 300-0289
Special Programs Director	Heather Bebout	(402) 309-0810
Business Manager	Bill Robinson	(402) 640-5411
Safety Coordinator/SMS Asst. Prin.	Josh Rowan	(308) 440-0298
School Resource Officer	Cheyne Terrell	(806) 231-2695
Law Enforcement	Robert Farber (Chief of Police)	(402) 499-4884
Law Enforcement	Shawn Messerlie (Colfax Co. Sherriff)	(402) 640-5584
Fire & Rescue	Brad Sock (Fire Chief)	(402) 352-5407
Fire & Rescue Backup	Matt Prochaska (Asst. Fire Chief)	(402) 615-2029
SCHS Assistant Principal	Josh McPhillips	(402) 920-0692
SCHS AD/AP	Seth Paesl	(402) 841-5025
SES Assistant Principal	Alicia Keairnes	(402) 720-0640

Appendix E3: Finance/Administration Future School Budgets

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Appendix F: Chronological Log of Activities

Date of Incident:

Incident:

Logged by:

Completion Date:	Actions:

Appendix G1: Samples Memorandums of Understandings (Local Business)

ABC Public School District at 9905 E. Hwy 41, ABC, Nebraska 68000 hereby known as "District" enters into agreement with _____ at _____ for the purpose of partnering to preventing, responding and providing services to a threat/incident.

Term of Contract and Termination

This agreement shall begin _____, 20__ and end on _____, 20__. Either party may terminate this Agreement for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. In addition, either party may terminate this Agreement immediately in the event that funding should be discontinued or be materially reduced.

Responsibilities and Scope of Services

1. ABC Grocery Store will provide up to 500 bottles of water to ABC School District during and after an identified incident.
2. ABC Grocery Store will deliver and assist in handing out these supplies when called by the District.
3. ABC Grocery Store will be paid a one-time stipend of $500 for the scope of services as agreed in this MOU.
4. District may ask for further needed supplies as requested. Depending on financial aid for the incident, ABC Grocery Store may be reimbursed for supplies provided.
5. _____

Hold Harmless

The District and ABC Grocery Store agrees to indemnify and hold harmless each other, its appointed and elected officers and employees, from and against all loss and expense, including attorney's fees and costs by reason of any and all claims and demands arising out of, or in consequence of, the negligence of either party, it's officers, employees or any other contractors associated with the work described in this agreement.

Miscellaneous Provisions

This Agreement shall not be modified unless such modification is reduced to writing and signed by both parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.Notices: Any and all notices referred to herein shall be in writing and shall be deemed to have been given when personally delivered or when mailed, registered or certified mail, or postage prepaid.

_____

Provider/Agency Name & Address

_____

Provider/Agency Name Signature & Title Date

_____

School/Superintendent Name & Address

_____

School/Superintendent Signature & Title Date

Appendix G2: Samples Memorandums of Understandings (Interlocal Agreement)

INTERLOCAL AGREEMENT FOR COOPERATIVE PUBLIC SAFETY SERVICES BY AND AMONG THE COUNTIES OF _____, AND THE CITIES AND VILLAGES WITHIN SAID COUNTIES.

THIS AGREEMENT is made and entered into this ____ day of _____ 2020, by _____ and between the Counties of _____ and the participating cities and villages within said counties, all being a bodies political and corporate and political subdivisions of the state of Nebraska, hereinafter referred to collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, the Parties desire to form a Planning, Exercise and Training Region among public safety agencies; and

WHEREAS, the Interlocal Cooperation Act, Nb. Rev. Steat. §13-801, et seq. provides that units of local government of the State of Nebraska and Nebraska state agencies may enter into agreement for the joint and cooperative exercise of powers, privileges, or authority capable of being exercised by either agency; and

WHEREAS, Neb. Rev. Stat. §13-801 provides that any one or more public agencies may contract with any one or more public agencies to perform any governmental service, activity, or other undertaking which each public agency entering into the contract is authorized by law to perform; and

WHEREAS, Counties and the Cities are public agencies as defined by Neb. Rev. Stat. §13-80l; and

WHEREAS, Neb.Rev.Stat. §29-215 authorizes municipalities and counties to enter into contracts with any other municipality or county to form, operate and maintain a Planning, Exercise and Training Program"

NOW, THEREFORE, the parties mutually covenant and agree as follows:

Definition: _____ is the _____ Planning, Exercise and Training Regional group composed of the governmental agencies participating in this agreement.

Purpose: To establish, maintain and operate a public safety Training Exercise and Training Program within the jurisdictions of the participating agencies.

Term. This agreement shall have a term of ten (10) years commencing _____.

Termination. This agreement may be terminated at any time, with or without cause, upon the mutual consent of a majority of the member Parties.

Withdrawal. Any Party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than Ninety (90) days prior to the effective date of the withdrawal.

Governance. The activities of the cooperative undertaking shall be governed by a board composed of one or more representatives from each of the Parties, hereinafter referred to as the "_____ Policy Board." The _____ Policy Board shall meet not less than (six) times each calendar year. The _____Policy Board shall select as officers a Chairperson, Vice-Chairperson and a secretary who shall serve terms of one year. A quorum necessary for conducting business at any _____ meeting shall consist of fifty (50) percent plus (1) of the membership of the governing board All questions before the _____ Policy Board shall be determined by majority vote of the members present. The _____ Policy Board may adopt such by-laws and rules of procedure as deemed appropriate by the _____ Policy Board.

Cooperative Powers and Authority. Each Party shall maintain their local PET program, and other operating components of the local Emergency Management Program. Each shall grant permission for any public safety agency to participate in any such program.

Claims and Indemnity. At all times while utilizing or participating in the PET program the employee of the Party shall remain an employee of the employing agency. Each Party shall provide liability insurance and indemnification for its own personnel as provided in Neb.Rev.Stat. §13-1802.

Modification. This Agreement may be modified by written agreement of the Parties.

No Separate Entity. There shall be no separate legal entity created through this Interlocal cooperation agreement. Said agreement shall be jointly administered by the _____ Policy Board as provided in section 6, above.

Property. Any property acquired or made available by any party to this agreement for the purposes of this agreement shall remain the property of the party acquiring or making such property available and shall be disposed of such party as provided by law, regulation, or ordinance governing the same.

Any property acquired jointly shall, upon termination, be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property. In the event any Party withdraws from this agreement, an equitable distribution of the jointly held property, or the fair market value thereof, shall be made to the withdrawing party based upon the withdrawing Party's financial contributions toward the purchase and maintenance of any such jointly held property.

Any party can be elected or appointed by the _____ Policy Board to act as fiscal or purchasing agent in accordance with state law. Any property to be purchased and jointly held by the Parties shall be purchased pursuant to the purchasing rules or statutes applicable to the Party making the purchase on behalf of the Parties.

Any surplus or unusable jointly held property shall be disposed pursuant to the rules or statutes applicable to the Party making such disposition on behalf of the Parties. The proceeds of any sale or disposition of jointly held property shall be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property.

An inventory of all property jointly held and a report on the disposition of any joint property sold, transferred or disposed of during the prior twelve months shall be provided to the City or County Clerk of each Party on or prior to April 1 of each year.

Finances. This agreement shall be financed by funds available to the parties hereto.

Provision of Assistance. Pursuant to the Interlocal Cooperation Act, any party to this agreement, in the party's sole discretion, may appropriate funds and may sell, lease, give, or otherwise provide assistance, including personnel and services, as may be within the party's legal power to furnish.

Additional Agreements.

This agreement shall become effective for each party when that party by ordinance, motion or resolution adopts and approves this agreement and authorizes the proper official to execute this agreement. Additional cities or counties may become · parties to this agreement upon acceptance and execution of this agreement, and upon approval by the governing bodies of the Parties already a party to this agreement or as directed by the Nebraska Emergency Management Agency.

Executed this_ day of _____ , 2020.

County of _____ by:

_____

Chairperson, County Board of Commissioners

[attest]

_____

County Clerk Approved as to form:

_____

County Attorney

Appendix G3: Samples Memorandums of Understandings (Emergency Response Entities)

_____ (PET) REGION MEMORANDUM OF UNDERSTANDING

Overview
The _____ PET Region and _____ County recognize the need for coordination within the region for regional planning, exercise, and training (PET). Today's public safety realities have highlighted the need for counties to function regionally and establish the PET process for interoperability, mutual aid, and emergency response plans. This process not only goes beyond traditional jurisdictional boundaries but across disciplines as well.

To institute the regional PET process, the _____ and the participating cities and villages within said counties, emergency response agencies and public service agencies have worked cooperatively to develop a regional solution. This solution establishes the regional PET process for emergency response with procedures that are accessible and used by key public service officials, public safety officials, and public and private service executives.

Purpose
The regional PET process is the basis for formalizing the region. The purpose of the regional PET process is to provide structure for the _____ PET Region and create formalized governance in the form of a regional committee. This governance structure transcends traditional or mutual inter- discipline aid in terms of purpose. The regional PET process along with interoperability ensures an organized method of planning, exercising, and training for coordination of resources to expedite efficient deployment of those resources regionally. This shall serve primarily as the function to unify the regional PET process. Moreover, the signees of this memorandum of understanding will be responsible for coordinating with the region regarding the use of grant funds for the regional PET process, and equipment.

Policy
It shall be the policy that the region will align with the State Homeland Security Strategy when requesting Homeland Security Funds. Another requirement of the region is to maintain a 5-year regional PET calendar. Local Emergency Operation Plans (LEOP) shall be maintained by the individual counties. The purpose of these requirements is to ensure collaboration between local jurisdictions. All signees will be responsible for coordinating with the region regarding the use of grant funds for PET and equipment, in accordance with the approved equipment list (AEL). Regional partners shall address the sustainability of the PET program and equipment acquired through the Homeland Security Grant Program.

This PET Memorandum of Understanding in no way supersedes, overrides or overrules any other MOU, Mutual Aid Agreement or Interlocal Agreement the Region or Counties might have in place prior to the implementation of this MOU. In addition, any party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than ninety (90) days prior to the effective date of the withdrawal.

Oversight
Each county participating in the use of the regional PET process will provide the Emergency Management Director and one Emergency Management alternate (Deputy) as deemed appropriate as a representative to the regional committee after entering into this MOU. Oversight of the regional PET process is administered through the South-Central PET Region which will be chaired by a representative of that

committee. Any issues affecting policy, recommendation, and/or subsequent change that alter the purpose of the MOU will be implemented only after a consensus is reached by the regional committee respectively. Accordingly, each county will be responsible for oversight authority of their jurisdiction. It is the responsibility of the county to ensure that the regional SOPs are followed when necessary and to ensure that the National Incident Management System and the National Response Plan will be integrated into the regional PET process.

Executed this____ day of _____,2020.

_____ County

by:

_____

Chairperson, County Board of Commissioners

Appendix G4: Memorandum of Understanding (County Sample)

_____ COUNTY NEBRASKA
COUNTY BOARD RECORD OF APPOINTMENT

Whereas the Nebraska Emergency Management Agency and the Nebraska Governor's Homeland Security Policy Group act as the State Administrative Agency for Homeland Security within the State of Nebraska,

Whereas _____County has elected to participate in the Emergency Management and Homeland Security Programs set forth by Federal and State Agencies.

Whereas by participation in said Emergency Management and Homeland Security Programs _____County is part of a (15) county emergency management region established by the State of Nebraska for purposes including but not limited to: Interoperable Planning and System Implementation, Disaster Planning, and the Emergency Management/Homeland Security/Interoperable Grant Program, and other programs as prescribed by State and Federal Authorities

_____County by participating in the (15) county regional Emergency Management Group must appoint at minimum one person to serve as a member of and participate in the regional Emergency Management group to the full extent as permitted and required by the needs of the program. Authority of said appointee shall not exceed authority granted by State Statute and/or the policy and procedures of _____County.

Such appointment shall be at the pleasure of the governing authority of the County and be perpetual for the duration of the Emergency Management group. Such appointment shall be reviewed each year at the annual organizational meeting of the County Board.

The _____County Board of Supervisors does hereby appoint the _____ County Emergency Management Director and the _____ to the Emergency Management Regional group known as the _____ to fulfill all duties as required by the regional group.

This appointment is considered to be retroactive to the commencement of the region.

Approved and passed this _____ day of _____, 2020.

_____
County Board of Supervisors

_____
Clerk of County Court

(insert County seal)

Appendix H: Media Templates

The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople (Public Information Officer or PIO) should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment from the University of Nebraska Public Policy Center – in partnership with the Nebraska Department of Health and Human Services, Division of Behavioral Health, and the Nebraska Department of Education.

https://www.education.ne.gov/wp-content/uploads/2024/08/Communication-Messages-for-use-during_after-a-Threat-Hazard-or-Incident.pdf

Appendix I: Pre-negotiated Agreements, Contracts, and MOUs

The Schuyler Community Schools School Resource Officer Interlocal Cooperation Agreement and Memorandum of Understanding between the City of Schuyler, Nebraska and Schuyler Community Schools can be found online here:

https://drive.google.com/file/d/1MbUyTwZq5ZoFfM_weqFDjSQ6ZNhYEdB-/view?usp=sharing

Appendix J: Recording and Distributing the EOP Plan

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED

Appendix K1: Record of Trainings

2025-2026 School Year

		Present: ✓		Name:
Date	**Type of Training**	**EMS**	**LE**	**School Admin**

Appendix K2: Schedule/Record of Drills

2025-2026 School Year

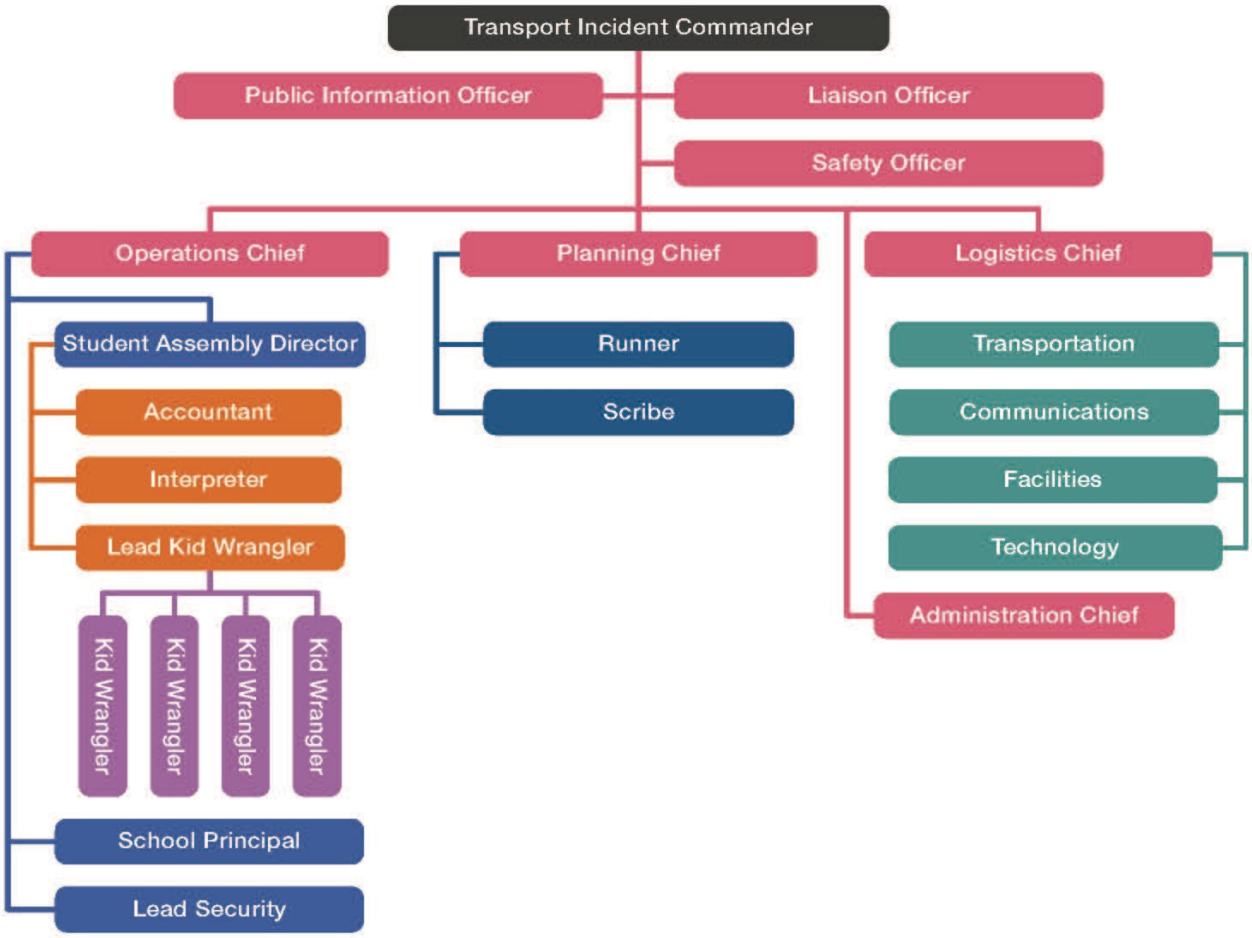
			Location:	Name:
Scheduled	**Date Complete**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)**	**SCHS, SMS, etc.**	**School Admin**

Appendix K3: Record of Exercises

2025-2026 School Year

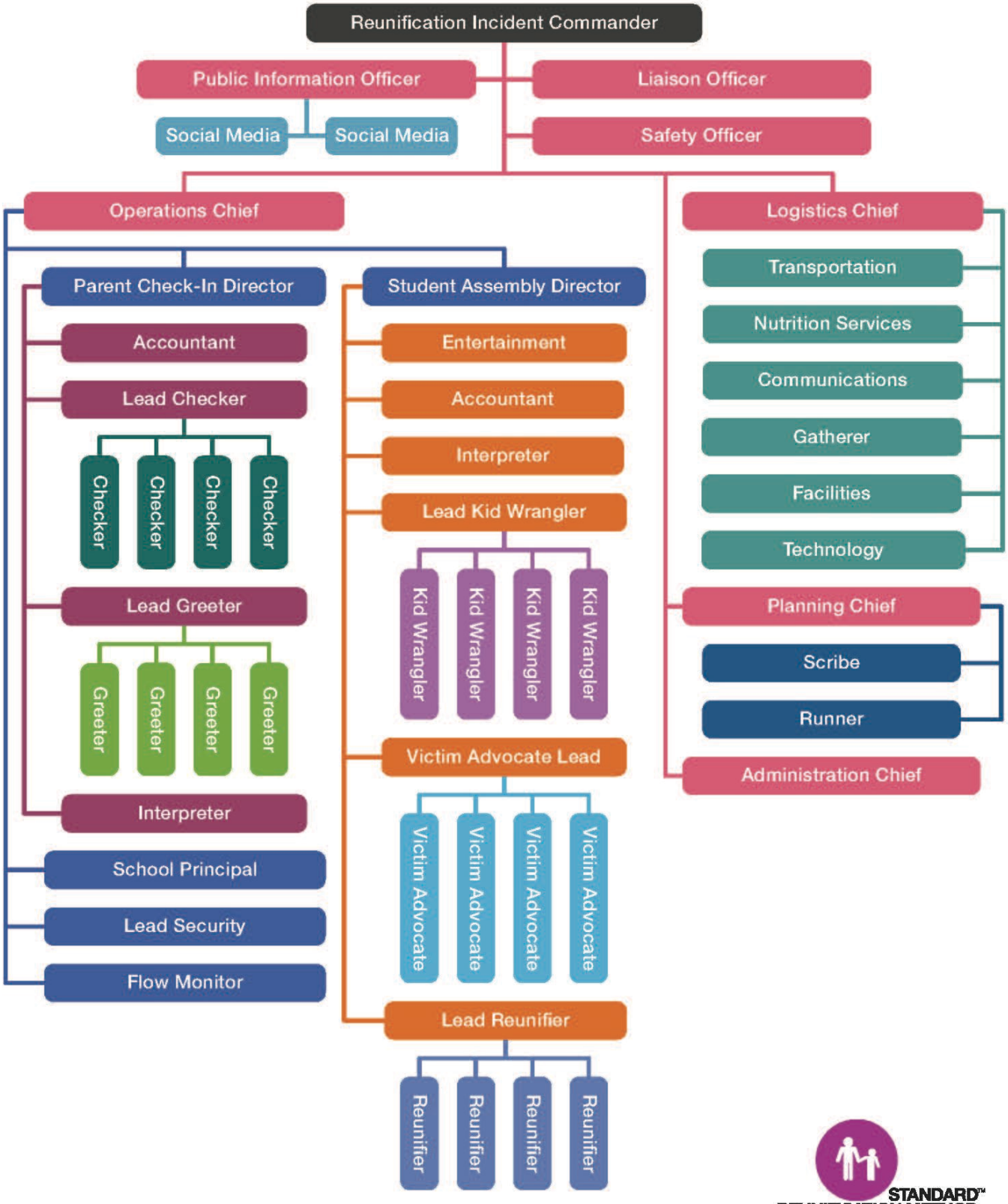
		Present: ✓		Name:
Date	**Type of Exercise**	**EMS**	**LE**	**School Admin**

Appendix L1: Transport Organization Chart



STANDARD™ REUNIFICATION METHOD

Appendix L2: Offsite Reunification Chart



STANDARD™ REUNIFICATION METHOD

Appendix M1: COOP Example

Continuity of Operations Plan			
GOAL: 1) Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.			
Objectives: 1.1 Define Essential Functions 1.2 Create Orders of Succession 1.3 Create Delegations of Authority 1.4 Identify Facilities and Locations 1.5 Establish Plans for Communications Continuity 1.6 Create a Plan for Assessing Vital Records 1.7 Establish a Plan for Human Capital Management 1.8 Establish Plans for Devolution 1.9 Establish a Plan for Reconstitution			
BEFORE		**DURING**	**AFTER**
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
Human Resources			
•	•	•	•
Communications			
Technology Support (hardware, systems)			
Facility Maintenance			
Building Safety & Security			
Safety & Well Being of Students			
•			
Continuity of Learning			
Restoration of School Operations			

Appendix M2: COOP Form

(Fillable)

Continuity of Operations Plan			
GOAL: 1) 2) 3)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
BEFORE		**DURING**	**AFTER**
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
Human Resources			
•	•	•	•
Communications			
Technology Support (hardware, systems)			
Facility Maintenance			
Building Safety & Security			
Safety & Well Being of Students			
•			
Continuity of Learning			
Restoration of School Operations			

Appendix N1: Threats/Hazards List

Protocols Enacted	Threat/Hazard Examples	
	• Explosions • Extreme Temperatures • Social Media Attack • Neighborhood Fire • Wind chill • Avalanches • Pipe Line breaks • Gas/Water breaks • Nuclear Power Plant • Nuclear Explosions • Snow storms • Planned warrant service in area • Political demonstration • Unknown or unauthorized person on grounds	• I.C.E. raids • Gangs • Sex Offender • Kidnapping • Behavioral crisis • Human trafficking • Hostage situation • Domestic violence • Racial matter • Civil unrest/Riot • Fight/assault • Dangerous animal on grounds • Terroristic threat • Thunder/lightning • Criminal activity in area
	• Gangs • Terroristic threats • Behavioral crisis • Pipeline breaks • Gas/water breaks • Homicide • Active killer • Intruder • Mass attack in crowded places in close proximity • Explosions	• Polling/voting places • Parent/custodial issues • Domestic violence • Fight/assault • Bioterrorism • Social media attack • Hostage situation • Riot • Racial matter • Concealed weapons
	• Bomb threat • Earthquake • Tsunamis • Floods • Flood debris flow • Explosion • Dam break	• Snow storms • Nuclear Power Plant • Nuclear explosion • Pipeline break • Gas/water breaks • Hostage situation • Terroristic threat • Chemical spills
	• Hurricanes • Earthquakes • Chemical spills • Nuclear Power Plant	• Nuclear explosion • Tornados • Severe weather
	• Auto/bus crashes • Missing students • Suicide (building or grounds) • Drug dog • Medical emergency • Fight/assault	• Suicide/Drowning • Student/staff death • Domestic violence • Pandemic • Epidemic

Appendix N2: Examples of Threats/Hazards in SRP Areas

SECURE			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism

- Secure the perimeter
- Lock outside doors
- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on secure protocols
- Educate students/staff on secure protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Door signs removed from exterior doors
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Ensure alignment with LEOP
  -
  -
  -
  -
  -
  -

- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on entrance/exit doors
- Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in secure
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available
  -
  -
  -
  -
  -
  -

LOCKDOWN

Potential Hazards/Threats (outside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipeline Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test “out of sight”
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified

- Drill Practice(Muscle memory)
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

EVACUATE

Potential Hazards/Threats (outside)

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat
-
-
-
-
-

- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP
-
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-
-
-

SHELTER			
Potential Hazards/Threats			
Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on Shelter protocols
- Educate students/staff on Shelter protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Check local weather conditions on a regular basis
- Have protocols developed for when school is weather watch/warnings
- Regularly clean Shelter area
- Determine needs of special ed/physically challenged
- Call 911 - to inform of Sheltering
- Access to weather alert radio
- If feasible, hand held radios
- Recovery - work under ICS Structure
- Identify students that need immediate physical/emotional support

- Practice
- List of students ready
- Have ‘go bags’ ready
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on areas of shelter
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in Shelter
- Ensure alignment with LEOP
- All Shelter locations identified, appropriate for Hazard type
- Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)
- Food and snacks
- HVAC system turned off for chemical spill
- Ensure medicine, food, etc. for medical purposes available in Shelter
- Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)

INCIDENTAL			
Potential Hazard/Threat			
Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	
• Emergency contact list parents/guardians • Develop EOP Plan prior • Accountability of students/staff • Assignment of staff at exterior doors • Educate parents on protocols • Educate students/staff on protocols • Disseminate parent letter • Public Information disseminated • Notify staff/students • Scripted announcement modified to situations • Educate students about seatbelts • Educate students about texting and driving • Educate students about defensive driving • Align memorials with PFA • Contact suicide partners (i.e., LOSS teams) • Follow ICS Structure for Auto/Bus Crashes • Identify support rooms for PFA team • • • •		• Review security procedures frequently • Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Determine if further action is needed • Ensure alignment with LEOP • First Aid Kit • Suicide Prevention Training • Practice protocols for bus safety • Bus evacuation drills • Team has been trained in PFA • Support team has PFA process in place • Contact ESU for PFA assistance • Good Supervision of all students in all settings • Follow through with Bully/Cyberbullying reports • • •	

HOLD			
Situation			
Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on HOLD protocols
- Educate students/staff on HOLD protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Exterior/Interior Doors and Windows numbered
- Call 911
- Move affected students away from line of sight of the incident

- Drill Practice
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in HOLD
- Ensure alignment with LEOP
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available

Appendix N3: Samples of Goals/Objectives and Action Plan

HAZARD: Tornado

GOAL:

1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life.
   1) (DURING) Protect life and property from damage by the tornado.
   2) (AFTER) Provide necessary medical attention to those in need.

Objectives:

1.1 Conduct shelter/tornado training and drills.
1.2 Identify location for shelter.
1.3 Ensure shelter location(s) are structurally sound.

2.1 Shelter all persons in the designated areas of the building.
2.2 Ensure building structure is secure, without unsecure objects.
2.3 Account for all persons and their safety.

3.1 Assess all persons' safety.
3.2 Call EMS to respond.
3.3 Immediately begin to provide first aid. (medical/PFA)
3.4 Evacuate from building.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public Information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all-clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - to inform of Sheltering	
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock	Check local weather conditions on a regular basis Access to weather alert radio Ensure alignment with LEOP	Everyone inside the building	
Operations			
	Assignments made for notification coverage Assignment of staff at exterior doors	Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress

Planning			
Develop EOP Plan prior	Have protocols developed for when school is weather watch/warnings Determine needs of special ed/physically challenged Review security procedures frequently Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Shelter Trainings/Drills are conducted Educate students/staff on Shelter protocols Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Educate parents on Shelter protocols		
Logistics			
	Regularly clean Shelter area If feasible, hand held radios Display Signage on areas of shelter All Shelter locations identified, appropriate for type of hazard Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) Food and snacks Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

INCIDENTAL: Suicide

GOAL:
1) (BEFORE) Prevent a suicide from occurring. (especially on school grounds)
2) (DURING) Protect all persons and loss of life.
3) (AFTER) Provide medical and psychological support to staff/students.

Objectives:
1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
1.2 Make available a report line to share concerns of reference suicidal staff/students.
1.3 Develop strong relationships with all students/staff.

2.1 Secure all persons in the building.
2.2 Account for all persons.
2.3 Call law enforcement/EMS.

3.1 Provide first aid to those in need.
3.2 Provide PFA to those in need.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Comprehensive Supervision of all staff/students in all settings		Align memorials with PFA Notify staff/students	Align memorials with PFA Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified Public Information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Scripted announcement modified to situations Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Contact ESU for PFA assistance Call 911 - to inform of Sheltering	Contact ESU for PFA assistance Contact suicide partners (i.e., LOSS teams)
Safety Officer			
Ensure buildings are structurally sound Ensure exterior doors lock	Ensure alignment with LEOP	Everyone inside the building	Follow through with Bully/Cyberbullying reports
Operations			
	Assignment of staff at exterior doors	Align memorials with PFA Modify routines according to	Checking in with staff/students who may have

	Identify PFA support rooms for PFA team Assignments made for notification coverage	time of situation (i.e., dismissal, lunch, end of day)	been affected Watch for students/staff signs & symptoms of distress Identify students that need immediate physical/emotional support
Planning			
Develop EOP Plan prior	Suicide Prevention Training Team has been trained in PFA Support team has PFA process in place Review security procedures frequently Educate students/staff on Suicide prevention		
Logistics			
	Ensure medicine, food, etc. for PFA support rooms		
Finance/Administration			
	Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

SECURE: Chemical or Hazardous Material (in Community)

GOAL:
1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
2) (DURING) Protect all persons from injury or harm.
3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:
1.1 Be prepared and have knowledge of what possible chemicals are in your community.
1.2 To identify locations to shelter during a chemical spill.
1.3 To have all necessary materials/supplies for room sealing.
1.4 Ensure HVAC shut offs are in working condition.
1.5 Provide training to staff and students how to shelter and seal an identified location.

2.1 Notify and ensure all persons to shelter because of chemical spill.
2.2 Account for all staff and students.
2.3 All locations with people are sealed.
2.4 Administer first aid.

3.1 Connect with local fire/rescue for assistance to determine next steps.
3.2 Prepare to evacuate or return to a learning environment.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified Public Information disseminated Disseminate parent letter	Disseminate parent letter Public Information Disseminated Scripted announcement modified to situations	Announcement of end of threat Disseminate parent letter Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911	
Safety Officer			
Review security procedures frequently Ensure building are structurally sound Ensure exterior doors lock	Check local weather conditions on a regular basis Access to weather alert radio Ensure alignment with LEOP Identify perimeter access points	Everyone inside the building	
Operations			
	Assignments made for	Lock outside doors	Identify students that need

	notification coverage Assignment of staff at exterior doors	Secure the perimeter Modify routines according to time of situation (i.e., dismissal, lunch, end of day) HVAC system turned off for chemical spill Checking in with staff/students who may have been affected	immediate physical/emotional support Watch for students/staff signs & symptoms of distress Checking in with staff/students who may have been affected
Planning			
Develop EOP Plan prior	Educate parents on secure protocols Educate students/staff on secure protocols Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Determine needs of special ed/physically challenged Review security procedures frequently Copy & Laminate signage Display Signage on areas of shelter Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted		
Logistics			
	Regularly clean Shelter area If feasible, hand held radios Display Signage on areas of shelter All Shelter locations identified, appropriate for type of hazard Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) Food and snacks Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) Have ‘go bags’ ready		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

LOCKDOWN: Intruder in building

GOAL:
1) (BEFORE) Prevent an intruder on school grounds.
2) (DURING) Protect all persons from injury or loss of life.
3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:
1.1 Security measures in place.
1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Account for all persons.
2.3 Call 911 for law enforcement and EMS to respond.
2.4 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Threat *management* process in place	Threat *assessment* team and process in place	Establish Incident Command Not opening classrooms w/o law enforcement Notify staff/students	Administrator or law enforcement officer unlock each classroom door for the all clear Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP Collaborating with community partners	Call 911 Ensure alignment with LEOP Communication with EMS and Law Enforcement	Ensure alignment with LEOP
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock Review security procedures frequently	Ensure alignment with LEOP	Everyone inside the building Protect crime scene “Don’t touch anything	
Operations			

	Assignments made for notification coverage Assignment of staff at exterior doors Testing alarm and intercom systems Buses available for evacuation Evacuation sites tested for functionality If feasible, hand held radios	Modify routines according to time of situation (i.e., dismissal, lunch, end of day) Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site	Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress Render First aid Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site
Planning			
Develop EOP Plan prior Office Personnel attend Secretaries Safety Training	Establish media location Evacuation sites identified Third party identified to answer student call when self evacuating Third party trained how to answer call Determine needs of special ed/physically challenged Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted Educate students/staff on protocols Educate parents on protocols Establish strong visitor protocols Educate all staff/students on visitor protocols Exercise possible situations Educate substitutes on protocols Practice and test “out of sight” Reunification sites identified Reunification drilled and exercised Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
	Doors/windows numbered (interior & exterior) Have ‘go bags’ ready ROK KIT prepared and ready Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) If feasible, hand held radios		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

LOCKDOWN: Intruder in building

GOAL:
4) (BEFORE) Prevent an intruder on school grounds.
5) (DURING) Protect all persons from injury or loss of life.
6) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:
1.1 Security measures in place.
1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Account for all persons.
2.3 Call 911 for law enforcement and EMS to respond.
2.4 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior Threat *management* process in place	Threat *assessment* team and process in place	Establish Incident Command Not opening classrooms w/o law enforcement Notify staff/students	Administrator or law enforcement officer unlock each classroom door for the all clear Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP Collaborating with community partners	Call 911 Ensure alignment with LEOP Communication with EMS and Law Enforcement	Ensure alignment with LEOP
Safety Officer			
Ensure building are structurally sound Ensure exterior doors lock Review security procedures frequently	Ensure alignment with LEOP	Everyone inside the building Protect crime scene "Don't touch anything	
Operations			
	Assignments made for notification	Modify routines according to time of	Identify students that need immediate

	coverage Assignment of staff at exterior doors Testing alarm and intercom systems Buses available for evacuation Evacuation sites tested for functionality If feasible, hand held radios	situation (i.e., dismissal, lunch, end of day) Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site	physical/emotional support Watch for students/staff signs & symptoms of distress Render First aid Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site
Planning			
Develop EOP Plan prior Office Personnel attend Secretaries Safety Training	Establish media location Evacuation sites identified Third party identified to answer student call when self evacuating Third party trained how to answer call Determine needs of special ed/physically challenged Copy & Laminate signage Display Signage on areas of shelter Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol Trainings/Drills are conducted Educate students/staff on protocols Educate parents on protocols Establish strong visitor protocols Educate all staff/students on visitor protocols Exercise possible situations Educate substitutes on protocols Practice and test “out of sight” Reunification sites identified Reunification drilled and exercised Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
	Doors/windows numbered (interior & exterior) Have ‘go bags’ ready ROK KIT prepared and ready Ensure medicine, food, etc. for medical purposes available in Shelter Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) If feasible, hand held radios		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Samples of Goals/Objectives and Action Plan

EVACUATE: Fire

GOAL:
1) (BEFORE) Prevent a fire from occurring on school grounds.
2) (DURING) Protect Students/Staff from injury or loss of life.
3) (AFTER) Provide necessary medical attention to those in need.

Objectives:
1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment.
1.2 Store combustible materials in fire safe containers or rooms.

2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner.
2.2 Account for all persons.

3.1 Notify 911 and EMS.
3.2 Immediately begin first aid.

BEFORE		DURING	AFTER
Prevention	**Preparedness**	**Response**	**Recovery**
Incident Commander			
Develop EOP Plan prior		Notify staff/students	Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
	Scripted announcement to be modified for situations Disseminate SRP parent letter Public Information disseminated	Disseminate parent letter Public Information disseminated Scripted announcement modified to situations	Disseminate parent letter Public Information disseminated PIO update the all clear PIO notification regarding next school day
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - regardless pacitated)	
Safety Officer			
Ensure buildings are structurally sound Ensure exterior doors lock	Supervision of student movement to location (backup plan if teacher/staff incapacitated) Review security procedures frequently	Everyone outside the building Supervision of student movement to location (backup plan if teacher/staff incapacitated Ensure accessibility at all times to evacuation site	Supervision of student movement to location (backup plan if teacher/staff incapacitated) Ensure accessibility at all times to evacuation site
Operations			
Ensure buildings are structurally sound Ensure exterior doors lock	Reunification with parents following SRM Assignments made for notification coverage Assignment of staff at exterior doors Assigned staff for safe street	Reunification with parents following SRM Display SRP Signs on building doors Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Reunification with parents following SRM Assigned staff for safe street crossing Identify students that need immediate physical/emotional support

	crossing Ensure accessibility at all times to evacuation site	Assigned staff for safe street crossing	Watch for students/staff signs & symptoms of distress Carry out procedures for early dismissal due to evacuate situation
Planning			
Display SRP Posters around building	Identify Evacuation Site - backup site identified Determine procedures for early dismissal due to evacuate situation Determine needs of special ed/physically challenged Copy & Laminate signage Display SRP Posters around building Create annual schedule of teaching evacuate protocols for parents Create annual schedule of teaching evacuate protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Evacuation Trainings/Drills are conducted Educate students/staff on Evacuation protocols All Evacuation locations identified, appropriate for type of hazard type		
Logistics			
Develop a Transportation plan	Transportation plan If feasible, hand held radios Appropriate supplies (i.e., bottled water) Have 'to go' bags ready Food and snacks Ensure medicine, food, etc, for medical purposes available Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)	Transportation plan	Transportation plan
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Substitute Pay Rates for 2025-2026

Substitute pay rates:

Tier I: Teachers subbing in their first year for Schuyler Schools will be paid at $178.00 per day.

Tier II: Teaches subbing in their second year or thereafter will be paid at $186.00 per day.

Tier III: Teachers that retired from Schuyler Community Schools will be paid at $196.00 per day.

Tier IV: Long-term substitute teachers after the 11th day will be paid $216.00 per day or 185th of the base pay.

Class Coverage: A certified teacher covering a class period during their plan time will be paid at $27.00 per class period. This is based on the base daily rate per hour.

BELIEVE

BUILD

BELONG

SCHUYLER COMMUNITY SCHOOLS

Minutes from July 7, 2025 Foundation Meeting

Members Present: Sheri Balak, Nina Lanuza, Joyce Baumert, Amanda Jedlicka, Dr. Schroder & Brian Vavricek

Members Absent: Victor Lopez

Others Present: Shelley Friesz

Sheri called the meeting to order.

Members recited the Pledge of Allegiance.

Secretary Report/Minutes from June 2025 were reviewed. Motion by Brian and seconded by Joyce to approve the June 2025 minutes. Vote 6 -0. Motion passed.

Treasurer's Report was reviewed. Motion by Dr. Schroder and seconded by Brian to approve the Treasurer's Report. Vote 6 -0. Motion passed.

Joyce renewed a CD.

Motion by Joyce and seconded by Brian to transfer $9,478.18 from Foundation general checking account to the SCS activity account to fund the completion of the Schuyler Central High school gym painting project.

Committee Reports

Labor Day:

Brian reported that the Labor Day Dance is not necessarily a fundraiser for the Foundation but will continue the partnership with the Schuyler Chamber of Commerce to sponsor the Labor Day Dance.

The committee will meet to discuss possible fundraising ideas for the Labor Day weekend.

Scholarships: No report.

Education: No report.

P/R Communications:

Dr. Schroder reported that the school board approved the hiring of a Communications Company to help with new branding for the Schuyler Community Schools.

Distinguished Alumni Honors: No report.

Fundraising:

Kayli Vavricek gave a detailed report on the preparations for the Foundation Golf Tournament on August 2nd via zoom meeting.

School Facilities:

Dr. Schroder gave an update on work being done at the Schuyler Elementary School.

Community Reports:

Nina Lanuza, representing the Schuyler Chamber of Commerce gave a brief report on the upcoming Labor Day celebration.

Strategic Planning: No report.

Finance: No report.

Governance: No report.

Alumni Connection: No report.

Community/School Relations: No report.

Unfinished Business: None

New Business:

Foundation members will present new staff a Warrior polo shirt at the all staff meeting on August 12th

Sheri adjourned the meeting.

Next meeting is August 4, 2025 @ noon at the Schuyler Community Schools District Building.