

OVERTON CERTIFIED STAFF HANDBOOK



2025-2026

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Overton Public School Certificated Staff Handbook 2025-2026 School Year

Intent of Handbook

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns, or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

Notice of Non-Discrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator: Mandi Wallace at (308) 987-2424, mandi.wallace@overtoneagles.org or in person at school.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the following Title IX Coordinator: Brian Fleischman at (308) 987-2424, brian.fleischman@overtoneagles.org, 401 7th Street Overton, NE 68863 or in person at school. The School District’s specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: <https://www.overtoneagles.org/vnews/display.v/SEC/Board%20Information>.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator Brian Fleischman at (308) 987-2424, brian.fleischman@overtoneagles.org, 401 7th Street Overton, NE 68863 or in person at school.

Individuals who believe that they have been the subject of any other unlawful discrimination or harassment should contact the principal at (308) 987-2424, brian.fleischman@overtoneagles.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination. For Title IX information refer to school district Policy 3057.

Drug Free School

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

2025-2026 School Personnel

BOARD OF EDUCATION

Mr. Joel Meier	President
Mr. Gordon Lassen	Vice-President
Mr. Jared Walahoski	Secretary
Mr. Clayton Jeffries	Treasurer
Mr. Logan Kizer	Member
Mr. Jacob Olmstead	Member

OVERTON SCHOOL ADMINISTRATION

Mr. Mark Aten	Superintendent
Mr. Brian Fleischman	PK-4 Principal / AD
Mr. Bill Johnson	5-12 Principal

CERTIFICATED STAFF

Miss Mackenzie Brand	Pre-Kindergarten
Mrs. Emily Brooks	K-12 Art
Miss Becka Bruntz	Vocal Music
Mrs. Jennifer Cordes	Pre-School
Mr. Dana Dea	Industrial Technology
Mrs. Missy Eilers	Fourth Grade
Miss Haeley Folk	5, 7-8 English
Ms. Mary Fruhling	Kindergarten
Mr. Marcus Harvey	K-12 P.E./Health/JHPE
Miss Kaylee Kathman	5-8 Social Sciences
Mrs. Alicia Lassen	Language Arts 6/LMC
Mrs. Juliana Loudon	Agriculture
Mrs. Alicia Luther	Spanish / EL
Mr. Jeffrey Matthews	Business Education / Technology
Mrs. Brandi McCarter	Second Grade
Mrs. Shalee McCarter	Family & Consumer Science
Mr. Evan Neben	Instrumental Music/Technology
Mr. Michael Phelps	9-12 Social Sciences
Mr. Derrick Pulliam	8-12 Mathematics
Mrs. Alisha Remmenga	5-10 Mathematics
Mrs. Gabrielle Renderos	7-12 Special Education
Miss Jordan Rush	First Grade
Mrs. Hayley Ryan	PK-6 Special Education
Miss Jody Skallberg	Guidance Counselor
Mr. Scott Stecklein	7-12 Science
Mr. Keith Swift	5-12 Science
Mrs. Mandi Wallace	Title/JHPE
Mrs. Cydney Weiss	Pre-School/CIP/Asst. AD
Mr. Andrew Weitzel	Third Grade
Mrs. Ashley Wyatt	9-12 English/Speech

SUPPORT STAFF

Mrs. Deb Jehorek
Mrs. Shelley Shively
Mrs. Joan Gehrt
Mr. Jack Belle Isle
Mrs. Kimi Wolfe
Ms. Dianne Eby
Ms. Tommye Davenport
Mrs. Terah Smith
Ms. Amy Barnes
Mrs. Kathy Potter
Mrs. Leigh Ann Kyle
Mrs. Jayde McCarter
Mrs. Sherry Area
Mrs. Darla Cox
Mrs. Michele Araujo
Mrs. Debbie Ditson
Ms. Shirley Ryan
Mrs. Kori Shubert
Mrs. Darcy Smith
Mrs. Judy Weston

Administrative Assistant/Bookkeeper
Administrative Assistant
Nurse
Maintenance/Custodian
Custodian
Evening Custodian
Evening Custodian/ School Nutrition
School Nutrition Director
School Nutrition /Bus Driver
School Nutrition
School Nutrition
Substitute Teacher/Paraprofessional
Paraprofessional
Paraprofessional
Media Aide
Paraprofessional
Paraprofessional/Bus Driver
Paraprofessional
Paraprofessional
Paraprofessional

2025-2026 COACHES/SPONSORS

Activities Director
Volleyball
Asst. Volleyball
Football
Asst. Football
Cross Country
Wrestling
Asst. Wrestling
Girls Basketball
Asst. Girls Basketball
Boys Basketball
Asst. Boys Basketball
Golf
Track
Asst. Track
Jr. High Girls Sports
Jr. High Football
Jr. High Wrestling
Jr. High Boys Basketball & Track
Cheer
Dance

Mr. Brian Fleischman
Mrs. Hayley Ryan
Mrs. Alison Robinson / Mrs. Gabrielle Renderos
Mr. Marcus Harvey
Mr. Michael Phelps / Mr. Nathan Rackley
Mrs. Emily Brooks
Mr. Michael Phelps
Mr. Drake Davenport / Mr. Micah Noel
Mr. Doug Luther
Mr. Marcus Harvey / Mrs. Megan Sorensen
Mr. Cole Robinson
Mr. Karsten McCarter
Mr. Brian Fleischman
Miss Jordan Rush
Mrs. Brandi McCarter / Mr. Nathan Rackley
Mrs. Mandi Wallace
Mr. Marcus Harvey / Mr. Michael Phelps
Mr. Michael Phelps
Mr. Marcus Harvey / Mr. Keith Swift
Miss Mackenzie Brand / Mrs. Darcy Smith
Mrs. Arran Putnam

2025-2026 SPONSORS

Seniors
Juniors
Sophomores
Freshmen
Eighth Grade
Seventh Grade
Sixth Grade
Fifth Grade
Concessions
FCCLA
Yearbook/eSports
FFA
Speech
Play Production
Student Council
National Honor Society
Quiz Bowl
Pep Band
Multi-Culture

MTSS / S.A.T.

Miss Jody Skallberg
Mrs. Emily Brooks
Mr. Michael Phelps
Mr. Keith Swift
Miss Becka Bruntz
Mrs. Alicia Lassen / Miss Kaylee Kathman
Mr. Derrick Pulliam/Miss Haeley Folk
Mrs. Alisha Remmenga
Mrs. Terah Smith / Mrs. Cydney Weiss
Mrs. Shalee McCarter / Mrs. Darcy Smith
Mr. Jeffrey Matthews
Mrs. Juliana Loudon

Mrs. Ashley Wyatt
Miss Jody Skallberg
Miss Jody Skallberg
Miss Jody Skallberg
Mr. Evan Neben
Mrs. Alicia Luther / Mrs. Alicia Luther /
Miss Jody Skallberg
Mrs. Mandi Wallace / Mrs. Jennifer Cordes
Mrs. Alicia Lassen / Miss Becka Bruntz
Mr. Brian Fleischman

School Calendar



Overton Public School 2025-2026



Academic Year Calendar

APPROVED 12-9-24 (Updated 2-26-25)

AUGUST

- 5 Teacher In-Service (1)
- 6 Teacher In-Service (2)
- 7 1st Day of School
2:30 Dismissal
- 19 1st Day of Pre-School

August 25

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 25

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

SEPTEMBER

- 1 No School - Labor Day
- 17 P/T Conferences
(12:30-6:30PM)
(11:30 Dismissal)
- 18 Teacher In-Service (3)
- 19 No School

OCTOBER

- 10 End of Q1 (44 days)
- 16-17 No School

October 25

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 25

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER

- 14 Teacher In-Service (4)
- 26 - 28 No School
Thanksgiving Break

DECEMBER

- 19 Last Day of 1st Sem.
(44/88 Days)
- 22-31 No School
- 24-28 NSAA Moratorium

December 25

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 26

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

- 1-2 No School
- 5 1st Day of 2nd Sem.
- 19 Teacher In-Service (5)

FEBRUARY

- 12 P/T Conferences
(12:30-6:30PM)
(11:30 Dismissal)
- 13 No School
- 16 No School

February 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH

- 11 End of 3rd Quarter
(45 days)
- 12 Teacher In-Service (6)
- 13 No School

APRIL

- 3 No School
- 6 No School
- 21 No School - TR Invite
Teacher/TR Workday

April 26

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 26

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY

- 1 No School - FK TR
- 9 Graduation 1:30PM
- 11 Pre-K Graduation 10AM
- 20 Last Day of School
(44/89 Days)
- 21-28 +5 Weather Days
- 25 Memorial Day

JUNE

June 26

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 26

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY

- Students = 177
- PK = 134
- Teachers = 184

NO SCHOOL - Teacher In-Service Days
 First Day of Semester
 NO SCHOOL

End of Quarters/Semester
 Parent/Teacher Conferences

The official school calendar is maintained in the Principal's office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.. We will not schedule any two events at the same time where students will need to make a choice.

Daily Schedules

(Monday – Thursday)

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM
8 th Period	2:32 – 3:33 PM

(Friday)

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM

(9:00 Late Start)

2 nd Period	9:00 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	11:31 – 11:54 AM
Lunch (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 5-8)	11:33 – 12:23 PM
5 th Period (Grades 9-12)	12:23 – 12:46 PM
Lunch (Grades 9-12)	12:48 – 1:38 PM
6 th Period	1:40 – 2:30 PM
7 th Period	2:32 – 3:33 PM
8 th Period	2:32 – 3:33 PM

(10:00 Late Start)

3 rd Period	10:00 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM
8 th Period	2:32 – 3:33 PM

(11:30 Dismissal)
[Alternate Periods 1-4 & 5-8]

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:30 AM
5 th Period	8:05 – 8:55 AM
6 th Period	8:57 – 9:47 AM
7 th Period	9:49 – 10:39 AM
8 th Period	10:41 – 11:30 AM

Monday – Thursday (K-4)

Student Entry Bell	8:00
Student Tardy Bell	8:05
K-1 Lunch 2-4 Lunch	11:40-12:05 12:00-12:25
Student Dismissal	3:20
Detention Begins	3:25
Busses Leave	3:25
Teacher Dismissal	4:00

Friday (K-4)

Student Entry Bell	8:00
Student Tardy Bell	8:05
K-1 Lunch 2-4 Lunch	11:40-12:05 12:00-12:25
Student Dismissal	2:20
Detention Begins	2:25
Busses Leave	2:25
Teacher Dismissal	3:00

Purpose of Overton Public School

Philosophy: The philosophy of education for the Overton Schools is that all students shall be accepted as they are and shall be provided with a stimulating environment and be given opportunities for learning experiences which have been designed to promote behavior patterns that will permit continuing satisfactory adjustments to life.

School Mission Statement: The mission of Overton Public School is to provide an inclusive education that results in academic success, virtuous character, and positive social outcomes. We provide opportunities for everyone to be engaged, empowered, and enlightened. We value:

Engagement

- Meaningful and personally relevant curriculum, instruction, and assessment
- A safe and accepting environment for all individuals
- Rigorous expectations that are responsive to varied styles of learning

Empowerment

- Effective communication between all stakeholders
- Accountability, integrity, and responsibility
- Resiliency in the face of struggle or failure

Enlightenment

- The creation of socially impactful artifacts
- Meeting the needs of others through mutual respect, compassion, and advocacy
- Exposure to a diversity of perspectives across disciplines

School Improvement Goals:

- 1) Overton Public School will increase Reading skills.
- 2) Overton Public School will increase Math skills

Objectives: It is the aim of the Overton Public School to develop the physical, mental and emotional health; and the ethical and moral values of each individual student. The school seeks to enhance these

areas of growth through cooperation with church and civic groups, faculty counseling, daily association with students, teacher example and teacher techniques.

The school will provide the students the opportunity to evolve their role in the family, community, state and federal government through an offering of a variety of courses designed for that purpose. Participation in and respect for the democratic processes are stressed by a number of routine patriotic activities.

The school emphasizes in its curriculum subject offering material that: (1) promotes the satisfactory adjustment to life, the ability of each student to communicate by applying clear, logical thinking and good judgment; (2) develops knowledge, understanding and respect for the natural surrounding and to enable the individual to live positively within that environment; (3) develops vocational skills and abilities of prime importance to the student living in today's world; (4) develops an economic competence within the individual to cope with and manage affairs of daily living; (5) develops the essential learning skills necessary to be a life-long learner; and, (6) provides knowledge and skills which will result in the wise use of leisure time.

So that the objectives of the Overton Public School can be realized, a progressive curriculum must be coordinated and maintained. To enable this school to meet the needs of its students as effectively as possible, it accepts its responsibilities for developing the "whole" child, emotionally, intellectually, physically, socially and culturally.

It is the desire of this school system that its philosophy and objectives are effectively met through the combined efforts of all persons within the boundaries of this education process.

Policies and Procedures

Absences

PTO: Beginning in the 2025-2026 school year, all certificated teaching staff members (staff) in the Overton Public School District will become part of the PTO program. A staff member will receive thirteen (13) PTO days at the beginning of each school year. The thirteen days (13) can be used for sick, personal, or bereavement. At the conclusion of the 2024-2025 school year, all sick days will be carried forward into his/her sick bank or be paid at one-half current substitute teacher pay if over forty (40) days. At the end of the 2024-2025 school year, a certificated staff member may either move any remaining personal days to his/her sick bank or be paid for those days at one-half the current substitute teacher pay. As with any PTO or other absence program, the administration may request clarification or documentation on an absence by a staff member that is considered questionable.

Leave: Staff members are required to enter their personal leave request at least one week in advance or receive approval from the school administration. No more than two (2) personal days may be taken on consecutive school days. Personal days cannot be used to extend a recognized holiday (Labor Day, Thanksgiving, Christmas, and Easter). Personal days cannot be used to extend other scheduled school breaks. The administration may deny personal day requests depending on the availability of substitute teachers.

PTO Balance: At the conclusion of the 2025-2026 school year and each year thereafter, a staff member's remaining PTO balance transfers to his/her sick bank up to a maximum of forty (40) days. The total amount of PTO days in a sick bank is fifty-three (53). At the conclusion of each school year, any PTO banked days

greater than forty will be paid out at one-half of substitute teacher pay. Staff members must use the thirteen (13) annually allotted days before accessing days from the sick bank. Upon retiring or resigning, a staff member's banked PTO days will be paid out at one-half of the current substitute teacher pay.

A married couple who are employed by the district shall be allowed to share their annual thirteen (13) PTO days with one another. The sharing of PTO days shall be limited to either sick or bereavement days. At the end of each school year, if the couple has shared days with one another, those remaining days shall be divided equally and moved to each teacher's sick bank account. School administration shall be notified prior to and approve the sharing of PTO days.

Leave Other Than Sick Leave, Professional Leave or Personal Leave: Any leave granted to a school employee other than provided for under sick leave, personal leave or professional leave provisions shall be made on the basis of one-hundred eighty fourth of the annual salary for each day's absence.

Military Leave of Absence: Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested. Military Leave under the Federal Family and Medical Leave Act (FMLA) and Nebraska Family Military Leave Act will be governed by the board's policies.

Accidents and Injuries: Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising: Activity accounts are handled through the superintendent's office. No student or sponsor may make any purchase without a signed purchase order from the superintendent. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent is responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets: All staff, spouses, and their school-age children will be admitted to home games free of charge.

Announcements and Eagle Weekly: No announcements shall be made before any school group without authorization of the principal or superintendent. Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Daily Announcements will be emailed and available online after first hour every day, telling you of the upcoming schedule of the day and week. The announcements can be accessed via the announcements link on the school website, www.overtoneagles.org. Teachers should read announcements that apply to the students at the beginning of second period. There will be copies posted on bulletin boards for students to access. If you have some item that you want included, please have it turned in by 8:10 every morning.

The “Eagle Weekly” will be a weekly activities calendar available online for all staff on Thursday for the upcoming week's activities. The “Eagle Weekly” can be accessed via the “Eagle Weekly” link on the school website, www.overtoneagles.org. There will be copies of the “Eagle Weekly” posted on bulletin boards for students to access. All of next week's activities must be on the calendar or they may not be scheduled. These activities must be scheduled through the Principal's office.

Assemblies and Pep Rallies: All assemblies and pep rallies must be cleared through the administration. There will be one pep rally held at the beginning of each sports season. Additional pep rallies may be held if a team makes it to District Finals or qualifies for the State Tournament. Teachers are required to attend assemblies and pep rallies.

Board Policies, Rules, and Directives: The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district's website or in the main administrative office. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district's website and in the main administrative office. **By signing below, you agree that you have read and understood these policies, handbooks, rules, and directives, their application to you, and that you have had an opportunity to discuss any questions with the administration.**

Certificates, Teacher Contracts, Salary Information: Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member's responsibility to make sure this is done.

Each certified staff member must provide the superintendent's office with the following information:

- a. social security number,
- b. retirement number,
- c. withholding form W-4, and
- d. authorization to withhold for insurance benefits.

Each new certified staff member must fill out forms for retirement benefits before the first pay day as well as the family coverage of the district hospital/medical insurance program. It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

The Overton Board of Education will employ only teachers who have completed at least a Baccalaureate Degree. Teachers will be contracted for 184 days of service with 177 days of teaching. Overton School will comply with all accreditation requirements as to the number of hours in each area to teach certain subjects and endorsement for elementary-secondary supervision, etc.

Child Abuse: School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.

Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Classroom Sanitation

1. Handling of Body Fluids: All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.
2. Infectious Diseases: Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom they suspect of having been exposed to any infectious or contagious disease.

Computer Lab Rules: Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use the computer lab during lunch and after school. Classroom teachers may not send students to the computer lab during class unless they have made prior arrangements with the lab coordinator. Classroom teachers who wish to bring classes to the computer lab must sign up as far in advance as possible with the lab coordinator. The following rules will be followed in the Mac Lab and PC Lab at all times:

1. No food or candy allowed.
2. No liquids allowed.
3. Must sign-up to use Lab.
4. Students using Labs after school must be supervised.
5. Computers removed from Labs must be approved by Administration.

Copyright and Fair Use: The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created. The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal, review the school district's copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at <https://www.copyright.gov/circs/circ21.pdf> and *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on

copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Corporal Punishment: Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team: Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Short-Term): Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Discipline and Classroom Management: Each teacher is expected to handle their own discipline problems to the best of their ability. Group discipline for academic reasons is not allowed. The chain of command or authority shall be (1) Teacher, (2) Principal, & (3) Superintendent. Do not send a pupil from class on a disciplinary measure more often than is absolutely necessary. It is much better to handle the situation yourself. If it becomes necessary to send a pupil from class, send them to the Principal's office and see that they go there. Report the incident to the Principal as soon as possible. Follow the discipline plans set up for students breaking school rules. Refer to the Discipline Plans contained at the end of this handbook for further information.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult. Classroom teachers should have a well-defined discipline plan that is reported to the students. Rules and consequences should be stated clearly and posted within the classroom.

Discrimination and Harassment: The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Mrs. Mandi Wallace at (308) 987-2424, mandi.wallace@overtoneagles.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Mrs. Cydney Weiss at (308) 987-2424, cydney.weiss@overtoneagles.org or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact Mr. Mark Aten at (308) 987-2424, mark.aten@overtoneagles.org or in person at school. Employees may report discrimination or

harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles): Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members will be provided a Driver's Certification form to verify this information. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Drug and Alcohol Testing: School district administrators who suspect that drugs or alcohol may be present in a staff member's system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Duties of Certified Staff: The duties of certified staff include, but are not limited to, the following:

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.
- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff lounge.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.

- i) Refraining from joining book clubs or film clubs using the school name.
- j) Turning in all monies collected to the main office by the end of the school day.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

Professional conduct is an almost indescribable attitude. Teaching as a profession will only be as strong as the professionals involved in its activities. Be opening and respectful toward students and fellow staff members. You, as an adult, degreed educator pass experience and knowledge far beyond the student. Therefore, never allow yourself to become trapped in a situation that places you on the student's level in an academic, disciplinary, or social level. It is every teacher's responsibility to make Overton a better school by sharing in its academic, social and extracurricular activities.

Duty Hours: Teachers hours of duty are from 7:40 a.m. - 4:00 p.m. Friday hours are from 7:40-3:00. If a teacher cannot be in school by 7:40 a.m. or has to leave before 4:00 p.m., you should inform the office of being late or leaving early so that someone knows where you are. You should inform the principal or school secretary and fill out a leave form, if applicable, when you are leaving early. Teachers are not to leave the school during the school day without telling the administration where you are going. Teachers must enter absences for all reasons on Frontline (AESOP). Teachers must also provide the reason for their absence in the "Note to Administrator" section under their absence request. All teachers must be supervising students from 8:00-8:05 in the halls by your first period classes. Teachers are asked to step into the halls after each class period to help supervise the passing of classes. A teacher should leave the classroom only under unusual circumstances.

Duty to Report: School personnel shall self-report any of the following to the District's Superintendent within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier:

- Any criminal citation if the alleged offense is a misdemeanor or felony under federal or Nebraska law or in the state in which the alleged offense occurred;
- Any arrest for any reason;
- Any criminal conviction;
- Any sentence of incarceration;
- Any criminal or civil filing or Department of Health and Human Services or law enforcement investigation for child abuse and/or neglect;
- Any complaint or other administrative that could impact any certificate or professional license held by the employee;
- Any action or threat of action by any entity against the employee's driver's license or ability or authority to operate a motor vehicle if the employee's job duties may require the operation of a motor vehicle.

The failure to make a report required by this section may result in disciplinary action up to and including cancellation, termination, and non-renewal.

Eligibility for Athletics: Overton High School is a member of the Nebraska High School Activities Association and conforms to all requirements as set forth yearly by the NSAA Official Yearbook. To be eligible to play sports, a student must be passing at least 25 semester hours and also must have passed at least 25 semester hours the previous semester. Eligibility is on a weekly basis with consideration of overall average. Grades for eligibility are accumulative from the beginning of the first semester to the

end of the first semester and start over the beginning of the second semester. Grades of students who are failing or down in classes will be printed from PowerSchool every Monday by 10:00 AM. If a student is failing two subjects they are ineligible for that week and if a student is assigned to Saturday School they are ineligible to participate or attend any activities that day. Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FFA, FBLA, speech contests, and similar organizations or events.
2. Cheerleading.
3. Music competition, performances (except Christmas and Spring concerts), and clinics.
4. All school dances.
5. Other activities deemed appropriate by the principal.

Extracurricular Activities: Staff must schedule all events and other extracurricular activities at the activity director's office to avoid conflicts. Activities must be put on the school calendar located in the Principal's office at least one week before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other activity. Students will not be dismissed from classes to participate in extra-curricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than two school sponsors. Non-school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Staff members, coaches, and sponsors must review and comply with the board's policy regarding locker room supervision.

Evacuations: Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency. When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

- a) Students nearest the windows will close them before leaving.

- b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
- c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
- d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
- e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
- f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
 - 1) hold up a Green Card (all students accounted for)
 - 2) hold up a Red Card (missing student (s) listed)
 - 3) hold up a White Card (extra students listed)

The administration will signal when the drill is complete and safe to return into the building. Students will return in an orderly manner.

2. Tornado Drills

When a tornado warning has been issued, the school will evacuate classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

- a) All students and staff should proceed to the designated tornado shelter.
- b) Once in the basement, each teacher must account for every student in the class.
- c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. Protocol for all Evacuations

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

- 1) Take the class roster;
- 2) Lock the classroom door after all occupants have exited the room;
- 3) Keep the class together and move promptly in an orderly fashion; and
- 4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluation of Teachers: The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's evaluation forms are contained in the Teacher Competency Manual.

Faculty Dress: Respect shown a teacher is partly due to their appearance. Each teacher is therefore expected to dress to garner such respect. Appropriate dress would generally be business casual attire. Faculty can dress down on Fridays or the last student day of the week. Shorts are not to be worn during the regular school day.

Fairness: Fairness is the prime principle of this administration and will be encouraged to all professional and non-professional staff members.

- 1. Never accuse a student of something without adequate proof that can be defended.

2. Every teacher will give each class enough orientation so they will know how they will be graded and the conduct expected of them. The general rules and regulations of the class will be posted in the classroom.
3. Teachers shall not reduce academic grades as punishment for misconduct, except for Music, Band and Physical Education.
4. All students will be given an equal chance to succeed. Extra credit work or test retakes can be offered to students with an overall failing grade point average to bring grades up to passing.

Faculty Meetings: The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Family and Medical Leave (FMLA): Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy. The school district will utilize the “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

Field Trips: It is the responsibility of the teacher to make the necessary arrangements for field trips. The teacher should notify the Principal after final arrangements have been made. It then will be put on the activities calendar. This should be done one week in advance. The Superintendent will then arrange for a bus driver or whatever transportation is needed. Classes will be limited to one field trip per school year, unless granted permission from the Principal.

Grades: A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student. Be able to justify any and all grades to the students and parents. This should require at least two grades per week. Explain your grading system and what the grades will be based on to your classes the first time you meet with them. Be sure that the letter grade matches the percentage grade. No grade above 100% is recorded on report cards. All teachers will use PowerTeacher for grading purposes. Attendance must be taken at the beginning and middle of the day for elementary classes and at the beginning of each class period for middle and high school. All teachers must have all grades turned in before you leave for the summer.

A	Superior	93-100
B	Above Average	85-92
C	Average	77-84
D	Below Average	70-76
F	Failing	Below 70

Elementary Specials	
ADV	Advanced
PRO	Proficient
PRG	Progressing
BEG	Beginning

The following scale will be used to show student progress toward work habits and social skills:

S	Satisfactory
I	Improving
N	Needs Improvement
M	Modified

Students caught cheating (including plagiarizing) must be sent to the Principal for administrative discipline. Students will receive a zero grade for these assignments or assessments. Teachers having trouble/problems with PowerSchool/PowerTeacher should contact Mr. Brian Fleischman.

Hall Duty: Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy: Homework is an important part of student learning. When parents, teachers, and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources. Homework is not to be used as any form of student punishment, individual or group. Students will be provided two days for each illness absence to complete make-up work. Students will be provided one day for each suspension absence to complete make-up work.

No-Zero Policy for Homework

Academic success or failure is determined by a number of factors. One of the main factors of student failure is homework. Failing to do homework results in two major problems; one, the student does not practice and move toward mastery of a topic; and two, incomplete homework results in a zero in the gradebook. Many students do not realize the devastating effect zeros have on their cumulative grade.

Overton Public School is attempting to eliminate zeros from student grades by making sure all homework is completed and turned in. The teachers have been asked to hold students accountable for all homework. If a student comes to class without homework completed, he or she is to call his or her parent and make arrangements to attend Access Period that afternoon or to come in before school the next morning. Students who ride the bus must stay after school the following day if arrangements cannot be made for that afternoon.

Flexibility is built into the policy to benefit teachers and students. Teachers are allowed to use professional judgment when addressing the needs of the students. Some teachers may find time during the day for the student to come to them and complete the homework rather than having them stay after school. For example, teachers may ask a student to come in during Homeroom, Study Hall, or during their planning period if the student has time in their current class. Teachers must communicate with the other teachers on the last example. If a student completes their homework during the day, they are still required to turn their homework in after school so the teacher can check the paper for accuracy and to ensure the student comprehends the material unless other arrangements have been made between the student and teacher. If a student does not show up for Access Period, when assigned, the teacher will issue a detention for this action. Zeros may be entered into the gradebook after the teacher has made multiple attempts to get the homework turned in (Access Period, Detention, & Parent Contact) with administration approval.

Inventory: Each teacher shall take a complete inventory of the books and equipment in their department. This inventory must be checked by the administration and turned into the office (paper or electronic) before the teacher leaves for the summer.

Lesson Plans: Every teacher shall have their lesson plans completed and posted by Friday for the following week. Teachers should have a printed copy of their lesson plans on their desk. Lesson plans should be clear so that a substitute can understand them. Additional lesson planning may be required for substitutes. Teachers will inform students where their lesson plans will be housed at the beginning of the school year.

Media Center: The media center is set up to serve the needs of certified staff and students. Certified staff who needs assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center during study halls, at lunch, after school and in the evenings. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

1. Items ordered from the ESU are left and picked up in the staff library.
2. Requests for off-air videotaping, purchases, etc. need to be in writing.
3. If a teacher is bringing a class to the LMC for research, the visit should be written on the scheduling board in the staff library.
4. Materials and equipment should be checked out before being taken out of the media center.
5. All materials and equipment should be returned to the media center at the end of the school year for inventory and maintenance.

Milk Expression: The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers, students, and the public for one year after the child's birth.

News and Press Releases: Only individuals who have prior administrative approval may issue press releases or other official communications regarding school activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis. Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

Newsletters: The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

Obligations Related to American Civics Instruction: All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment: No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Paraeducators: Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not,

however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication: Communication between school and home is vital to the success of our students. Teachers are required to contact parents of students who are struggling in their class. Teachers are also encouraged to contact parents when students do good things, which is not limited to getting good grades. Communicating the positive things our students do is very important. Certified staff must attend parent-teacher conferences, promptly return phone calls and emails, participate in teacher events for students and parents, and when necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact the Principal or Guidance Counselor.

Parties and Meetings (Class): Anything a class does as a group is a school function and will be sponsored as such, and the conduct of the student will be the same as at any school sponsored activity. Parties are limited to one party a semester for each class or organization. Mid-week school parties must end by 10:00 p.m. The time for a weekend party will be 12:00. The sponsors will discuss with the Principal the date, place and time of any class party. They should be put on the school calendar as soon as possible. Class parties are restricted to a 40-mile travel radius. Group meetings of students may only meet when there is a sponsor. Classes will be responsible for cleaning up after the activity has completed.

Passes: Passes from class should be limited to a minimum. Students in grades 5-12 are required to have their pass book to leave the classroom. All students must obtain written permission from the teacher before they will be permitted to leave a study hall or class during a period to see that teacher or work in their classroom. The teacher must be present when students are working in his/her classroom. These must be kept to a bare minimum.

Planning Time: Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day. The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time is not to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

Political Activities: District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in political processes, including seeking an elective office, providing that staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the District is grounds for discipline.

For further guidance regarding political conduct on school grounds, contact the superintendent and consult board policies.

Pregnant or Parenting Students: The school district encourages students who are pregnant or parenting are encouraged to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students: All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours. A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth Policy: The Overton Board of Education recognizes the need for continued professional growth on the part of the permanent certified employees. The Overton Board of Education and the O.E.A. have adopted a Professional Growth Policy that is included in the Teacher's Master Contract Agreement. Tenured teachers must turn in hours, workshop, etc. that are to be counted toward Professional Growth to the Superintendent and earn six professional growth points every six years. It is the responsibility of each teacher to furnish the school a complete up-to-date transcript of credits. This will be kept on file and returned when employment is terminated.

Projection Maps: The school district will only use the Gall-Peters projection map or a similar cylindrical equal-area projection map or the AuthaGraph projection map for display or use in the classroom. Use of the Mercator projection map is prohibited unless:

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or
2. The Mercator projection map is part of any:
 - a. book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and
 - b. Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson in which a Mercator projection map is used.

Public Relations: Each employee is an arm of the system. Therefore, any dialog with staff, students or community is considered an opinionated response. Public relations are the duty of every person within a given organization. The public's impression of the system will definitely be the outgrowth of your conscious or unconscious actions.

Purchasing: All requisitions for books and school supplies must be filed with the superintendent. The requisition must include the name of the article being requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

Recordings of Students and Classrooms: Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 5063 for information on recording by students.

Rights of Certified and Probationary Teachers: Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

The Board of Education must inform a teacher in writing on or before April 15 if the teacher is not to be reemployed. Teachers must resign in writing on or before April 15 if you are not planning to teach at Overton Public School.

School Property: School property is not to be lent to individuals except by permission of the superintendent. Staff or groups who wish to use school facilities should make requests to the building principal as early as possible so that they may be placed on the school calendar. Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use: The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security: Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night. Staff members who use the building after hours or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used. Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours and are responsible for setting the security system after hours. Staff members are responsible at all times for all keys issued to them and must keep their keys in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys to the building principal immediately.

Smoking on School Premises or at School Activities: The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Sniffer (Drug) Dogs: The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff: Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Solicitation and Distribution of Merchandise: In the interest of maintaining a proper school environment and preventing interference school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds, except as approved by the administration.

Sponsor & Coaches Duties: A sponsor must be present at any meeting of an organization. Parliamentary procedure is to be followed at all meetings. The sponsor must check to see that a secretary's record book is maintained along with a financial record of receipts and disbursements. All money must be turned into the office at least once a week. The treasurer of the organization is not authorized to write checks. A sponsor must be with the group and responsible for their actions at any school approved function of the group. This includes evenings and weekend activities. In order for the Superintendent to pay bills out of the organization's account, the sponsor must sign the order for payment before presenting it.

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Staff Room: The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Student Aides: Student aides are to be directly supervised by the certified staff member and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the certified staff member by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance: Each K-4 elementary teacher will take roll at the beginning of the day and immediately after lunch period, and record in PowerSchool. If a student misses more than 1/2 of a morning, or afternoon session, then they should be counted absent for that period of time. Each K-4 teacher will also take breakfast count for the next day on PowerSchool. Breakfast count will be taken at the beginning of each day. Each 5-12 teacher will take roll at the beginning of each class session. The principal's secretary will check these attendance records and record attendance in the official attendance register. The office will only give tardy passes for the first period of the day. Each 5-12 teacher with a first period class needs to take breakfast count for the next day at the beginning of class.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass. A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Activity Absentees: All students must have their work made up before they are to be excused to leave. Teachers should notify the principal of students not getting their make-up work completed on time. A list of students attending the activities will be emailed by the coach/sponsor.

Excused Absence: If a student is absent due to illness or any other excused absence he will be given one day for each day of absence to get their work completed.

Unexcused Absence: If a student has an unexcused absence, each teacher shall require that the work missed be made up with seventy percent of the actual grade. If work is not made up, the student will receive a grade of zero for the days unexcused. The Principal will notify teachers of students who have unexcused absences.

Student Bullying: It is the expectation of the administration that each teacher will provide a classroom free of bullying activity. Teachers must be alert to student behavior at all times. Discipline associated with these instances is to be determined by the teacher. Further disciplinary action may be assigned at the discretion of the Principal.

Student Searches: Certificated staff members may not search students or their belongings. If a staff member suspects a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administration arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Study Hall / Homeroom: The study hall teacher should be present when the bell rings and during all of the study hall. The general rule is "Quiet." Students will not speak to anyone for the first 20 minutes. After the first 20 minutes only, one person may speak at a time with a limit of 3 minutes, and then only upon the discretion of the study hall teacher. Rest room passes may be granted at the discretion of the study hall teacher. No more than one boy and one girl may be excused at a time for the restroom. Students are not to leave the study hall to talk to another teacher unless a pass has been obtained from that teacher BEFORE STUDY HALL BEGINS. After the first 20 minutes, a student, with permission from the study hall teacher, may go to the media center. This must be kept to one person at a time. Books and magazines will be taken back to the media center before the bell rings. No games will be allowed in study halls or regular classrooms.

Substitute Teaching During Planning Period: Certified staff may be required to substitute during their planning period. Teachers will be compensated at a rate of 1/8th the current sub pay per period covered.

Teaching Controversial Issues: Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.

- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Telephones: School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency. Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Textbooks: Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution. Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover. Workbooks do not become the property of the students and in most cases should be retained by the school.

Ticket Taking: All staff will be expected to take tickets at one time or another at home events. Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the building principal of who will be taking their place.

Wage and Salary Payments: Staff members are paid on the 15th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings: The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information will be broadcast on Channel 13 (NTV), www.nebraska.tv, and radio station KRVN-Lexington. This information will also be sent through the One-Call Alert System. Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Workplace Searches: To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

Discipline Plans

Detention Grades 5-12

Detentions can be assigned by any staff member, school employee, or substitute teacher and will be a minimum of 30 minutes. ALL Detentions will be served with the staff member that has assigned the detention. Students skipping detention will receive another detention. Students skipping detention regularly may be assigned a suspension at the discretion of the Principal. If a student receives five written detentions during the school year they will be assigned to one day of in-school suspension. This practice will continue with every fifth detention until the student receives their 20th detention for the school year. At this time the student will be suspended for two days from school. After this suspension, the practice will start over with every 5th detention warranting a day of in-school suspension and the 20th being two days of suspension.

If a student chooses to not attend Saturday School they will be suspended from school for three days for each Saturday School they are not in attendance. When a student has been assigned to Saturday School or suspended from school their parents/guardians must meet with the Principal before being admitted back into school. Students assigned to Saturday School or suspended from school cannot attend or participate in any school activities until admitted back in school.

If a student is sent out of class to the Principal's office the classroom teacher must call the Principal's office to let them know about the situation. It is the teacher's responsibility to discipline the student sent out of their class. Students sent to the Principal's office for disciplinary reasons will not be sent back to class that period.

Each student will get three excused tardies for first period each semester. Detentions are written for each tardy after the third tardy.

Each classroom teacher will have their own set of rules but all staff must enforce the rules in the student and personnel handbooks. Teachers not enforcing the handbook rules will be given a verbal warning and written documentation will be used after the verbal warning.

Students being suspended from school for major infractions will be handled by the administration. The length and severity of the suspension will be determined by the administration on a case-by-case determination. Make-up time for the days missed will be 70% of the actual grade earned and students will have one day to make up work for each day of absence due to their suspension. Teachers will be notified of unexcused student absences.

K-4 Discipline Plan

At the teacher's discretion, a student may be removed from an activity to ensure a positive learning environment for all students. Students may be sent to the Principal's office, at the teacher's discretion, at any time.

BEHAVIOR PLAN AND CONSEQUENCES (GRADES K-2)

Grades K-2 utilize the "Green, Yellow, & Red Card System" for student behaviors in their classrooms. Each student begins the day in the Green or "Ready to Learn" zone. If classroom rules are broken, the consequences are as follows for Grades K-2.

Kindergarten

Name moved to "Yellow" – student was warned about their behavior but continued to disregard the teachers request to change their behavior.

Name moves to "Red" – Student continued behaviors that are not conducive to a productive learning environment. The student will lose some center time. If this behavior continues, the student will be given a detention for their actions. Parents will be contacted about the behavior.

1st Grade

Students will be given a verbal warning to stop inappropriate behaviors.

Yellow Card – Visual Reminder for the student to stop their behavior

2nd Yellow Card – Student loses some recess time

Red Card – Note sent home, 15-minute detention

2nd Grade

Name moved to "Yellow" – warning for inappropriate behavior

Name moved to "Red" – 2nd offense of warned behavior. Student misses 10 minutes of recess and discusses actions with the teacher.

Name moved to "Black" – 3rd offense of the day. Student stays after school to discuss their behavior with the teacher and how to prevent this from happening in the future.

BEHAVIOR PLAN AND CONSEQUENCES (GRADES 3-4)

Grades 3-4 utilize "Above the Line" Behaviors for student behavior in their classrooms. Students have to make choices every day in every aspect of the school day. Learning to make smart choices and dealing with the consequences of poor choices is part of becoming responsible citizens. Students will discuss examples of above, below, and bottom line behaviors. If a student makes a below the line choice, they

will receive a "Making Smart Choices" note. This note must be signed by the parent and returned to school the next day. The student's key will be moved below the line until the note is returned. The student will receive a detention for not returning the note to school the following day. If a student makes a bottom line choice, the students will receive a detention and think sheet. The principal will be contacted, if necessary, and further consequences could result.

K-4 Detention Rules

1. Detention begins at 3:30 and ends at 4:00. Detention on Friday begins at 2:30 and ends at 3:00.
2. Detentions will be served with the teacher on the day the student received the detention. Time will be doubled for students who skip or minutes late will be doubled.
3. If a student skips detention two days in a row the student will not be allowed back in class until a conference with the parent or guardian has been held with the Principal/teacher. If the teacher cannot contact the parent/guardian detention time will be doubled and served on the next school day.
4. Students will complete a reflection paper or discussion with the teacher about their detention during this time.

General Information (K-4)

Detentions are utilized for students who choose not to follow the school rules. To make detentions effective, parent support is a must. Knowing this is a key factor, the teachers will make a concerted effort to have parents contacted when students have detention. Detentions will be doubled if skipped.

We are aware that many students have commitments after school such as doctor's appointments, paper routes, scouts, music lessons and so on. We believe this adds greater responsibility for the child to act responsibly during the day and does NOT serve as an excuse for him/her to make poor decisions. Again, we ask your commitment to this belief for effectiveness and to understand detentions will be served on the day they are received.

Students will report to detention by 3:30 each day Monday-Thursday and 2:30 on Fridays. The teacher will communicate with the parents as the length of the detention.

When a student has accumulated 10 detentions in a semester the student will be suspended from school for one day and the Principal will require a conference with the parents or guardians before the student will be allowed back in class. When a student has accumulated 20 detentions in a semester the student will be suspended from school for two days and the students and parent/guardian must meet with the Principal/teacher before being allowed back in class. If a student accumulates 30 detentions in a semester the student will be suspended for three days.

Students sent to the Principal's office for major infractions will be required to come to the Principal's office with parents or guardians before they will be allowed back in class.

Staff Internet and Computer Use (Board Policy 4012)

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with the board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Complaint Procedure (Board Policy 2006)

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Under this policy, factual conclusions will be based on a preponderance of the evidence. ~~A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.~~

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

- 2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. ~~This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.~~
- a) The appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.
5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
- a) When the complaint is about a board policy, not implementation of the policy;
 - b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
 - c) When the board is required by law, policy, or contract to hear a complaint or appeal.
6. If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.
- a) This appeal must be in writing.

- b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
 - d) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.
 - e) There is no appeal from any decision of the board unless authorized by law.
7. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
 - b) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
 - d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
 - e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Dating Violence (Board Policy 5030)

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

Title IX (Board Policy 3057)

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

Emergency Response to Life Threatening Asthma or

Systemic Allergic Reaction (ANAPHYLAXIS) (Board Policy 5048)

School employees will comply with the requirements of "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)". The district shall procure and maintain the equipment and medication necessary to implement the protocol.

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

EDUCATION PLAN FOR ASTHMA/ANAPHYLAXIS EMERGENCY RESPONSE TEAMS
Amherst, Elm Creek, Overton, S-E-m Schools
Shedam *Shannon*
PROTOCOL
Emergency Response To Life-Threatening Asthma Or Systemic Allergic Reactions (Anaphylaxis)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, AND DEATH CAN OCCUR. Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

- Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives
- Abdominal: pain, nausea and vomiting, diarrhea
- Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- Mental status: apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen® and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer an IM EpiPen-Jr. for a child less than 60 pounds or an adult EpiPen® for any individual over 60 pounds
- Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat times two, back-to-back
- Administer CPR, if indicated

M. Ratz MD 1/17/13
(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

Threat Assessment and Response (Board Policy 3039)

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, building principal, guidance counselor and local law enforcement. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment

team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

School Wellness Policy (Board Policy 5052)

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.

- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods & Beverages Provided, But Not Sold to Students During School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.

- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)

- a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.
- b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:
 - (1) It shall not be sold in competition with school meals in the food service area during the meal service.
 - (2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.
 - (3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements
 - (4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule) found at

<https://www.healthiergeneration.org/asset/wtqdwu/14-6372 ModelWellnessPolicy.doc>.



A FACT SHEET FOR Teachers, Counselors, and School Professionals

THE FACTS:

- All concussions are *serious*.
- Most concussions occur *without* loss of consciousness.
- Recognition and proper response to concussions when they *first occur* can help aid recovery and prevent further injury, or even death.

To download this fact sheet in Spanish, please visit cdc.gov/HEADSUP.

Para obtener una copia electrónica de esta hoja informativa en español, por favor visite cdc.gov/HEADSUP.

What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious.

Children and adolescents are among those at greatest risk for concussion. The potential for a concussion is greatest during activities in which collisions can occur, such as during physical education (PE) class, playground time, or sports activities. However, concussions can happen any time a student's head comes into contact with a hard object, such as a floor, desk, or another student's head or body. Proper recognition and response to concussion can prevent further injury and help with recovery.

cdc.gov/HEADSUP



What are the signs and symptoms of concussion?

The signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. Be alert for any of the following signs or symptoms. Also, watch for changes in how the student is acting or feeling, if symptoms are getting worse, or if the student just “doesn’t feel right.”

SIGNS OBSERVED BY TEACHERS AND SCHOOL PROFESSIONALS

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can’t recall events *prior* to the hit, bump, or fall
- Can’t recall events *after* the hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

SYMPTOMS REPORTED BY THE STUDENT



THINKING/REMEMBERING:

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling *more* slowed down than usual
- Feeling sluggish, hazy, foggy, or groggy



SLEEP*:

- Feels drowsy
- Sleeps *less* than usual
- Sleeps *more* than usual
- Has trouble falling asleep

*Ask about sleep symptoms only if the injury occurred on a prior day.



PHYSICAL:

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not “feel right”



EMOTIONAL:

- Irritable
- Sad
- More emotional than usual
- Nervous

What are concussion danger signs?

Be alert for symptoms that worsen over time. Call 9-1-1 right away if she or he has one or more of these danger signs:



- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

For more information and tool kits for youth sports coaches and high school coaches, visit [cdc.gov/HEADSUP](https://www.cdc.gov/HEADSUP).

Children and teens with a concussion should NEVER return to sports or recreation activities on the same day the injury occurred.

Students should not be allowed to return to their activities until a healthcare professional experienced in evaluating for concussion says they are symptom-free and it's OK to return to play. This means, until permitted, not returning to:

- PE class,
- Sports practices or games, or
- Physical activity at recess.

How can I recognize a concussion?

Teachers and school counselors may be the first to notice changes in their students. The signs and symptoms can take time to appear and can become evident during concentration and learning activities in the classroom.

Send a student to the school nurse or another professional designated to address health issues if you notice or suspect that a student has:

1. Had any kind of forceful blow to the head or to the body that resulted in rapid movement of the head
-and-
2. Any change in his or her behavior, thinking, or physical functioning. (See the signs and symptoms of concussion.)

What do I need to know about my students returning to school after a concussion?

Supporting a student recovering from a concussion requires a collaborative approach among school professionals, healthcare providers, and parents, as she or he may need accommodations during recovery. If symptoms persist, a 504 meeting may be called. Section 504 Plans are implemented when students have a disability (temporary or permanent) that affects their performance in any manner. Services and accommodations for students may include speech-language therapy, environmental adaptations, curriculum modifications, and behavioral strategies.

Students may need to limit activities while they are recovering from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms (such as headache or tiredness) to reappear or get worse.

WHAT TO LOOK FOR AFTER A CONCUSSION

When students return to school after a concussion, school professionals should watch for:

- Increased problems paying attention or concentrating,
- Increased problems remembering or learning new information,
- Longer time needed to complete tasks or assignments,
- Difficulty organizing tasks,
- Inappropriate or impulsive behavior during class,
- Greater irritability, and
- Less ability to cope with stress or being more emotional than usual.

Students who return to school after a concussion may need to:

- Take rest breaks as needed;
- Spend fewer hours at school;
- Be given more time to take tests or complete assignments;
- Receive help with schoolwork; and/or
- Reduce time spent on the computer, reading, or writing.

It is normal for students to feel frustrated, sad, and even angry because they cannot return to recreation or sports right away, or cannot keep up with their schoolwork. As the student's symptoms decrease, the extra help or support can be removed gradually.

A student may feel isolated from peers and social networks. Talk with the student about these issues and offer support and encouragement.

Revised August 2019

To learn more,
go to cdc.gov/HEADSUP



A FACT SHEET FOR Youth Sports Coaches



Below is information to help youth sports coaches protect athletes from concussion or other serious brain injury, and to help coaches know what to do if a concussion occurs.

What is a concussion?

A concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells.

What is a subconcussive head impact?

A subconcussive head impact is a bump, blow, or jolt to the head that *does not* cause symptoms. This differs from concussions, which *do* cause symptoms. A collision while playing sports is one way a person can get a subconcussive head impact. Studies are ongoing to learn about subconcussive head impacts and how these impacts may or may not affect the brain of young athletes.

How can I keep athletes safe?

As a youth sports coach, your actions can help lower an athlete's chances of getting a concussion or other serious injury. Aggressive or unsportsmanlike behavior among athletes can increase their chances of getting a concussion or other serious injury.³ Here are some ways you can help:

Talk with athletes about concussion:

- Set time aside throughout the season to talk about concussion.
- Ask athletes about any concerns they have about reporting concussion symptoms.
- Remind athletes that safety comes first and that you expect them to tell you and their parent(s) if they think they have experienced a bump, blow, or jolt to their head and "don't feel right."

Focus on safety at games and practices:

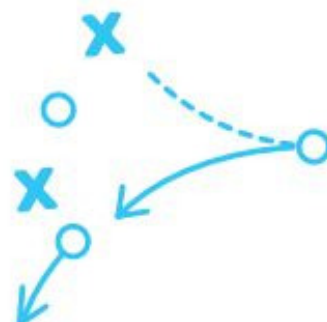
- Teach athletes ways to lower the chances of getting a hit to the head.
- Enforce rules that limit or remove the risk of head impacts.
- Tell athletes that good sportsmanship is expected at all times, both on and off the field.
- Bring emergency contact information for parents and healthcare providers to each game and practice in case an athlete needs to be seen right away for a concussion or other serious injury.

Multiple concussions

Athletes who have ever had a concussion have a higher chance of getting another concussion. A repeat concussion can lead to more severe symptoms and longer recovery.^{1,2}

Coach's to-do list:

- ✓ Talk with athletes about concussion.
- ✓ Teach athletes ways to lower their chances of getting a hit to the head.
- ✓ Encourage concussion reporting among your athletes.
- ✓ Know what to do if you think an athlete has a concussion.
- ✓ Learn how to help an athlete safely return to play after a concussion.



Make sure athletes do not perform these unsafe actions:

- Use their head or helmet to contact another athlete.
- Make illegal contact or check, tackle, or collide with an unprotected opponent.
- Try to injure another athlete.

Stay up to date on concussion information:

- Review your state, league, and organization's concussion plans and rules.
- Take a training course on concussion. The Centers for Disease Control and Prevention (CDC) offers free concussion training at cdc.gov/HEADSUP.
- Download CDC's HEADS UP app or another resource that provides a list of concussion signs and symptoms.

Check equipment and sports facilities:

- Make sure all athletes wear a helmet that is appropriate for the sport or activity; ensure that the helmet fits well and is in good condition.
- Work with the game or event manager to fix any concerns, such as tripping hazards or goal posts without proper padding.

One study found that nearly 70% of athletes continued to play with concussion symptoms.⁴



How can I spot a possible concussion?

Athletes who show or report one or more of the signs and symptoms listed below—or who simply say they just “don’t feel right”—after a bump, blow, or jolt to the head or body may have a concussion or other serious brain injury. Concussion signs and symptoms often show up soon after the injury, but it can be hard to tell how serious the concussion is at first. Some symptoms may not show up for hours or days.

Signs coaches or parents may observe:

- Seems confused
- Forgets an instruction or is unsure of the game, position, score, or opponent
- Moves clumsily
- Answers questions slowly or repeats questions
- Can’t remember events before or after the hit, bump, or fall
- Loses consciousness (even for a moment)
- Has behavior or personality changes

Signs of a more serious brain injury

In rare cases, a concussion can cause dangerous bleeding in the brain, which puts pressure on the skull. Call 9-1-1 if an athlete develops one or more of these danger signs after a bump, blow, or jolt to the head or body:

- A headache that gets worse and does not go away
- Significant nausea or repeated vomiting
- Unusual behavior, increased confusion, restlessness, or agitation
- Drowsiness or inability to wake up
- Slurred speech, weakness, numbness, or decreased coordination
- Convulsions or seizures (shaking or twitching)
- Loss of consciousness (passing out)

Symptoms athletes may report:

- Headache
- Nausea or vomiting
- Dizziness or balance problems
- Bothered by light or noise
- Feeling foggy or groggy
- Trouble concentrating or problems with short- or long-term memory
- Does not “feel right”

Some athletes may not report a concussion because they don't think a concussion is serious.

They may also worry about:

- Losing their position on the team or losing playing time during a game,
- Putting their future sports career at risk,
- Looking weak,
- Letting down their teammates or the team, and/or
- What their coach or teammates think of them.⁵⁻⁷

What should I do if an athlete has a possible concussion?

As a coach, if you think an athlete may have a concussion, you should:

Remove the athlete from play.

When in doubt, sit them out! Record and provide details on the following information to help the healthcare provider or first responders assess the athlete after the injury:

- Cause of the injury and force of the hit or blow to the head or body
- Any loss of consciousness (passed out) and for how long
- Any memory loss right after the injury
- Any seizures right after the injury
- Number of previous concussions (if any)

Keep an athlete with a possible concussion out of play on the same day of the injury and until cleared by a healthcare provider.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess an athlete for a possible concussion and decide when it is safe for the athlete to return to play.

Inform the athlete's parent(s) about the possible concussion.

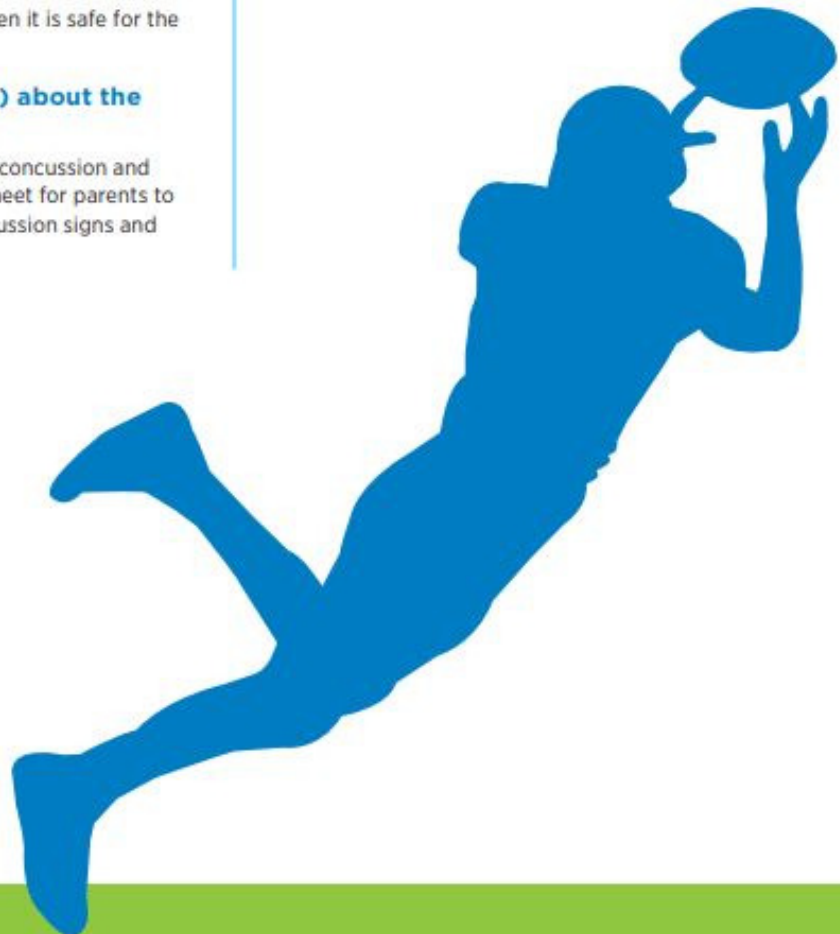
Let parents know about the possible concussion and give them the CDC HEADS UP fact sheet for parents to help them watch the athlete for concussion signs and symptoms at home.

Ask for written instructions from the athlete's healthcare provider on return to play.

This should include information about when the athlete can return to play and steps you should take to help the athlete safely return to play. Athletes who continue to play while having concussion symptoms have a greater chance of getting another concussion. A repeat concussion that occurs before the brain has fully healed can be very serious and can increase the chance for long-term problems. It can even be fatal.

Offer support during recovery.

An athlete may feel frustrated, sad, angry, or lonely while recovering from a concussion. Talk with them about it, and allow an athlete recovering from a concussion to stay in touch with their teammates, such as cheering on their team at practices and competitions.



What steps should I take to help an athlete return to play?

An athlete's return to school and sports should be a gradual process that is approved and carefully managed and monitored by a healthcare provider. When available, be sure to also work closely with your team's certified athletic trainer.

There are six gradual steps to help an athlete safely return to play. These steps should not be done in one day, but instead over days, weeks, or months. **An athlete should move to the next step only if they do not have any new symptoms at the current step.**

Step 1: Return to non-sports activities, such as school, with a greenlight from the healthcare provider to begin the return-to-play process

Step 2: Light aerobic exercise

- Goal: Increase the athlete's heart rate
- Activities: Slow to medium walking or light stationary cycling

Step 3: Sport-specific exercise

- Goal: Add movement
- Activities: Running or skating drills; no activities with risk for contact

Step 4: Non-contact training drills

- Goal: Increase exercise, coordination, and thinking
- Activities: Harder training drills and progressive resistance training

Step 5: Full-contact practice

- Goal: Restore confidence and have coaching staff assess functional skills
- Activities: Normal training activities

Step 6: Return to regular sports activity

Remember: It is important for you and the athlete's parent(s) to watch for concussion symptoms after each day's activities, particularly after each increase in activity. If an athlete's concussion symptoms come back, or if he or she gets new symptoms when becoming more active at any step, this is a sign that the athlete is working too hard. The athlete should stop these activities, and the athlete's parent should contact the healthcare provider. After the athlete's healthcare provider says it is okay, the athlete can begin at the step before the symptoms started.



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The information provided in this fact sheet or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other healthcare provider.

Revised August 2019

To learn more,
go to cdc.gov/HEADSUP



Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT (2023-2024)

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

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

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

Employee's Name _____

Employee's Signature _____ Date: _____

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

Overton Public Schools
Certificated Staff Handbook
2025-2026

I acknowledge that I have received a copy of the Overton School Certified Staff Handbook which includes the district's drug-free workplace policy statement. I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook and by all board policies governing my employment. Further, if I have any questions about any provision of this handbook or any board policy, I should confer with my supervisor or building principal.

Employee's Name

Employee's Signature

Date