

Regular Monthly Meeting (MS)
Tuesday, August 13, 2024 7:10 PM

BOARDROOM @ LCC MIDDLE SCHOOL
203 S Main
Coleridge, NE 68727

Agenda

- I. CALL MEETING TO ORDER
- II. APPROVAL OF AGENDA AND CHANGES TO AGENDA
- III. CONSENT AGENDA
- IV. EXCUSE ABSENT BOARD MEMBERS
- V. PUBLIC COMMENT
- VI. INFORMATION AND PROPOSALS
 - VI.1. FACULTY AND STUDENT REPORT
 - VI.2. DIRECTOR OF TRANSPORTATION & ACTIVITIES REPORT
 - VI.3. PRINCIPALS' REPORTS
 - VI.4. SUPERINTENDENT'S REPORT
 - VI.5. BOARD COMMITTEE REPORTS
- VII. ACTION ITEMS
 - VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO THE LCC INSTRUCTIONAL MODEL AND TEACHER APPRAISAL INSTRUMENT
 - VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES - 7000 SERIES (CONSTRUCTION) ON SECOND READING
 - VII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO INTERLOCAL AGREEMENTS
 - VII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL AUDIT SERVICES
 - VII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO THE 2024-2025 HANDBOOKS (STUDENT & FAMILY, FACULTY, CLASSIFIED EMPLOYEES, ACTIVITIES)
 - VII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BUDGET AMENDMENT FOR 2023-2024
 - VII.7. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO RESOLUTION APPROVING STAFF TRAININGS
- VIII. DISCUSSION ITEMS
 - VIII.1. COMMUNITY ENGAGEMENT
 - VIII.2. CONSTRUCTION PROJECT UPDATE
 - VIII.3. BUILDING BLOCKS CHILDCARE PARTNERSHIP
- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
 - X.1. SPECIAL BOARD OF EDUCATION MEETING AND BUDGET WORKSHOP - WEDNESDAY, AUGUST 27, 2024 (5:30 PM - LCC BOARD CONFERENCE ROOM - LAUREL CAMPUS)

- X.2. NASB AREA MEMBERSHIP MEETING - WEDNESDAY,
SEPTEMBER 4, 2024 (4:30 PM - NECC LIFELONG LEARNING
CENTER/NORFOLK)
 - X.3. BUDGET HEARING - MONDAY, SEPTEMBER 9, 2024 (7:00 PM -
LCC HIGH SCHOOL BOARD ROOM – LAUREL CAMPUS)
 - X.4. HEARING TO SET FINAL TAX REQUEST – MONDAY,
SEPTEMBER 9, 2024 (IMMEDIATELY FOLLOWING BUDGET
HEARING – LCC HIGH SCHOOL BOARD ROOM – LAUREL
CAMPUS)
 - X.5. REGULAR BOARD OF EDUCATION MEETING - MONDAY,
SEPTEMBER 9, 2024 (IMMEDIATELY FOLLOWING HEARING TO
SET FINAL TAX REQUEST - LCC HIGH SCHOOL BOARD ROOM –
LAUREL CAMPUS)
- XI. ADJOURN

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Special Hearings
Monday, July 8, 2024 7:00 p.m.
LCC Board Room @ LCC School, Laurel, NE 68745

I. SPECIAL HEARING: PARENT ENGAGEMENT POLICY

I.1. Call Hearing to Order

President Erwin called the Parent Engagement Policy Hearing to order at 7:00 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

I.2. Review, discuss, consider, and receive input regarding the district's Parent Engagement policy.

I.3. Adjourn Special Hearing

After discussion and hearing no suggestions for amending the policy, the Parent Engagement Policy Hearing adjourned at 7:01 p.m.

II. SPECIAL HEARING: CHILDREN'S INTERNET PROTECTION POLICY

II.1. Call Hearing to Order

President Erwin called the Children's Internet Protection Policy Hearing to order at 7:01 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

II.2. Review, discuss, consider, and receive input regarding the district's Children's Internet Protection Act (CIPA) policy.

II.3. Adjourn Special Hearing

After discussion and hearing no suggestions for amending the policy, the Children's Internet Protection Policy (CIPA) Hearing adjourned at 7:02 p.m.

III. SPECIAL HEARING: STUDENT FEES POLICY AND 2023-2024 REPORT

III.1. Call Hearing to Order

President Erwin called the Student Fees Policy and 2023-2024 Report Hearing to order at 7:02 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

III.2. Review, discuss, consider, and receive input on the district's Student Fees policy.

III.3. Review funds collected from students pursuant to the Student Fees Policy requirements for the 2023-2024 school year.

The report of funds collected from students for the 2023-2024 school year was reviewed.

III.4. Adjourn Special Hearing

After discussion and hearing no suggestions for amending the policy, the Student Fees Policy Hearing and Review of the 2023-2024 Student Fees Report adjourned at 7:05 p.m.

IV. SPECIAL HEARING: SCHOOL WELLNESS POLICY

IV.1. Call Hearing to Order

President Erwin called the School Wellness Policy Hearing to order at 7:05 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

IV.2. Review, discuss, consider, and receive input regarding the district's School Wellness policy.

IV.3. Adjourn Special Hearing

After discussion and hearing no suggestions for amending the policy, the School Wellness Policy Hearing adjourned at 7:07 p.m.

V. SPECIAL HEARING: DISTRICT ANTI-BULLYING POLICY

V.1. Call Hearing to Order

President Erwin called the District Anti-Bullying Policy Hearing to order at 7:07 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

V.2. Review, discuss, consider, and receive input regarding the district's Anti-Bullying policy.

V.3. Adjourn Special Hearing

After discussion and hearing no suggestions for amending the policy, the Anti-Bullying Policy Hearing adjourned at 7:08 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Dustin Thompson
Secretary of the Board

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Committee Meeting
Monday, July 8, 2024 7:15 p.m.
LCC Board Room @ LCC School, Laurel, NE 68745

I. COMMITTEE MEETING – COMMITTEE ON AMERICAN CIVICS

I.1. Call Meeting to Order

Scott Taylor called the Committee on American Civics Meeting to order at 7:09 p.m. on July 8, 2024 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

I.2. Review, discuss, consider, receive input, and hear support, opposition, criticism, suggestions, or observations of district patrons relating to the school district's implementation of the American Civics Education Act.

LCC Administration has examined and ensures that the social studies curriculum used in the district is aligned to the social studies standards and teaches foundational knowledge in civics, government, history (local, state, national, world), economics, and geography. The Board of Education previously approved the social studies curriculum that stresses the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and includes the incorporation of multicultural education to develop a pride and respect for our institutions and not be a mere recital of events and dates.

I.3. Adjourn Committee Meeting

After discussion, the Committee on American Civics Meeting adjourned at 7:16 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Dustin Thompson
Secretary of the Board

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Regular Monthly Meeting
Monday, July 8, 2024 7:20 p.m.
LCC Board Room @ LCC School, Laurel, NE 68745

Attendance taken at 7:17 p.m.

Carol Erwin: Present
Jay Hall: Present
Bryan Pippitt: Present
Samuel Recob: Present
Grant Settje: Present
Scott Taylor: Present
Dustin Thompson: Absent
Present: 6. Absent: 1.

I. CALL MEETING TO ORDER

The regular meeting was convened at 7:17 p.m. on July 8, 2024 in the Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. The meeting notice was published in the July 3, 2024 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following were present: Superintendent Jeremy Christiansen, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting was duly called to order by President Carol Erwin at 7:17 p.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

II. APPROVAL OF AGENDA AND CHANGES TO AGENDA

Motion to approve the agenda as provided passed with a motion by Grant Settje and a second by Sam Recob.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent
Yea: 6, Nay: 0, Absent: 1

III. CONSENT AGENDA

Motion to approve the consent agenda items including minutes of the May 13, 2024 Regular Board Meeting; Treasurer reports; the General Fund bills in the amount of \$479,538.34; the Employee Benefit Fund bill in the amount of \$3,526.83; the Student Fees Fund bills in the amount of \$2,037.96; the Special Building Fund- Bond Account bill in the amount of \$396,071.74; the Special Building Fund-Original Account bills in the amount of \$110,603.39; the June 2024 Activity Fund bills in the amount of \$12,114.70; and the projected payroll in the amount of \$520,678.25 passed with a motion by Bryan Pippitt and a second by Scott Taylor.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

IV. EXCUSE ABSENT BOARD MEMBERS

Motion to excuse the absence of Dustin Thompson passed with a motion by Scott Taylor and a second by Grant Settje.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent
Yea: 6, Nay: 0, Absent: 1

V. PUBLIC COMMENT

No member of the public signed in to address the Board.

VI. INFORMATION AND PROPOSALS

VI.1. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT

Quin Conner presented his report to the Board. The gym painting is finished in both gyms at the Laurel campus. The Middle School gym is getting refinished. The district school buses have been cleaned and are now going to get repairs and inspections done. Small fleet vehicles have been detailed by Jackson Hall.

VI.2. PRINCIPALS' REPORTS

No written reports were expected for the July meeting.

VI.3. SUPERINTENDENT'S REPORT

Superintendent Christiansen presented his report to the Board. The State Board of Education has approved and accredited the school district for the 2024-2025 school year. This year's Student Athlete/Parent Meeting is scheduled for Thursday, August 1st at the High School campus.

VI.4. BOARD COMMITTEE REPORTS

There were no committee meetings held.

VII. ACTION ITEMS

VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO REQUIRED ANNUAL POLICY UPDATES ON SECOND READING.

Motion to approve the following board policies on second reading:

#1050 - Access to School Records #3130 - Purchasing Policies #3140 - Contracting for Services #3241 - Emergency Response Mapping (New) #3571 - Meal Charge Policy #4141 - Teacher Training #5006 - Option Enrollment Policy #5008 - Attendance #5013 - Preschool Enrollment (New) #5101 - Student Discipline Policy #5201 - Promotion and Retention #5205 - Graduation #6111 - Classroom Environment #6700 - Firearm Policy #8240 - Membership in School Board Associations #8342 - Designated Method of Giving Notice of Meetings #8346 - Public Participation at Board Meeting
passed with a motion by Sam Recob and a second by Bryan Pippitt.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

Motion to rescind policy #6310 – Textbook Loan Program passed with a motion by Bryan Pippitt and a second by Sam Recob.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES – 7000 SERIES (CONSTRUCTION) ON FIRST READING.

Motion to approve the following Board Policies (7000 Series – Construction) on first reading:

Policy 7000 - Purpose; Policy 7010 - Planning; Policy 7020 - Guidelines for Building New Schools or Remodeling Existing Schools; Policy 7021 - Remodeling; Policy 7022 - PSCA Act - Design-Build Policy; Policy 7023 - Construction Manager at Risk Policy; Policy 7030 - Selection of Architect/Engineer; Policy 7040 - Financing of Construction - Building Fund; Policy 7050 - Bids and Contracts; Policy 7051 - Awarding Contracts; Policy 7052 - Change Orders

passed with a motion by Jay Hall and a second by Scott Taylor.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

VII. 3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS.

Motion to approve the 2024-2025 teaching contract for Melissa Campbell passed with a motion by Sam Recob and a second by Scott Taylor.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

Motion to approve the 2024-2025 teaching contract for Alvie (Vince) Cabanez passed with a motion by Grant Settje and a second by Bryan Pippitt.

Erwin: Yea, Hall: Yea, Pippitt: Yea, Recob: Yea, Settje: Yea, Taylor: Yea, Thompson: Absent

Yea: 6, Nay: 0, Absent: 1

VIII. DISCUSSION ITEMS

VIII.1. COMMUNITY ENGAGEMENT

VIII.2. SCHOOL CONSTRUCTION PROJECT

VIII.3. BUILDING BLOCKS CHILDCARE PARTNERSHIP

IX. CORRESPONDENCE AND BULLETINS

Updates from NASB and NRCSA were available for the Board's review.

X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

Board members were reminded of upcoming meetings and workshops.

X.1. REGULAR BOARD OF EDUCATION MEETING – TUESDAY, AUGUST 13, 2024 (7:00 P.M. – LCC BOARD ROOM-COLERIDGE)

X.2. SPECIAL BOARD MEETING AND BUDGET WORKSHOP – TUESDAY, AUGUST 27, 2024 (5:30 P.M. – LCC BOARD ROOM-LAUREL)

XI. ADJOURN

Meeting adjourned at 8:02 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Dustin Thompson
Secretary of the Board

Laurel-Concord-Coleridge School
District #54

Local Tax Receipts from County Treasurers

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%
September	\$1,025,064.25	17.39%	September	\$1,267,440.50	20.53%	September	\$1,316,943.83	20.22%	September	\$1,212,647.51	17.53%	September	\$1,377,030.70	20.58%
October	\$340,229.37	23.16%	October	\$267,036.63	24.86%	October	\$274,521.59	24.44%	October	\$326,676.74	22.25%	October	\$212,159.84	23.75%
November	\$67,225.53	24.30%	November	\$107,292.10	26.60%	November	\$50,377.32	25.21%	November	\$37,093.86	22.78%	November	\$83,790.06	25.00%
December	\$11,570.84	24.50%	December	\$11,181.75	26.78%	December	\$9,567.77	25.36%	December	\$14,660.24	23.00%	December	\$18,909.75	25.28%
January	\$955,391.96	40.71%	January	\$1,102,368.99	44.63%	January	\$1,478,946.16	48.07%	January	\$1,606,320.61	46.21%	January	\$1,326,410.86	45.10%
February	\$325,440.60	46.23%	February	\$303,631.95	49.55%	February	\$275,073.54	52.29%	February	\$173,100.02	48.71%	February	\$212,567.44	48.28%
March	\$94,744.09	47.84%	March	\$116,615.58	51.44%	March	\$102,118.58	53.86%	March	\$145,490.31	50.82%	March	\$114,857.70	50.00%
April	\$293,093.56	52.81%	April	\$307,474.39	56.42%	April	\$376,384.02	59.64%	April	\$350,242.48	55.88%	April	\$310,514.51	54.64%
May	\$1,558,392.28	79.25%	May	\$1,843,789.04	86.29%	May	\$1,733,363.02	86.25%	May	\$1,831,312.48	82.34%	May	\$1,939,467.72	83.62%
June	\$321,314.81	84.70%	June	\$175,315.55	89.13%	June	\$311,451.51	91.04%	June	\$370,144.70	87.69%	June	\$258,257.40	87.48%
July	\$22,776.64	85.09%	July	\$40,561.56	89.79%	July	\$19,427.41	91.33%	July	\$29,566.00	88.12%	July	\$40,730.96	88.09%
August	\$35,236.94	85.69%	August	\$31,145.75	90.29%	August	\$33,129.22	91.84%	August	\$32,985.32	88.60%	August	\$0.00	88.09%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		88.60%	Adjustment		88.09%
Total	\$5,050,480.87		Total	\$5,573,853.79		Total	\$5,981,303.97		Total	\$6,130,240.27		Total	\$5,894,696.94	
Budgeted	\$5,894,069.00		Budgeted	\$6,173,080.00		Budgeted	\$6,512,599.00		Budgeted	\$6,919,192.00		Budgeted	\$6,691,919.00	
over/under	(\$843,588.13)		over/under	(\$599,226.21)		over/under	(\$531,295.03)		over/under	(\$788,951.73)		over/under	(\$797,222.06)	

General Fund Expenditures

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%
September	\$707,628.51	8.41%	September	\$746,449.58	8.67%	September	\$726,108.97	7.05%	September	\$843,013.71	8.02%	September	\$975,269.83	9.21%
October	\$730,251.14	17.10%	October	\$599,815.74	15.64%	October	\$782,381.18	14.65%	October	\$700,149.06	14.68%	October	\$796,362.90	16.73%
November	\$744,292.53	25.95%	November	\$669,115.03	23.42%	November	\$761,895.24	22.04%	November	\$817,958.94	22.46%	November	\$730,846.86	23.63%
December	\$622,756.74	33.35%	December	\$609,195.12	30.49%	December	\$725,284.02	29.09%	December	\$666,779.51	28.80%	December	\$799,262.02	31.18%
January	\$554,686.89	39.95%	January	\$575,402.26	37.18%	January	\$591,318.96	34.83%	January	\$673,716.31	35.21%	January	\$656,336.17	37.37%
February	\$679,048.37	48.02%	February	\$647,073.32	44.70%	February	\$678,884.50	41.42%	February	\$707,913.94	41.95%	February	\$781,177.25	44.75%
March	\$550,129.69	54.56%	March	\$629,563.71	52.01%	March	\$561,377.67	46.87%	March	\$588,417.50	47.55%	March	\$697,586.96	51.34%
April	\$832,492.26	64.46%	April	\$695,494.90	60.09%	April	\$642,188.70	53.11%	April	\$671,609.00	53.94%	April	\$851,254.57	59.37%
May	\$524,134.43	70.69%	May	\$585,344.98	66.90%	May	\$654,934.92	59.46%	May	\$738,326.94	60.96%	May	\$774,884.34	66.69%
June	\$632,978.93	78.22%	June	\$709,884.86	75.14%	June	\$691,562.05	66.18%	June	\$768,940.09	68.27%	June	\$764,684.10	73.91%
July	\$596,192.71	85.31%	July	\$668,214.85	82.91%	July	\$638,535.09	72.38%	July	\$659,578.02	74.55%	July	\$989,364.57	83.25%
August	\$634,969.51	92.86%	August	\$706,801.30	91.12%	August	\$635,707.67	78.55%	August	\$835,531.07	82.50%	August	\$0.00	83.25%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		83.25%
Total Spent	\$7,809,561.71		Total Spent	\$7,842,355.65		Total Spent	\$8,090,178.97		Total Spent	\$8,671,934.09		Total Spent	\$8,817,029.57	
Budgeted	\$8,410,000.00		Budgeted	\$8,606,700.00		Budgeted	\$10,299,211.00		Budgeted	\$10,511,738.00		Budgeted	\$10,590,631.00	
over/under	(\$600,438.29)		over/under	(\$764,344.35)		over/under	(\$2,209,032.03)		over/under	(\$1,839,803.91)		over/under	(\$1,773,601.43)	

9000 program costs are not included in "total spent"

Regular; Beginning Month 09/2023; Processing Month 07/2024; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
05 101	CASH	208,941.17	310,699.61	426,821.63	92,819.15
	Total: Current Assets	208,941.17	310,699.61	426,821.63	92,819.15
Fund Balance					
05 704	FUND BALANCE	152,470.42	0.00	2,119.18	154,589.60
05 704 1008	ACTIVITY DIRECTOR ACCT.	(2,893.17)	1,782.84	249.42	(4,426.59)
05 704 1009	TRACK	585.73	0.00	666.42	1,252.15
05 704 1010	HIGH SCHOOL YEARBOOK	1,393.48	1,901.71	1,430.00	921.77
05 704 1015	MIDDLE SCHOOL YEARBOOK	(23.83)	0.00	0.00	(23.83)
05 704 1020	ART CLUB	5,514.18	233.00	400.00	5,681.18
05 704 1025	HIGH SCHOOL BAND	12,307.48	2,407.31	1,209.38	11,109.55
05 704 1030	MIDDLE SCHOOL BAND	(550.19)	259.10	3,755.10	2,945.81
05 704 1034	CHEERLEADING	1,532.00	2,586.90	3,987.32	2,932.42
05 704 1035	HIGH SCHOOL DANCE	1,330.90	5,762.15	5,677.00	1,245.75
05 704 1040	CLASS OF 2021	7.48	0.00	0.00	7.48
05 704 1045	CLASS OF 2022	1,239.25	0.00	0.00	1,239.25
05 704 1050	CLASS OF 2023	198.08	0.00	0.00	198.08
05 704 1055	CLASS OF 2024	559.02	510.00	165.00	214.02
05 704 1060	CLASS OF 2025	400.00	28.47	0.00	371.53
05 704 1065	CLASS OF 2020	257.94	0.00	0.00	257.94
05 704 1070	BOYS GOLF	491.93	110.00	609.43	991.36
05 704 1075	HIGH ABILITY LEARNERS	17,152.49	2,885.66	1,233.40	15,500.23
05 704 1080	CONCESSIONS	15,991.47	18,439.27	24,850.05	22,402.25
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	753.05	6,550.32	6,643.81	846.54
05 704 1090	ELEMENTARY ACTIVITY FUND	852.37	51.12	0.00	801.25
05 704 1092	ELEMENTARY PBIS	(15.71)	434.44	227.81	(222.34)
05 704 1095	ELEMENTARY POP	3,948.15	760.00	0.00	3,188.15
05 704 1100	ELEMENTARY STUDENT COUNCIL	5,053.38	2,216.51	1,580.92	4,417.79
05 704 1101	PRESCHOOL ACTIVITIES	0.00	0.00	525.00	525.00
05 704 1102	DIGITAL MEDIA	976.70	45.00	822.00	1,753.70
05 704 1105	FBLA	5,547.56	15,450.64	10,567.00	663.92
05 704 1110	FCCLA	(3,020.45)	1,656.80	1,199.30	(3,477.95)
05 704 1115	FFA	22,917.02	33,721.87	28,816.43	18,011.58
05 704 1120	FACILITY USE	241.54	0.00	0.00	241.54
05 704 1124	COLERIDGE FITNESS CENTER	(3,571.52)	6,891.83	1,775.07	(8,688.28)
05 704 1125	LAUREL FITNESS CENTER	(25,728.39)	7,526.31	7,705.00	(25,549.70)
05 704 1130	MIDDLE SCHOOL FFA	713.63	0.00	0.00	713.63
05 704 1140	GENERAL ACTIVITIES	(90,425.61)	127,973.21	32,665.54	(185,733.28)
05 704 1145	INDUSTRIAL ARTS	(15,284.79)	4,137.75	341.55	(19,080.99)
05 704 1151	HOMECOMING	(2,255.02)	2,398.41	631.00	(4,022.43)
05 704 1152	PROM	(4,095.46)	4,809.86	0.00	(8,905.32)
05 704 1155	LEO	557.44	0.00	0.00	557.44
05 704 1156	MIDDLE SCHOOL PBIS	(1,017.58)	354.63	175.57	(1,196.64)
05 704 1160	LIBRARY	8,166.13	11,655.66	9,968.49	6,478.96
05 704 1163	MATH CLUB	1,326.13	190.39	185.58	1,321.32
05 704 1165	MISCELLANEOUS ACCOUNT	6,722.62	1,446.70	3,948.00	9,223.92
05 704 1170	NATIONAL HONOR SOCIETY	1,403.73	670.00	1,010.00	1,743.73
05 704 1175	FOOTBALL	2,636.99	1,847.05	544.33	1,334.27
05 704 1180	CROSS COUNTRY	(1,043.07)	1,632.68	5,170.63	2,494.88
05 704 1185	GIRLS GOLF	75.63	685.88	609.43	(0.82)
05 704 1190	QUIZ BOWL	934.55	1,232.18	96.00	(201.63)
05 704 1195	HIGH SCHOOL SCIENCE CLUB	12,994.59	497.33	312.00	12,809.26
05 704 1200	SPANISH CLUB	635.80	216.00	243.00	662.80
05 704 1205	ONE ACTS	2,897.83	1,832.00	2,632.00	3,697.83

Regular; Beginning Month 09/2023; Processing Month 07/2024; Fund Number 05

Fund: 05 ACTIVITIES FUND		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 1210	SPEECH	515.92	156.00	400.00	759.92
05 704 1215	HIGH SCHOOL STUDENT COUNCIL	717.67	156.31	0.00	561.36
05 704 1220	FCA	210.00	399.19	1,150.00	960.81
05 704 1225	SKILLS USA	(24,889.11)	8,180.34	3,044.00	(30,025.45)
05 704 1230	VOCAL MUSIC	875.71	3,125.00	2,806.30	557.01
05 704 1235	VOLLEYBALL	2,952.02	4,140.00	3,444.43	2,256.45
05 704 1240	GIRLS BASKETBALL	112.39	850.00	1,009.43	271.82
05 704 1245	BOYS BASKETBALL	6,447.49	4,834.06	975.00	2,588.43
05 704 1250	WRESTLING	727.01	0.00	0.00	727.01
05 704 1255	E-SPORTS	0.00	7,714.79	400.00	(7,314.79)
05 704 1260	SCHOOL PICTURES	2,813.75	0.00	400.00	3,213.75
05 704 1305	AGRICULTURAL FOUNDATION SCHOLARSHIP	10,614.36	1,000.00	0.00	9,614.36
05 704 1310	COLLEGE ACCESS GRANT	1,898.52	1,018.41	0.00	880.11
05 704 1320	STUDENT BOARD MEMBER SCHOLARSHIP	(1,000.00)	0.00	0.00	(1,000.00)
05 704 1400	EDUCATION QUEST FOUNDATION	1,750.00	0.00	2,500.00	4,250.00
05 704 1500	SECURITY BANK SPONSORSHIP	35,733.54	0.00	15,000.00	50,733.54
05 704 1550	CLOVER	0.00	3,807.13	0.87	(3,806.26)
05 704 1600	VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705	GREENHOUSE	26,100.00	120,527.00	117,700.00	23,273.00
Total: Fund Balance		208,941.17	429,699.21	313,577.19	92,819.15
Revenue					
05 1510 0000	INTEREST ON INVESTMENTS	0.00	0.00	1,987.46	1,987.46
05 1790 1009	TRACK	0.00	0.00	666.42	666.42
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	1,430.00	1,430.00
05 1790 1020	ART CLUB	0.00	0.00	400.00	400.00
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	1,209.38	1,209.38
05 1790 1030	MIDDLE SCHOOL BAND	0.00	0.00	3,755.10	3,755.10
05 1790 1034	CHEERLEADING	0.00	0.00	3,987.32	3,987.32
05 1790 1035	HIGH SCHOOL DANCE	0.00	0.00	5,677.00	5,677.00
05 1790 1055	CLASS OF 2024	0.00	0.00	165.00	165.00
05 1790 1070	BOYS GOLF	0.00	0.00	609.43	609.43
05 1790 1075	HIGH ABILITY LEARNERS	0.00	0.00	1,229.00	1,229.00
05 1790 1080	CONCESSIONS	0.00	0.00	24,373.30	24,373.30
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	2,618.00	6,506.00	3,888.00
05 1790 1092	ELEMENTARY PBIS	0.00	0.00	227.81	227.81
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	1,580.92	1,580.92
05 1790 1101	PRESCHOOL ACTIVITIES	0.00	0.00	525.00	525.00
05 1790 1102	DIGITAL MEDIA	0.00	0.00	822.00	822.00
05 1790 1105	FBLA	0.00	0.00	10,567.00	10,567.00
05 1790 1110	FCCLA	0.00	0.00	1,199.30	1,199.30
05 1790 1115	FFA	0.00	0.00	28,762.94	28,762.94
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	0.00	1,775.07	1,775.07
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	7,705.00	7,705.00
05 1790 1140	GENERAL ACTIVITIES	0.00	0.00	30,372.72	30,372.72
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	302.00	302.00
05 1790 1151	HOMECOMING	0.00	0.00	631.00	631.00
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	0.00	168.58	168.58
05 1790 1160	LIBRARY	0.00	259.58	9,949.70	9,690.12
05 1790 1163	MATH CLUB	0.00	0.00	185.58	185.58
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	0.00	3,948.00	3,948.00
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	1,010.00	1,010.00
05 1790 1175	FOOTBALL	0.00	0.00	544.33	544.33
05 1790 1180	CROSS COUNTRY	0.00	0.00	5,170.63	5,170.63

Regular; Beginning Month 09/2023; Processing Month 07/2024; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 1790 1185	GIRLS GOLF	0.00	0.00	609.43	609.43
05 1790 1190	QUIZ BOWL	0.00	0.00	96.00	96.00
05 1790 1195	HIGH SCHOOL SCIENCE CLUB	0.00	0.00	312.00	312.00
05 1790 1200	SPANISH CLUB	0.00	0.00	243.00	243.00
05 1790 1205	ONE ACTS	0.00	0.00	2,632.00	2,632.00
05 1790 1210	SPEECH	0.00	0.00	400.00	400.00
05 1790 1220	FCA	0.00	0.00	1,150.00	1,150.00
05 1790 1225	SKILLS USA	0.00	0.00	3,044.00	3,044.00
05 1790 1230	VOCAL MUSIC	0.00	0.00	2,806.30	2,806.30
05 1790 1235	VOLLEYBALL	0.00	0.00	3,444.43	3,444.43
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	1,009.43	1,009.43
05 1790 1245	BOYS BASKETBALL	0.00	0.00	975.00	975.00
05 1790 1255	E-SPORTS	0.00	0.00	400.00	400.00
05 1790 1260	SCHOOL PICTURES	0.00	0.00	400.00	400.00
05 1790 1400	EDUCATION QUEST FOUNDATION	0.00	0.00	2,500.00	2,500.00
05 1790 1500	SECURITY BANK SPONSORSHIP	0.00	0.00	15,000.00	15,000.00
05 1790 1550	CLOVER	0.00	0.00	0.87	0.87
05 1790 1705	GREENHOUSE	0.00	0.00	117,700.00	117,700.00
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.00	31.72	31.72
05 5200 0000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	100.00	100.00
Total: Revenue		0.00	2,877.58	310,297.17	307,419.59

Expenditure

05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	0.00	1,782.84	249.42	1,533.42
05 2900 610 0 000 020	ART CLUB	0.00	233.00	0.00	233.00
05 2900 610 0 000 070	BOYS GOLF	0.00	110.00	0.00	110.00
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	0.00	2,885.66	4.40	2,881.26
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	6,891.83	0.00	6,891.83
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	7,526.31	0.00	7,526.31
05 2900 610 0 000 160	LIBRARY	0.00	11,396.08	18.79	11,377.29
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	0.00	1,446.70	0.00	1,446.70
05 2900 610 0 000 175	FOOTBALL	0.00	1,847.05	0.00	1,847.05
05 2900 610 0 000 180	CROSS COUNTRY	0.00	1,632.68	0.00	1,632.68
05 2900 610 0 000 185	GIRLS GOLF	0.00	685.88	0.00	685.88
05 2900 610 0 000 230	VOCAL MUSIC	0.00	3,125.00	0.00	3,125.00
05 2900 610 0 000 235	VOLLEYBALL	0.00	4,140.00	0.00	4,140.00
05 2900 610 0 000 240	GIRLS BASKETBALL	0.00	850.00	0.00	850.00
05 2900 610 0 000 245	BOYS BASKETBALL	0.00	4,834.06	0.00	4,834.06
05 2900 610 0 000 550	CLOVER	0.00	3,807.13	0.00	3,807.13
05 2900 610 0 000 705	GREENHOUSE	0.00	120,527.00	0.00	120,527.00
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	0.00	1,901.71	0.00	1,901.71
05 2900 610 1 000 025	HIGH SCHOOL BAND	0.00	2,407.31	0.00	2,407.31
05 2900 610 1 000 034	CHEERLEADING	0.00	2,586.90	0.00	2,586.90
05 2900 610 1 000 035	HIGH SCHOOL DANCE	0.00	5,762.15	0.00	5,762.15
05 2900 610 1 000 055	CLASS OF 2024	0.00	510.00	0.00	510.00
05 2900 610 1 000 060	CLASS OF 2025	0.00	28.47	0.00	28.47
05 2900 610 1 000 080	CONCESSIONS	0.00	18,439.27	476.75	17,962.52
05 2900 610 1 000 102	DIGITAL MEDIA	0.00	45.00	0.00	45.00
05 2900 610 1 000 105	FBLA	0.00	15,450.64	0.00	15,450.64
05 2900 610 1 000 110	FCCLA	0.00	1,656.80	0.00	1,656.80
05 2900 610 1 000 115	FFA	0.00	33,721.87	53.49	33,668.38
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	127,973.21	2,292.82	125,680.39
05 2900 610 1 000 145	INDUSTRIAL ARTS	0.00	4,137.75	39.55	4,098.20
05 2900 610 1 000 151	HOMECOMING	0.00	2,398.41	0.00	2,398.41

Regular; Beginning Month 09/2023; Processing Month 07/2024; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 2900 610 1 000 152	PROM	0.00	4,809.86	0.00	4,809.86
05 2900 610 1 000 163	MATH CLUB	0.00	190.39	0.00	190.39
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	0.00	670.00	0.00	670.00
05 2900 610 1 000 190	QUIZ BOWL	0.00	1,232.18	0.00	1,232.18
05 2900 610 1 000 195	HIGH SCHOOL SCIENCE CLUB	0.00	497.33	0.00	497.33
05 2900 610 1 000 200	SPANISH CLUB	0.00	216.00	0.00	216.00
05 2900 610 1 000 205	ONE ACTS	0.00	1,832.00	0.00	1,832.00
05 2900 610 1 000 210	SPEECH	0.00	156.00	0.00	156.00
05 2900 610 1 000 215	HIGH SCHOOL STUDENT COUNCIL	0.00	156.31	0.00	156.31
05 2900 610 1 000 220	FCA	0.00	399.19	0.00	399.19
05 2900 610 1 000 225	SKILLS USA	0.00	8,180.34	0.00	8,180.34
05 2900 610 1 000 255	E-SPORTS	0.00	7,714.79	0.00	7,714.79
05 2900 610 1 000 305	AGRICULTURAL FOUNDATION SCHOLARSHIP	0.00	1,000.00	0.00	1,000.00
05 2900 610 1 000 310	COLLEGE ACCESS GRANT	0.00	1,018.41	0.00	1,018.41
05 2900 610 2 000 090	ELEMENTARY ACTIVITY FUND	0.00	51.12	0.00	51.12
05 2900 610 2 000 092	ELEMENTARY PBIS	0.00	434.44	0.00	434.44
05 2900 610 2 000 095	ELEMENTARY POP	0.00	760.00	0.00	760.00
05 2900 610 2 000 100	ELEMENTARY STUDENT COUNCIL	0.00	2,216.51	0.00	2,216.51
05 2900 610 3 000 030	MIDDLE SCHOOL BAND	0.00	259.10	0.00	259.10
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	3,932.32	137.81	3,794.51
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	0.00	354.63	6.99	347.64
	Total: Expenditure	0.00	426,821.63	3,280.02	423,541.61
	Total: 05	417,882.34	1,170,098.03	1,053,976.01	916,599.50

08/04/2024 9:17 PM

Posted; Batch Description 4 Records Selected

User ID: MEGAN

Checking Account ID: 5

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
10496	07/10/2024	X			CREATDZYNE	JANET MACKLIN	562.00
10497	07/10/2024	X			GOPHER	GOPHER	99.90
10498	07/10/2024				HOMER	HOMER COMMUNITY SCHOOL	510.00
10499	07/10/2024	X			ORIENTALTR	OTC BRANDS, INC.	188.78
10500	07/16/2024	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	261.59
10501	07/16/2024	X			BSNSPORTS	BSN SPORTS	153.39
10502	07/16/2024	X			CHESTERMAN	CHESTERMAN COMPANY	86.73
10503	07/16/2024	X			ELANFINANC	ELAN FINANCIAL SERVICES	709.26
10504	07/16/2024				HALLKENNED	KENNEDY HALL	120.39
10505	07/16/2024	X			HEALY	HEALY AWARDS, INC.	832.47
10506	07/16/2024	X			HEAVYMETAL	HEAVY METAL MACHINING	1,388.00
10507	07/30/2024				AMAZCAPITA	AMAZON CAPITAL SERVICES	534.00
10508	07/30/2024				CREATDZYNE	JANET MACKLIN	411.00
10509	07/30/2024				HARTINGTON	HARTINGTON-NEWCASTLE PUBLIC SCHOOLS	369.60
10510	07/30/2024				HAUFF	HAUFF MID-AMERICA SPORTS	314.85
10511	07/30/2024				HUDL	HUDL	12,850.00
10512	07/30/2024				MAYERSIGNS	MAYER SIGNS	8,275.00
10513	07/30/2024				NELIGHOAKD	NELIGH-OAKDALE SCHOOLS	1,000.00
10514	07/30/2024				OLSOTIFF	TIFFANY OLSON	156.00
10515	07/30/2024				SKILLSUSAN	SKILLSUSA NEBASKA	2,020.00
10516	07/30/2024				STUPPY	STUPPY, INC.	120,527.00
10517	07/31/2024	X			CLOVER	CLOVER	149.95
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 151,519.91
Checking Account Total:		5		Void Total:		0.00	Total without Voids: 151,519.91
Grand Total:				Void Total:		0.00	Total without Voids: 151,519.91

2023-2024 LCC SCHOOL DISTRICT #54**FINANCIAL STATEMENT****August 13, 2024****Fund 01 GENERAL FUND CHECKING**

Beginning Balance 07/01/2024 \$1,739,398.33

Receipts

Cedar County Local Taxes \$27,562.58

Cedar County Motor Vehicle Taxes \$23,191.51

Cedar County Fines/License \$1,015.15

Cedar County Homestead Exemption \$6,211.75

Dixon County Local Taxes \$13,168.38

Dixon County Motor Vehicle Taxes \$2,810.45

Dixon County Homestead Exemption \$1,402.99

Dixon County Fines/License \$291.72

Dixon County ProRate MV \$643.86

Wayne County Homestead Exemption \$166.52

Wayne County Motor Vehicle Taxes \$4.85

Wayne County ProRate MV \$80.50

Wayne County Fines/License \$15.68

ESU - Perkins Grant, Reimbursement \$6,451.97

LCC School Lunch Fund - July 2024 Payroll Reimbursement \$5,622.60

LCC School Cooperative Fund - July 2024 Payroll Reimbursement \$2,042.56

Preschool payment \$100.00

Miscellaneous receipts \$2,718.86

Board member - insurance premium \$1,991.86

Interest earned \$1,295.45

Total Receipts: \$96,789.24**Disbursements**

July Payroll (all funds) \$520,678.25

July General Fund Bills \$479,538.34

Total Disbursements: (\$1,000,216.59)**General Fund Checking Balance 7/31/2024 \$835,970.98****GENERAL FUND SAVINGS**

Beginning Balance \$33,555.42

Receipts: Interest earned \$31.63

Ending Savings Account Balance 7/31/2024 \$33,587.05

GENERAL FUND PETTY CASH	\$5,000.00

GENERAL FUND BALANCE 7/31/2024	\$874,558.03

AUGUST PROJECTED PAYROLL

General Fund	\$517,186.21
Lunch Fund	\$1,654.02
Cooperative Fund	\$2,217.83
Total Payroll:	\$521,058.06

AUGUST PROJECTED BILLS

General Fund	\$170,376.64
Employee Benefit Fund	\$3,981.43
Student Fees Fund	\$810.21
Special Building Fund - Bond Account	\$106,431.77
Special Building Fund - Lease Purchase Account	\$4,270.40
Special Building Fund - Original Account	\$43,471.00
Total Bills:	\$329,341.45

Fund 02 DEPRECIATION FUND

Beginning Balance	\$240,936.30
Receipts: Interest earned	\$255.72
Disbursements:	\$0.00
Ending Balance 7/31/2024	\$241,192.02

Fund 03 EMPLOYEE BENEFIT FUND

Beginning Balance	\$15,899.05
Receipts: Interest earned	\$0.28
Staff contributions to flex plans	\$4,733.25
Disbursements: Ameriflex	(\$3,526.83)
Ending Balance 7/31/2024	\$17,105.75

Fund 06 SCHOOL LUNCH/MILK FUND

Beginning Balance	\$39,051.35
Receipts: Lunch/Milk/Reimbursement	\$838.01
Interest earned	\$34.55
Disbursements: Food/Supplies/Equipment Purchases	(\$2,128.24)
July 2024 Payroll	(\$5,622.60)
Ending Balance 7/31/2024	\$32,173.07

Fund 07 BOND FUND

Beginning Balance	\$230,451.64
Receipts: Cedar County Taxes	\$4,843.11
Dixon County Taxes	\$2,181.80
Wayne County Taxes	\$35.42

Interest earned	\$212.39

Disbursements:	\$0.00

Ending Balance 7/31/2024	\$237,724.36

Fund 08 SPECIAL BUILDING FUND

SPECIAL BUILDING FUND - Original Account

Beginning Balance	\$922,187.85

Receipts: interest earned	\$928.54

Disbursements:	(\$110,603.39)

Ending Balance 7/31/2024	\$812,513.00

SPECIAL BUILDING FUND - Bond Account

Beginning Balance	\$883,368.18

Receipts: interest earned	\$705.04

Disbursements:	(\$396,071.74)

Ending Balance 7/31/2024	\$488,001.48

SPECIAL BUILDING FUND - Lease-Purchase Account

Beginning Balance	\$628,805.02

Receipts: Cedar County Taxes	\$5,480.36

Dixon County Taxes	\$2,468.88

Wayne County Taxes	\$40.08

Interest earned	\$600.50

Disbursements:	\$0.00

Ending Balance 7/31/2024	\$637,394.84

SPECIAL BUILDING FUND TOTAL:	\$1,937,909.32

Fund 10 COOPERATIVE FUND

Beginning Balance	\$7,025.87

Receipts: Interest earned	\$5.85

Disbursements: July Payroll-LCC General Fund	(\$2,042.56)

Coop Fund Checking Ending Balance 7/31/2024	\$4,989.16

CERTIFICATE OF DEPOSIT #22319 (matures 2/13/2024)	\$223,848.00

Ending Balance 7/31/2024	\$228,837.16

Fund 12 STUDENT FEE FUND

Beginning Balance	\$11,847.60

Receipts: Interest earned	\$10.06

Summer Explorers fees

\$340.00

Disbursements:

(\$2,037.96)

Ending Balance 7/31/2024

\$10,159.70

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User ID: MEGAN

Checking Account ID: 1

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
110214	08/13/2024				ELANFINANC	ELAN FINANCIAL SERVICES	4,776.91
110215	08/13/2024				ABBUSINESS	A & B BUSINESS SOLUTIONS	5,199.97
110216	08/13/2024				AMAZCAPITA	AMAZON CAPITAL SERVICES	4,537.03
110217	08/13/2024				AMAZCAPITA	AMAZON CAPITAL SERVICES	6,659.99
110218	08/13/2024				APPLE	APPLE INC	16,489.00
110219	08/13/2024				ATT	AT&T	139.41
110220	08/13/2024				BHPHOTO	B&H PHOTO	398.00
110221	08/13/2024				BEPUBLISHI	B.E.PUBLISHING	5,513.48
110222	08/13/2024				BARTLUAN	LUANN BARTELS	72.36
110223	08/13/2024				BERMJEFF	JEFF BERMEL	219.28
110224	08/13/2024				BLACKHILLS	BLACK HILLS ENERGY	8,916.00
110225	08/13/2024				BLICK	BLICK ART MATERIALS	159.90
110226	08/13/2024				BLUECROSS	BLUE CROSS BLUE SHIELD OF NEBRASKA	1,991.86
110227	08/13/2024				CAMPBELLSV	CAMPBELL SERVICE, LLC	190.01
110228	08/13/2024				CARDIOPART	CARDIO PARTNERS INC	749.95
110229	08/13/2024				CARHARTWAY	CARHART LUMBER CO-WAYNE	145.95
110230	08/13/2024				CEDARKNOX	CEDAR-KNOX PPD	2,655.58
110231	08/13/2024				CHARACTER	CHARACTER STRONG	999.50
110232	08/13/2024				CHEMSEARCH	CHEMSEARCH	211.50
110233	08/13/2024				CITYLAUREL	CITY OF LAUREL	10,831.23
110234	08/13/2024				CLINE	CLINE WILLIAMS	1,235.00
110235	08/13/2024				COLEDETAIL	JACKSON HALL	1,370.00
110236	08/13/2024				COUNCILAID	COUNCIL FOR AID TO EDUCATORS INC	2,200.00
110237	08/13/2024				COURTFLOOR	COURT FLOORS, LLC	1,750.00
110238	08/13/2024				DECKER	DECKER EQUIPMENT/SCHOOL FIX	324.92
110239	08/13/2024				DIVERDRUG	DIVERSIFIED DRUG TESTING, LLC	690.00
110240	08/13/2024				EARTHWALK	EARTHWALK	5,391.00
110241	08/13/2024				FAITHREGIO	FAITH REGIONAL HEALTH SERVICES	200.00
110242	08/13/2024				FASTWYRE	FASTWYRE BROADBAND	401.58
110243	08/13/2024				GENERALPC	GENERAL FUND PETTY CASH	633.98
110244	08/13/2024				GERHOLDCON	GERHOLD CONCRETE COMPANY	6,013.62
110245	08/13/2024				GILLHAUL	GILL HAULING, INC.	532.22
110246	08/13/2024				GLOBALEQUI	GLOBAL EQUIPMENT COMPANY, INC.	1,195.00
110247	08/13/2024				GREIMEGA	MEGAN GREINER	76.38
110248	08/13/2024				H2O	H2O 4 U	15.00
110249	08/13/2024				HANSENBROS	HANSEN BROTHERS PARTS & SERVICE, INC.	2,008.78
110250	08/13/2024				HOMEDEPROA	HD SUPPLY FORMERLY THE HOME DEPOT PRO	1,114.89
110251	08/13/2024				HOMEDEPROD	HD SUPPLY FORMERLY THE HOME DEPOT PRO	423.82
110252	08/13/2024				HEARTFIRE	HEARTLAND FIRE PROTECTION, INC	353.40
110253	08/13/2024				HEFNEROIL	HEFNER OIL & FEED CO. INC	348.72
110254	08/13/2024				INFOBASE	INFOBASE	725.00
110255	08/13/2024				INNOVATIVE	INNOVATIVE OFFICE SOLUTIONS, LLC	2,904.62
110256	08/13/2024				KARDELLS	DAVID KARDELL	1,249.68
110257	08/13/2024				KENSMARKET	KEN'S HOMETOWN MARKET	42.25
110258	08/13/2024				KOESJUNE	JUNE KOESTER	580.12
110259	08/13/2024				KORTHCONST	KORTH CONSTRUCTION CO	7,800.00
110260	08/13/2024				KRUSE	KRUSE TRUE VALUE	66.94
110261	08/13/2024				LAQUINTA	LAQUINTA BY WYNDHAM KEARNEY	1,734.35
110262	08/13/2024				LAURELACE	LAUREL ACE HARDWARE	467.10
110263	08/13/2024				LAURELACE	LAUREL ACE HARDWARE	486.01
110264	08/13/2024				LAURELWELD	LAUREL WELDING	65.80
110265	08/13/2024				MARRIO	LINCOLN MARRIOTT CORNHUSKER	245.25
110266	08/13/2024				LUNDHER	SHERIE LUNDAHL	48.24
110267	08/13/2024				MATHESON	MATHESON TRI-GAS INC	3,989.75
110268	08/13/2024				MCGRW	MCGRW-HILL SCHOOL EDUCATION LLC	661.57
110269	08/13/2024				MENARDSC	MENARD'S - SIOUX CITY	212.06
110270	08/13/2024				MCS	MY CENTRAL SUPPLY	581.00

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User ID: MEGAN

Checking Account ID: 1

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
110271	08/13/2024				NASCO	NASCO - FORT ATKINSON	12.45
110272	08/13/2024				NATLART	NATIONAL ART & SCHOOL SUPPLIES, INC.	2,818.33
110273	08/13/2024				NCSADM	NEBR COUNCIL OF SCHOOL ADMIN	924.00
110274	08/13/2024				NRCSA	NEBR RURAL COMM SCHOOLS ASSOC	850.00
110275	08/13/2024				NNNEWS	NORTHEAST NEBRASKA NEWS COMPANY	1,060.43
110276	08/13/2024				NNTC	NORTHEAST NEBRASKA TELEPHONE CO.	580.39
110277	08/13/2024				ONESOURCE	ONE SOURCE	79.80
110278	08/13/2024				ORKIN	ORKIN	112.99
110279	08/13/2024				ORIENTALTR	OTC BRANDS, INC.	282.19
110280	08/13/2024				PITNEYFINA	PITNEY BOWES GLOBAL FINANCIAL SERVICES, LLC	268.05
110281	08/13/2024				PRESTOX	PRESTO-X	76.52
110282	08/13/2024				PROCLEAN	PRO CLEAN MOBILE WASH LLC	3,200.00
110283	08/13/2024				RAYSMIDBEL	RAY'S MID-BELL MUSIC, INC	4,037.79
110284	08/13/2024				NSASSPREG	REGION III NSASSP	60.00
110285	08/13/2024				RUBBERSTAM	RUBBER STAMPS UNLIMITED. INC.	25.25
110286	08/13/2024				SAVVAS	SAVVAS LEARNING COMPANY LLC	5,977.60
110287	08/13/2024				SCHOLARBUY	SCHOLARBUYS LLC	2,760.00
110288	08/13/2024				SCHOLA	SCHOLASTIC INC.	173.25
110289	08/13/2024				SCHOOLNURS	SCHOOL NURSE SUPPLY, INC.	632.48
110290	08/13/2024				SCHOOLSPEC	SCHOOL SPECIALTY LLC	77.40
110291	08/13/2024				STERLINGCO	STERLING COMPUTERS CORPORATION	8,712.87
110292	08/13/2024				TAYLORFRAN	TAYLOR FRANCIS GROUP, LLC	299.84
110293	08/13/2024				THOMPSON	THOMPSON	9,540.33
110294	08/13/2024				TMS	TIME MANAGMENT SYSTEMS	406.00
110295	08/13/2024				USCELL	U.S. CELLULAR	152.13
110296	08/13/2024				ULINE	ULINE	134.72
110297	08/13/2024				URWILOIS	LOIS URWILER	15.92
110298	08/13/2024				VERIZON	VERIZON	161.76
110299	08/13/2024				VEX	VEX ROBOTICS, INC	7,446.49
110300	08/13/2024				VILLAGECOL	VILLAGE OF COLERIDGE	66.70
110301	08/13/2024				WATTIERTV	WATTIER TRUE VALUE	55.00
110302	08/13/2024				WAYNEHERAL	WAYNE HERALD	281.00
110303	08/13/2024				YYLAWN	Y AND Y LAWN SERVICE LLC	100.00
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 170,376.64
Checking Account Total:		1		Void Total:		0.00	Total without Voids: 170,376.64

Checking Account ID: 15

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1251	08/13/2024				ELANFINANC	ELAN FINANCIAL SERVICES	31.56
1252	08/13/2024				LAURELHOME	LAUREL'S HOMETOWN MARKET	576.65
1253	08/13/2024				PONCASTATE	PONCA STATE PARK	202.00
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 810.21
Checking Account Total:		15		Void Total:		0.00	Total without Voids: 810.21

Checking Account ID: 3

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3049	08/13/2024				AMERICCLAIM	AMERIFLEX	3,981.43
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 3,981.43
Checking Account Total:		3		Void Total:		0.00	Total without Voids: 3,981.43

Checking Account ID: 365157

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
2066	08/13/2024				HAUSMANN	HAUSMANN CONSTRUCTION, INC.	4,270.40
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 4,270.40
Checking Account Total:		365157		Void Total:		0.00	Total without Voids: 4,270.40

Checking Account ID: 365165

Check Type: Check

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<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Amount</u>
1077	08/13/2024				HAUSMANN	HAUSMANN CONSTRUCTION, INC.	104,192.77
1078	08/13/2024				MIDSTATENG	MID-STATE ENGINEERING & TESTING	2,239.00
Check Type Total:		Check			Void Total:		0.00
					Total without Voids:		106,431.77
Checking Account Total:		365165			Void Total:		0.00
					Total without Voids:		106,431.77

Checking Account ID: 8

Check Type: Check

<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Amount</u>
8294	08/13/2024				THOMPSON	THOMPSON	28,750.00
8295	08/13/2024				VERIZON	VERIZON	389.40
8296	08/13/2024				MOBILEMINI	WILLIAMS SCOTSMAN, INC.	912.76
8297	08/13/2024				WILLSCOT	WILLIAMS SCOTSMAN, INC.	13,418.84
Check Type Total:		Check			Void Total:		0.00
					Total without Voids:		43,471.00
Checking Account Total:		8			Void Total:		0.00
					Total without Voids:		43,471.00
		Grand Total:			Void Total:		0.00
					Total without Voids:		329,341.45

Invoice Listing - Summary

08/09/2024 11:51 AM

AUGUST 2024 CREDIT CARD PAYMENT

<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Check Number</u>	<u>Invoice Amount</u>
GENERAL FUND:				
ADOBE CREATIVE CLOUD/ACROPRO	07/12/2024	08/13/2024	110214	21.29
AMAZON MUSIC	07/26/2024	08/13/2024	110214	10.64
AMAZON.COM	07/27/2024	08/13/2024	110214	344.27
AMERICAN HEART ASSOCIATION	07/31/2024	08/13/2024	110214	19.20
B AND B CONVENIENCE	07/23/2024	08/13/2024	110214	70.37
CANVA.COM	07/29/2024	08/13/2024	110214	120.00
CASEY'S	07/09/2024	08/13/2024	110214	54.13
CHIPOTLE RESTAURANT	07/26/2024	08/13/2024	110214	45.93
CUNNINGHAM'S JOURNAL ON THE LAKE	07/24/2024	08/13/2024	110214	54.17
DOLLAR GENERAL	07/16/2024	08/13/2024	110214	559.90
ECHO ELECTRIC SUPPLY	07/22/2024	08/13/2024	110214	385.20
EVERYDAY SPEECH.COM	07/03/2024	08/13/2024	110214	299.99
HIS BAKING CO LLC	08/01/2024	08/13/2024	110214	82.86
HYATT REGIANCY ORLANDO FL	07/02/2024	08/13/2024	110214	43.87
MENARDS - NORFOLK	07/26/2024	08/13/2024	110214	449.95
NASCO - FORT ATKINSON	07/29/2024	08/13/2024	110214	560.70
NEBR COUNCIL OF SCHOOL ADMIN	07/11/2024	08/13/2024	110214	300.00
RATH'S MINI MART	08/02/2024	08/13/2024	110214	1,154.92
SKEETER BARNES	07/25/2024	08/13/2024	110214	99.90
TARGET.COM	07/26/2024	08/13/2024	110214	54.57
USPS 68727	07/09/2024	08/13/2024	110214	9.92
WALMART.COM	07/27/2024	08/13/2024	110214	35.13
Total General Fund:				4,776.91

ACTIVITY FUND: 2,972.42

STUDENT FEES FUND: 31.56



LCC ACTIVITIES DEPARTMENT
HOME OF THE BEARS
502 WAKEFIELD ST.
LAUREL, NE 68745
402-256-3133

Superintendent
Jeremy Christiansen

Principal
Diane Hanel

Activities Director
Quin Conner

Girls Golf
Christina Patefield

Cross Country
Brandi Settje

Football
Alan Gottula

Volleyball
Julie Kvols

Boys Basketball
Quin Conner

Girls Basketball
Marcus Messersmith

Track & Field
Shannon Benson

Boys Golf
Pat Harrington

August '24 Board Report

Athletics

- Coaches and sponsors attended the first annual GNAC Fall kickoff meeting @ Hartington Newcastle on Tuesday, August 6th.
 - Coaches and sponsors were able to meet the fellow coaches from the new conference schools, as well as read through portions of the conference constitution and by laws that directly affect their activity.
 - By all accounts it was a very successful night, and we are all looking forward to diving into the new conference calendar this fall!
- High School Fall practices (Girls Golf, Football, XC, Volleyball) officially got underway yesterday. (August 12th)
 - Will have a better idea of student participation after the end of this week.
 - First Contests:
 - Girls Golf: August 23rd @ West Point
 - Football: August 30th @ GACC
 - XC: August 29th @ Hartington
 - Volleyball: August 26th @ Randolph
- Junior High Fall practices will begin at the following:
 - Football: August 15th
 - First game 9/3/24 vs. Hartington Newcastle
 - Volleyball: August 19th
 - First game 9/16/24 vs. Cedar Catholic
 - XC: August 15th
- Fall Sports Media Day
 - Scheduled for **August 26th** for JH and HS Fall Sports
 - Company will do individual, as well as team photos for the fall sports.
 - They will be able to provide pictures and pins via order form.
 - Hoping for great things with this new company!

Transportation

- Buses are as close to ready to go as they can be!



LCC ACTIVITIES DEPARTMENT
HOME OF THE BEARS
502 WAKEFIELD ST.
LAUREL, NE 68745
402-256-3133

- Have two windshields that will be replaced sometime this week.

Board Report - August 2024
Keri Hart
Laurel - Concord - Coleridge Elementary

Monthly Spotlight	Theme for our elementary staff this year is Glow while you GROW!  We have a lot of exciting changes and opportunities this year. We're always learning and growing but this year especially we're going to grow into our new building with new staff, new ELA curriculum, new standards-based grading on math! We're looking forward to a great school year! New Staff Members! ● Mandi Fernau - 1st Grade ● Marissa Remm - 1st & 2nd Grade Reading and Math Specialist ● Paxton Peters - 4th Grade - officially graduates December 2024 ○ Mentor - Jessica Recob ● Izac Reifenrath - 5th Grade ● Nicole Cross - 5th Grade ● Melissa Campbell - Preschool and Interventions ● Jennifer Foster - Paraeducator Ryleigh Specht - HS para for preschool ● We have enjoyed partnering with the HS. The high school students enjoy it and it is great job experience for them! We're excited to welcome our new group of teachers and staff members! While this group is new, they bring a wide variety of experiences to our district. We're excited to glow and grow in the elementary! ● New Teacher Program - Purpose: to provide proper support for new teachers ○ We will meet once a month during PD time to talk about various topics based on the time of year, time to reflect and learn from each other, and time to check-in our teacher self-care

Curriculum & Assessment	Math ● Standards-Based Grading - information was shared at back to school night. ○ The flyer will also be sent electronically ○ Additional information will be sent home before parent-teacher conferences and teachers will be prepared to give parents information ○ Staff math work day - August 6th ■ Reviewed changes with standards-based grading, expectations for the school year, and teachers had time to work. Teachers were appreciative of the extra time to prepare and think through math instruction. Lots of great conversations! ■ We're looking forward to sharing more in the future Reading Plans (K-3rd) ● Using mCLASS (DIBELS) for our screener ● Screener will be completed the first 2 weeks of school for grades K-5 ● NEW ELA curriculum - CKLA - Core Knowledge Language Arts ○ We had GREAT trainings this summer to prepare teachers! ○ Teachers and I are both excited for the changes in format with the new curriculum and it is aligned to the science of reading! ○ We're looking forward to implementing CKLA ● It has been a busy summer with trainings but teachers have been positive about the new curriculum and feel prepared. Collaborative Plan Time ● Once a week teachers will have collaborative plan time where they will meet with grade level teacher, Laura (HAL/instructional coach), Crystal (SPED), and Jean (Title 1) to review student data and plan. ● Collaborative planning actively encourages teachers to focus on effective differentiation, collaborative approach to student learning, and opportunity for communication to ensure aligned supports. ● Another opportunity to learn from each other and support all student needs through collaboration
PBIS (Positive Behavioral Intervention and Supports)	● NEW Expectation Stations - on Wednesday, August 14th ○ Students will go through the expectations and procedures for arrival, dismissal, lunch, recess, hallway, and restroom ○ Great way to start the year with showing expectations and procedures → Teach, Model, & Practice ○ Set high expectations and balance those with support and loving relationships
Handbook Updates	● Changes to report cards (see more above and the link to the handout below)

	● Homework Policy ○ Maximum Time Expectations ○ K-2 - None ■ Students are encouraged to read at home with parents! ○ 3rd - 4th - 20 - 30 minutes per day ○ 5th - 30 - 50 minutes per day ● Recess - limiting time students can miss recess to complete homework. More details outlined in the handbook. This is put in place to ensure students have access to recess and outdoor unstructured time because of the positive benefits of recess and play, including movement, social emotional learning, team work, and problem solving ● Technology - no electronic devices (cell phones, watches, etc.) during the school day 8:00-3:37 or upon arrival for morning supervision. No electronic devices on field trips
PTO (Parent-Teacher Organization)	● Met Monday, August 5th ● Lots of great events planned! ● PTO will be providing snacks for staff during all district PD meeting on Wednesdays (once a month)
Communication	Back to School Handout with Information - Handout ● Monthly Newsletters ● Weekly student of the month communication and next week events ● Seesaw ● LCC Facebook Page
Community Relations	LCC Security Bank Partnership ● We will continue our school bank partnership this year with Security Bank - First day of deposit will be September 17th
Professional Development	● Power of Positive Leadership - June 2024 ● Administrator Days - July 2024 ● New Leadership Cadre - though ESU #1 ○ Meet 4 times during the school year to focus on Clifton strengths, instructional leadership, other helpful information for new principals
Activities & Events	● Teachers Report Friday, August 9th ● Student First Day - Wednesday, August 14th ● Back to School Bash - Celebration during the day - Friday, August 16th ● Preschool First Day - Monday, August 19th ● Picture Day - Monday, August 26th ● No School - Labor Day - Monday, September 2nd ● School Store Kick-Off - Monday, September 9th



Middle School Principal Report
Mark Leonard
August Board of Education Meeting
Tuesday, August 13, 2024

Curriculum/Instruction/Assessment/School Improvement
Updates for the 24-25 School Year

WIN Period – We will continue our WIN (Whatever Is Needed) period at our middle school schedule, but we are modifying it somewhat so all our students will receive additional support/instruction with reading and mathematics as most of our state assessments revolve around these two areas, and many of our other subjects have either a reading and/or mathematics component with them. During this period, our students will receive specific reading and mathematics supports and/or instruction and have the chance to participate in certain extra-curricular offerings such as Quiz Bowl, or 6th Grade Band. We will continue the Life Skills and STEM enrichment portion with our students as we will be incorporating both small and larger woodworking projects, CPR/First Aid Training, and Makerspace creation time during their study hall period for students who wish to further explore these opportunities. Our WIN period and additional enrichment and extra-curricular offerings are designed to better reach all our students with whatever specific academic needs they may have and offer them more time to engage in activities that will further enhance their academic skills and abilities.

Middle School Makerspace –To date, we have equipped/in the processing of equipping our Makerspace with the following items: Glowforge Plus multi-media laser printer/engraver, Genmitsu wood laser engraver, four (4) 3-D printers with printer filaments, two (2) Cricut vinyl cutting machines, two (2) combo heat press machines with sublimation blanks, eight (8) LUMA programmable robots, an EPSON Ecotank 2800 sublimation printer with refillable sublimation ink, two (2) USB microphones for recording/podcasting, a button making machine with supplies, two (2) bracelet making machines with supplies, a Lego table to create and design Lego projects with supplies, and a Strawbees table to create and design using Strawbees and connectors with supplies. Our goals are to equip our Makerspace with additional Glowforge technology and construction supplies and make our Makerspace mobile. With all our technology and stations in our Makerspace area, we have now incorporated a 6th grade Makerspace exploratory class into our exploratory class rotations. Our Makerspace will also be open during our student's study hall period as well as by appointment for any faculty member who wishes to use this space during the school day.

Policy/Procedure Updates – We will continue with the tardy policy that was in place for our middle school students to better encourage them to be to class on time. Appropriate consequences have been established if students are unable to adhere to this policy. We will also continue with our Academic After-School Support Time for our students who are failing one or more classes. This will take place on the early out Wednesdays and will provide our students with academic assistance to help decrease the number of students on our weekly down list. Backpacks will no longer be allowed in the classroom, and students will be required to store them in their locker, along with their cell phones. School locks are available upon student request. We are going to a one-lunch period schedule with an optional recess/outdoor time for students upon the completion of their lunch.

Smart Pass (Digital Hall Pass System) – We will continue with Smart Pass at both our middle school and high school for the 24-25 school year. All teachers, staff, and students have an account to Smart Pass, which is our digital hall pass system. Smart Pass will help our teachers and staff better monitor our students when they leave and where they go when they are away from a classroom. With the implementation of the Smart Pass system, student time will be reduced in our hallways, and safety measures will be enhanced with stronger accountability procedures for our students.

AIMS Web + Assessment, NSCAS Growth Assessment & ELPA 21 Screener – The AIMS Web + assessment is scheduled to be completed during the first 3 days of school for reading and mathematics with our 6th-8th grade students to effectively group students to receive the proper supports and/or instruction during their WIN time. AIMS Web + screens and monitors the reading and math skills of our students, is proven to uncover learning gaps quickly, identifies at-risk students, and assesses individual and classroom growth. The AIMS Web + assessment provides benchmarking and progress monitoring for K-8 foundational reading and math skills, as well as screeners for dyslexia and behavior. This assessment will also be administered during the Winter and Spring. The Fall NSCAS Growth Assessment will be administered to students in grades 3-8 during the period of September 9-20. NSCAS Growth is aligned to both the state standards and to the state summative blueprint. Adaptive outside of grade level and measuring growth, it will yield grade level performance data throughout the school year and produce summative proficiency scores at year's end. Our school is using the Fall and Spring NSCAS Growth Assessment for grades 3-8 to measure growth and proficiency in ELA, Math, and Science, the CCRA (College and Career Readiness Assessment) for grade 9 to measure their college and career readiness skills of critical thinking, problem solving, and effective written communication, the NSCAS Pre-ACT for grade 10, and the NSCAS ACT for grade 11. The ELPA 21 Screener is administered to students who have identified another language other than English as their first language and who have not taken the ELPA Screener in the past. Currently, all our ELL students have taken the ELPA Screener and will be required to complete the ELPA Summative Assessment in February-March.

Activities/Events

Tanzania Mission Trip – A good portion of the month of July for me was spent in the country of Tanzania, Africa (12 of my allotted 20 days off for the summer were used for this trip). While on the trip, I learned how fortunate and blessed we are to live where we do. Many of the things we take for granted are not available for people in Tanzania. Being a principal, I asked many questions about their educational system and wanted to learn more about how education worked in a 3rd world country. There is not a busing system for public students to get to school. There were many students who were walking to school very early in the morning while we were there and for some, it took them 2 hours to walk to school one way. When I asked some kids about their classes, they said they were enrolled in the same core classes as we were as well as what they called Physical Exercise. Students attend what is called a primary school (much like our elementary school) and a secondary school (much like our middle/high school). Some students are sent to what is called boarding school. At a boarding school, students are away from their families for usually a month or more at a time, and instruction is more centered on a certain career/trade. Students attend school throughout the year with various breaks built in throughout the year (no summer break for students).

Personnel

The middle school will have a few new faces that will be working at the school this year. Natasha Tasler is new to our Level III program and will be working part-time in helping to lead this school program. Vince Cabanez will be teaching our middle school Agriculture exploratory class for the 24-25 school year. Kayla Nordhues is reassigned and will now be serving as a paraprofessional in the Level III program. Monica Becker has also been reassigned and will be serving as a middle school paraprofessional.

Meetings/Activities (July/August)

Friday, July 5th – Friday, July 19th – Middle School Gym Closed for Refinishing
Tuesday, July 9th – Branching Minds Administration Welcome Call
Wednesday, July 10th – Thursday, July 25th – Tanzania, Africa Mission Trip
Monday, July 15th – LCC Instructional Model and Appraisal System Meeting (HS Conference Room); Teammates Board Meeting (Middle School Boardroom)
Monday, July 22nd – Wednesday, July 24th – NSAA Coaches' Clinic (Lincoln)
Wednesday, July 24th – Friday, July 26th – Administrator Days (Kearney)
Friday, July 26th – School Tour/Meeting with Prospective Students at Middle School
Tuesday, July 30th – PowerSchool Appointment; LCC Booster Bash, & Student Athlete/Parent Meeting (High School Commons)
Wednesday, July 31st – Building Blocks Informational Meeting (Laurel Community Center)
Thursday, August 1st – LCC Pre-Registration Day; Sioux City Pop Donation Run; mClass for Reading Meeting (via Zoom)
Friday, August 2nd – mClass for Reading Meeting (via Zoom)
Saturday, August 3rd – Ribfest (Coleridge Park)
Monday, August 5th – CPI Training (HS Commons); Freshmen Orientation Night (High School Commons)
Tuesday, August 6th – Nebraska SMART Webinar (via Zoom); GNAC Fall Kickoff Meeting (Hartington)
Wednesday, August 7th – Administrative Team Meeting; Middle School Students IEP Meeting (MS Boardroom)
Thursday, August 8th – New Teacher Orientation (HS Conference Room)
Friday, August 9th – Teacher/Staff All-School Assembly, Building Meetings, Concession Sign-Up, & Activities/Coaches Meeting (Professional Development Day); Booster Club Golf Tournament
Sunday, August 11th – LCC Back to School Staff Gathering (Settje's Shed)
Monday, August 12th – First Day of HS Fall Practices; Driver Capacity Training; MS MTSS Meeting; MS PBIS Leadership Team Meeting; District Safety Team Meeting; LCC Open House (Professional Development Day)
Tuesday, August 13th – Driver Capacity Training; Annual Health & Safety Trainings; School Board of Education Meeting (MS Boardroom)

Upcoming Activities/Meetings Scheduled (August/September)

Wednesday, August 14th – First Day of School (Elementary/Middle School/High School); Smart Pass Training & Student Health Concerns Meeting with Mrs. Conley
Thursday, August 15th – Administrative Team Meeting; Start of JH Fall Practices (Football & Cross Country)
Friday, August 16th – Fire Drill (10:30 AM)
Monday, August 19th – First Day of Level III Program & Pre-School; Start of JH Fall Practices (Volleyball)
Tuesday, August 20th – Title III Consortium Meeting (9:00-9:30 AM, via Zoom); Level III Student IEP (11:00 AM, Middle School Boardroom); Fire Drill (1:45 PM)
Wednesday, August 21st – Demoiné Adams Day at LCC (Middle School Assembly – 1st Period); Teammates Board Meeting (12:00 PM – Middle School Boardroom); Early Dismissal (1:10 PM – Demoiné Adams Professional Development with Teachers/Staff)
Thursday, August 22nd – Administrative Team Meeting (9:00 AM, via Zoom)
Friday, August 23rd – HS Girls Golf @ West Point-Beemer Invite (9:00 AM, Beemer)
Monday, August 26th – School Picture Day; HS Fall Sports Media/Photo Day; HS Volleyball Jamboree @ Randolph (Elkhorn Valley, 5:30 PM)
Tuesday, August 27th – ESU 1 Principal's Meeting (9:00 AM-3:00 PM); High School Girls Golf Triangular (4:00 PM, Wayne Hartington CC)

Wednesday, August 28th – PowerSchool Bi-Weekly Meeting (9:15 AM, via Zoom); Severe Weather/Tornado Drill (9:30 AM)

Thursday, August 29th - Administrative Team Meeting (9:00 AM); HS Girls JV/V Volleyball Triangular @ West Point (Battle Creek, 5:30 PM); JH/HS Cross Country @ Hartington-Newcastle Invite (9:00 AM)

Friday, August 30th – HS Girls Golf @ Wayne Invite (9:00 AM); HS Varsity Football @ GACC (7:00 PM, Beemer)

Saturday, August 31st – LCC JV Volleyball Tournament (9:00 AM, Laurel Main Gym)

Monday, September 2nd – NO SCHOOL (Labor Day)

Tuesday, September 3rd – JH/JV Football vs. Hartington-Newcastle (4:00 PM); HS Volleyball (V/JV/C) @ Ponca (5:30 PM)

Wednesday, September 4th – Title III Consortium Meeting (9:00 AM-3:00 PM)

Thursday, September 5th – Administrative Team Meeting (9:00 AM); HS Girls Golf @ Stanton Invite (9:00 AM); JH/HS Cross Country @ Wisner-Pilger Invite (4:00 PM, Beemer); HS Volleyball (V/JV/C) vs. Randolph (5:30 PM)

Friday, September 6th – Jacie Burbach (12:00 PM, Middle School Boardroom); HS Varsity Football vs. Pender (7:00 PM, FFA Alumni Tailgate)

Monday, September 9th – JH Football @ Homer (4:00 PM); School Board of Education Meeting (7:00 PM, HS Conference Room)



“Equipping students with skills for Life, Career, & Challenges!
In a Progressive, Rigorous, Inclusive Dynamic Environment!”



Laurel-Concord-Coleridge High School Principal Report – August 2024

Administrator Meetings Attended

*Administrator Days (July 24-26). Workshops attended focused on building community relations, establishing a “growth mind-set” walk-through process, engagement strategies for the CTE classes, AI in education, addressing youth vaping, improving student behavior, collaborating with NDE across content areas for updates and networking with new administrators.

*ESU#1 Leadership Cadre (July 18) Focused on leadership strengths, evaluations and provided time to collaborate with other principals.

Professional Development Conferences/Training/Workshops

SmartPass Training (May 29)

Phil Warrick – Standards Based Learning and Assessment (May 30 – 31)

CTE Conference (June 3-5)

CharacterStrong Training (June 7)

IEP Facilitation Training (June 10 and 12)

Instructional Model Work (June 24, July 15)

Power of Positive Leadership (June 25)

SmartPass Training (June 26) new updates

AI in CTE Workshop (July 9-10)

Canvas for Administrators (July 22)

AI Workshop (July 30)

SchoolsPLP Training (August 6)

CPI Training (August 6)

Initial Title IX Training (August 7)

Community/Student Relations Activities

InternNE Lunch and Learn with Community (June 11)

Student Council Workshops (May 23, June 24, August 2)

Assisting with Freshmen Orientation, Back to School Night, First Day of School, Wacky Wednesdays, Town Hall Meetings, Community Day, Veterans Day, Bear Day and more

Next Chapter Nebraska Meeting (July 19) Extension Office – additional resources and field trip opportunities for students.

Student Athlete/Parent Meeting (July 30)

Freshman Orientation (August 5)

Student Enrollment

Schedules are being finalized with Mr. Gottula this week.

Work-based Learning and Teacher Aide options will be available for seniors.

Seniors – 37 Juniors – 37 Sophomores – 38 Freshman – 27

New High School Staff/Faculty

Vince Cabanez – Agriculture Teacher

Elizabeth Benson – HS Para

Reagan Reifenrath – HS Para

Angie Hall – Co-sponsor for FFA

Beginning of School

New Teacher Inservice (August 8)

All Staff/Faculty Inservice Days (August 9, 12 and 13)

Back to School Night (August 12 from 5:00 – 8:00)

Rotations for students/parents will be available. NHS students will provide tours. Food and prizes

School Year Format/Additions/Changes

****Theme – CharacterStrong – Be Kind – Be Resilient – Be Well**

Monday and Tuesday – CharacterStrong curriculum will be delivered to the students.

Wednesday and Thursday will be available for students to complete check-ins with teachers. On Friday, students will meet with their ROAR family for additional collaborative activities.

Academic Support will be available on Wednesdays from 1:15 a.m. to 3:30 p.m. for students who are failing classes.

Early out days have been identified as a “Wacky Wednesday”. Dress up theme days, special recognition, mini-pep rallies, non-athletic competitions. Celebration for all students will be held from 12:50 – 1:10. Traveling trophies will be presented to the winning class each quarter.

****School hours will be from 8:00 a.m. – 3:40 p.m. with eight 47-minute classes and an 18-minute homeroom in a 9-period day.**

****SmartPass will continue to be utilized in the high school to enhance safety, monitor attendance and tardiness, and collect data to ensure student accountability for being present in the classroom.**

****A la Carte options will be available for students during their study hall (not available during first, seventh and ninth period)**

****Academic Support will be held on early-out Wednesdays for all students who are failing classes. Support will be held from 1:15 p.m. – 3:30 p.m.**

****Cell Phones - A student is permitted to possess and use electronic devices before school hours, at lunchtime, at their locker during passing periods, and after school hours. Cell phones, including Smart watches and all other non-school electronic device, must be stored in their academic locker during all class periods from 8:00 a.m. – 3:40 p.m.**

****Backpacks – All backpacks are to remain in the student’s locker.**

Upcoming Events

First day of school (August 14)

DeMoine Adams - Heart Not Hype Presentation to students – August 21

DeMoine Adams – Professional Development for teachers/staff – August 21

School Pictures (August 26)

First of the year fire drills, tornado drill and bus evacuation have been scheduled and will be completed by August 28.

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	LOCAL PROPERTY TAXES	0.00	40,730.96	5,894,696.94	0.00	(5,894,696.94)
01 1115	CARLINE TAX	0.00	0.00	1,238.57	0.00	(1,238.57)
01 1125	MOTOR VEHICLE TAX	0.00	26,006.81	324,453.37	0.00	(324,453.37)
01 1323	TUITION- OTHER DIST W/ STATE -SP ED	0.00	0.00	56,350.00	0.00	(56,350.00)
01 1370	PRE-SCHOOL TUITION AND FEES	0.00	100.00	20,050.00	0.00	(20,050.00)
01 1510	INTEREST ON INVESTMENTS	0.00	1,327.08	10,903.97	0.00	(10,903.97)
01 1911	LOCAL LICENSE FEES	0.00	0.00	1,400.00	0.00	(1,400.00)
01 1941	TEXTBOOK SALES	0.00	0.00	364.70	0.00	(364.70)
Subtotal: LOCAL RECIEPTS		0.00	68,164.85	6,309,457.55	0.00	(6,309,457.55)
01 2110	COUNTY FINES AND LICENSE FEES	0.00	1,322.55	16,718.78	0.00	(16,718.78)
01 2210	ESU RECEIPTS	0.00	2,111.66	2,111.66	0.00	(2,111.66)
Subtotal: COUNTY AND ESU RECEIPTS		0.00	3,434.21	18,830.44	0.00	(18,830.44)
01 3110	STATE AID	0.00	0.00	662,355.00	0.00	(662,355.00)
01 3120	SPECIAL ED SCHOOL AGE	0.00	0.00	887,768.00	0.00	(887,768.00)
01 3125	SCHOOL AGE SPECIAL ED TRANSPOR	0.00	0.00	25,231.00	0.00	(25,231.00)
01 3130	HOMESTEAD EXEMPTION	0.00	7,781.26	38,644.59	0.00	(38,644.59)
01 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	651,594.72	0.00	(651,594.72)
01 3133	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	3,981.19	0.00	(3,981.19)
01 3180	PRO-RATE MOTOR VEHICLE	0.00	724.36	11,081.81	0.00	(11,081.81)
01 3400	STATE APPORTIONMENT	0.00	0.00	78,640.71	0.00	(78,640.71)
01 3535	HIGH ABILITY LEARNERS	0.00	0.00	5,175.00	0.00	(5,175.00)
01 3551	CAREER EDUCATION	0.00	0.00	7,500.00	0.00	(7,500.00)
01 3990	OTHER STATE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: STATE RECEIPTS		0.00	8,505.62	2,371,972.02	0.00	(2,371,972.02)
01 4423	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	286.00	0.00	(286.00)
01 4505	TITLE I, PART A	0.00	0.00	13,033.00	0.00	(13,033.00)
01 4516	IDEA PRESCHOOL-BASE ALLOCATION AGE 3-5	0.00	0.00	4,569.00	0.00	(4,569.00)
01 4518	IDEA PART B (611) BASE & ENROLL POVERTY	0.00	0.00	114,552.00	0.00	(114,552.00)
01 4521	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	5,710.00	0.00	(5,710.00)
01 4525	FED VOC ED (CARL PERKINS)-BSN	0.00	4,340.31	14,613.45	0.00	(14,613.45)
01 4708	MEDICAID IN PUBLIC SCHOOLS	0.00	0.00	15,839.75	0.00	(15,839.75)
01 4709	MEDICAID ADMINISTRATIVE ACTIV.	0.00	0.00	3,228.70	0.00	(3,228.70)
01 4998	ARP ESSER III	0.00	0.00	25,070.00	0.00	(25,070.00)
Subtotal: FEDERAL RECEIPTS		0.00	4,340.31	196,901.90	0.00	(196,901.90)
01 5300	SALE OF PROPERTY	0.00	920.00	31,071.00	0.00	(31,071.00)
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	603.86	12,022.60	0.00	(12,022.60)
Subtotal: NON-REVENUE RECEIPTS		0.00	1,523.86	43,093.60	0.00	(43,093.60)
01 9000	NON-PROGRAM RECEIPTS	0.00	1,991.86	21,910.46	0.00	(21,910.46)
01 9003	INTERFUND LOAN FROM SPECIAL BUILDING FUND	0.00	0.00	0.00	0.00	0.00
Subtotal: NON-PROGRAM RECEIPTS		0.00	1,991.86	21,910.46	0.00	(21,910.46)
Fund Total:		0.00	87,960.71	8,962,165.97	0.00	(8,962,165.97)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 02 DEPRECIATION RESERVE FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INTEREST ON INVESTMENTS	0.00	255.72	3,109.64	0.00	(3,109.64)
Subtotal: LOCAL RECIEPTS		0.00	255.72	3,109.64	0.00	(3,109.64)
Fund Total:		0.00	255.72	3,109.64	0.00	(3,109.64)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 03 EMPLOYEE BENEFIT FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 1510	INTEREST ON INVESTMENTS	0.00	0.28	173.13	0.00	(173.13)
	Subtotal: LOCAL RECIEPTS	0.00	0.28	173.13	0.00	(173.13)
03 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	2,821.50	0.00	(2,821.50)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	2,821.50	0.00	(2,821.50)
03 9000	NON-PROGRAM RECEIPTS	0.00	4,733.25	60,015.75	0.00	(60,015.75)
	Subtotal: NON-PROGRAM RECEIPTS	0.00	4,733.25	60,015.75	0.00	(60,015.75)
	Fund Total:	0.00	4,733.53	63,010.38	0.00	(63,010.38)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 05 ACTIVITIES FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1510 0000	INTEREST ON INVESTMENTS	0.00	223.65	1,987.46	0.00	(1,987.46)
05 1790 1009	TRACK	0.00	0.00	666.42	0.00	(666.42)
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	1,430.00	0.00	(1,430.00)
05 1790 1020	ART CLUB	0.00	0.00	400.00	0.00	(400.00)
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	1,209.38	0.00	(1,209.38)
05 1790 1030	MIDDLE SCHOOL BAND	0.00	0.00	3,755.10	0.00	(3,755.10)
05 1790 1034	CHEERLEADING	0.00	398.00	3,987.32	0.00	(3,987.32)
05 1790 1035	HIGH SCHOOL DANCE	0.00	0.00	5,677.00	0.00	(5,677.00)
05 1790 1055	CLASS OF 2024	0.00	0.00	165.00	0.00	(165.00)
05 1790 1070	BOYS GOLF	0.00	0.00	609.43	0.00	(609.43)
05 1790 1075	HIGH ABILITY LEARNERS	0.00	0.00	1,229.00	0.00	(1,229.00)
05 1790 1080	CONCESSIONS	0.00	0.00	24,373.30	0.00	(24,373.30)
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	3,888.00	0.00	(3,888.00)
05 1790 1092	ELEMENTARY PBIS	0.00	0.00	227.81	0.00	(227.81)
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	1,580.92	0.00	(1,580.92)
05 1790 1101	PRESCHOOL ACTIVITIES	0.00	0.00	525.00	0.00	(525.00)
05 1790 1102	DIGITAL MEDIA	0.00	0.00	822.00	0.00	(822.00)
05 1790 1105	FBLA	0.00	0.00	10,567.00	0.00	(10,567.00)
05 1790 1110	FCCLA	0.00	0.00	1,199.30	0.00	(1,199.30)
05 1790 1115	FFA	0.00	0.00	28,762.94	0.00	(28,762.94)
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	0.00	1,775.07	0.00	(1,775.07)
05 1790 1125	LAUREL FITNESS CENTER	0.00	25.00	7,705.00	0.00	(7,705.00)
05 1790 1140	GENERAL ACTIVITIES	0.00	575.00	30,372.72	0.00	(30,372.72)
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	302.00	0.00	(302.00)
05 1790 1151	HOMECOMING	0.00	0.00	631.00	0.00	(631.00)
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	0.00	168.58	0.00	(168.58)
05 1790 1160	LIBRARY	0.00	75.20	9,690.12	0.00	(9,690.12)
05 1790 1163	MATH CLUB	0.00	0.00	185.58	0.00	(185.58)
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	0.00	3,948.00	0.00	(3,948.00)
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	1,010.00	0.00	(1,010.00)
05 1790 1175	FOOTBALL	0.00	0.00	544.33	0.00	(544.33)
05 1790 1180	CROSS COUNTRY	0.00	870.00	5,170.63	0.00	(5,170.63)
05 1790 1185	GIRLS GOLF	0.00	0.00	609.43	0.00	(609.43)
05 1790 1190	QUIZ BOWL	0.00	0.00	96.00	0.00	(96.00)
05 1790 1195	HIGH SCHOOL SCIENCE CLUB	0.00	0.00	312.00	0.00	(312.00)
05 1790 1200	SPANISH CLUB	0.00	0.00	243.00	0.00	(243.00)
05 1790 1205	ONE ACTS	0.00	0.00	2,632.00	0.00	(2,632.00)
05 1790 1210	SPEECH	0.00	0.00	400.00	0.00	(400.00)
05 1790 1220	FCA	0.00	0.00	1,150.00	0.00	(1,150.00)
05 1790 1225	SKILLS USA	0.00	0.00	3,044.00	0.00	(3,044.00)
05 1790 1230	VOCAL MUSIC	0.00	0.00	2,806.30	0.00	(2,806.30)
05 1790 1235	VOLLEYBALL	0.00	0.00	3,444.43	0.00	(3,444.43)
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	1,009.43	0.00	(1,009.43)
05 1790 1245	BOYS BASKETBALL	0.00	0.00	975.00	0.00	(975.00)
05 1790 1255	E-SPORTS	0.00	0.00	400.00	0.00	(400.00)
05 1790 1260	SCHOOL PICTURES	0.00	0.00	400.00	0.00	(400.00)
05 1790 1400	EDUCATION QUEST FOUNDATION	0.00	0.00	2,500.00	0.00	(2,500.00)
05 1790 1500	SECURITY BANK SPONSORSHIP	0.00	0.00	15,000.00	0.00	(15,000.00)
05 1790 1550	CLOVER	0.00	0.00	0.87	0.00	(0.87)
05 1790 1705	GREENHOUSE	0.00	0.00	117,700.00	0.00	(117,700.00)
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	3.61	31.72	0.00	(31.72)
Subtotal: LOCAL RECIEPTS		0.00	2,170.46	307,319.59	0.00	(307,319.59)
05 5200 0000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	100.00	0.00	(100.00)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 05 ACTIVITIES FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	100.00	0.00	(100.00)
	Fund Total:	0.00	2,170.46	307,419.59	0.00	(307,419.59)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 06 SCHOOL LUNCH/MILK FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	INTEREST ON INVESTMENTS	0.00	34.55	407.99	0.00	(407.99)
06 1611	DAILY SALES - SCHOOL LUNCH PROGRAM	0.00	565.00	100,783.78	0.00	(100,783.78)
06 1613	DAILY SALES - SPECIAL MILK PROGRAM	0.00	7.00	677.00	0.00	(677.00)
06 1620	DAILY SALES NON-REIMB. -ADULT or ALA CARTE	0.00	182.00	17,213.29	0.00	(17,213.29)
06 1990	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	27.22	1,224.33	0.00	(1,224.33)
	Subtotal: LOCAL RECIEPTS	0.00	815.77	120,306.39	0.00	(120,306.39)
06 4210	SCHOOL LUNCH FEDERAL REIMBURSEMENT	0.00	0.00	111,321.37	0.00	(111,321.37)
	Subtotal: FEDERAL RECEIPTS	0.00	0.00	111,321.37	0.00	(111,321.37)
06 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	255,000.00	0.00	(255,000.00)
06 5690	OTHER NON-REVENUE RECEIPTS	0.00	56.79	774.06	0.00	(774.06)
	Subtotal: NON-REVENUE RECEIPTS	0.00	56.79	255,774.06	0.00	(255,774.06)
	Fund Total:	0.00	872.56	487,401.82	0.00	(487,401.82)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 07 BOND FUND						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL PROPERTY TAXES	0.00	5,840.67	834,180.97	0.00	(834,180.97)
07 1115	CARLINE TAX	0.00	0.00	176.03	0.00	(176.03)
07 1510	INTEREST ON INVESTMENTS	0.00	212.39	3,333.02	0.00	(3,333.02)
	Subtotal: LOCAL RECIEPTS	0.00	6,053.06	837,690.02	0.00	(837,690.02)
07 3130	HOMESTEAD EXEMPTION	0.00	1,115.79	5,578.61	0.00	(5,578.61)
07 3131	PROPERTY TAX CREDIT	0.00	0.00	93,435.90	0.00	(93,435.90)
07 3133	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	562.19	0.00	(562.19)
07 3180	PRO-RATE MOTOR VEHICLE	0.00	103.87	1,561.63	0.00	(1,561.63)
	Subtotal: STATE RECEIPTS	0.00	1,219.66	101,138.33	0.00	(101,138.33)
07 9001	INTERFUND LOAN FROM GENERAL FUND	0.00	0.00	0.00	0.00	0.00
	Subtotal: NON-PROGRAM RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Fund Total:	0.00	7,272.72	938,828.35	0.00	(938,828.35)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 08 SPECIAL BUILDING FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100 0002	LOCAL PROPERTY TAXES	0.00	6,609.18	947,081.49	0.00	(947,081.49)
08 1115 0002	CARLINE TAX	0.00	0.00	199.64	0.00	(199.64)
08 1510	INTEREST ON INVESTMENTS	0.00	928.54	8,996.19	0.00	(8,996.19)
08 1510 0001	INTEREST ON INVESTMENTS	0.00	705.04	33,786.49	0.00	(33,786.49)
08 1510 0002	INTEREST ON INVESTMENTS	0.00	600.50	5,436.90	0.00	(5,436.90)
Subtotal: LOCAL RECIEPTS		0.00	8,843.26	995,500.71	0.00	(995,500.71)
08 3130 0002	HOMESTEAD EXEMPTION	0.00	1,262.61	6,289.56	0.00	(6,289.56)
08 3131 0002	PROPERTY TAX CREDIT	0.00	0.00	105,730.28	0.00	(105,730.28)
08 3133 0002	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	638.65	0.00	(638.65)
08 3180 0002	PRO-RATE MOTOR VEHICLE	0.00	117.53	1,774.99	0.00	(1,774.99)
Subtotal: STATE RECEIPTS		0.00	1,380.14	114,433.48	0.00	(114,433.48)
Fund Total:		0.00	10,223.40	1,109,934.19	0.00	(1,109,934.19)

Regular; Processing Month 07/2024; Accounts to Include Accounts with
Activity

Fund: 10 SCH DIST #54 COOPERATIVE FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
10 1321	TUITION FROM OTHER DIST-GEN ED	0.00	0.00	6,058.82	0.00	(6,058.82)
10 1510	INTEREST ON INVESTMENTS	0.00	5.85	3,161.31	0.00	(3,161.31)
10 1990	OTHER LOCAL RECEIPTS	0.00	0.00	23,107.00	0.00	(23,107.00)
Subtotal: LOCAL RECIEPTS		0.00	5.85	32,327.13	0.00	(32,327.13)
Fund Total:		0.00	5.85	32,327.13	0.00	(32,327.13)

Regular; Processing Month 07/2024; Accounts to Include Accounts with Activity

Fund: 12 STUDENT FEE FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
12 1510	INTEREST ON INVESTMENTS	0.00	10.06	104.84	0.00	(104.84)
12 1741	EXTRACURRICULAR ACTIVITY FEES- BRIGHT HORIZONS	0.00	340.00	4,376.00	0.00	(4,376.00)
Subtotal: LOCAL RECIEPTS		0.00	350.06	4,480.84	0.00	(4,480.84)
Fund Total:		0.00	350.06	4,480.84	0.00	(4,480.84)

Regular; Processing Month 07/2024; Accounts to Include Accounts with Activity

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	113,845.01	11,908,677.91	0.00	(11,908,677.91)

Regular; Processing Month 08/2024										
Account Number		Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01	GENERAL FUND									
1100	REGULAR INSTRUCTIONAL PROGRAMS									
01 1100 111 1 001 000	SALARY-PROFESSIONAL STAFF		\$0.00	\$0.00	\$682,794.19	0.00	(\$682,794.19)	\$0.00	\$0.00	(\$682,794.19)
01 1100 111 2 002 000	SALARY-PROFESSIONAL STAFF		\$0.00	\$0.00	\$614,138.74	0.00	(\$614,138.74)	\$0.00	\$0.00	(\$614,138.74)
01 1100 111 3 003 000	SALARY-PROFESSIONAL STAFF		\$0.00	\$0.00	\$540,455.53	0.00	(\$540,455.53)	\$0.00	\$0.00	(\$540,455.53)
01 1100 112 1 001 000	SALARY-PARAPROFESSIONAL STAFF		\$0.00	\$0.00	\$11,575.01	0.00	(\$11,575.01)	\$0.00	\$0.00	(\$11,575.01)
01 1100 112 2 002 000	SALARY-PARAPROFESSIONAL STAFF		\$0.00	\$0.00	\$32,726.83	0.00	(\$32,726.83)	\$0.00	\$0.00	(\$32,726.83)
01 1100 112 3 003 000	SALARY-PARAPROFESSIONAL STAFF		\$0.00	\$0.00	\$20,758.91	0.00	(\$20,758.91)	\$0.00	\$0.00	(\$20,758.91)
01 1100 114 1 001 000	SALARY - TECHNIAL STAFF (TECH COORD.)		\$0.00	\$0.00	\$20,885.15	0.00	(\$20,885.15)	\$0.00	\$0.00	(\$20,885.15)
01 1100 114 2 002 000	SALARY - TECHNIAL STAFF (TECH COORD.)		\$0.00	\$0.00	\$20,270.91	0.00	(\$20,270.91)	\$0.00	\$0.00	(\$20,270.91)
01 1100 114 3 003 000	SALARY - TECHNIAL STAFF (TECH COORD.)		\$0.00	\$0.00	\$20,270.91	0.00	(\$20,270.91)	\$0.00	\$0.00	(\$20,270.91)
01 1100 122 1 001 000	SALARY - PARAPROF SUBSTITUTES		\$0.00	\$0.00	\$901.30	0.00	(\$901.30)	\$0.00	\$0.00	(\$901.30)
01 1100 122 2 002 000	SALARY - PARAPROF SUBSTITUTES		\$0.00	\$0.00	\$261.06	0.00	(\$261.06)	\$0.00	\$0.00	(\$261.06)
01 1100 122 3 003 000	SALARY - PARAPROF SUBSTITUTES		\$0.00	\$0.00	\$1,839.98	0.00	(\$1,839.98)	\$0.00	\$0.00	(\$1,839.98)
01 1100 123 1 001 000	SALARY-SUBSTITUTES		\$0.00	\$0.00	\$29,852.96	0.00	(\$29,852.96)	\$0.00	\$0.00	(\$29,852.96)
01 1100 123 2 002 000	SALARY-SUBSTITUTES		\$0.00	\$0.00	\$22,469.75	0.00	(\$22,469.75)	\$0.00	\$0.00	(\$22,469.75)
01 1100 123 3 003 000	SALARY-SUBSTITUTES		\$0.00	\$0.00	\$26,788.03	0.00	(\$26,788.03)	\$0.00	\$0.00	(\$26,788.03)
01 1100 132 1 001 000	SALARY - OVERTIME - PARAPROFESSIONALS		\$0.00	\$0.00	\$584.54	0.00	(\$584.54)	\$0.00	\$0.00	(\$584.54)
01 1100 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS		\$0.00	\$0.00	\$392.24	0.00	(\$392.24)	\$0.00	\$0.00	(\$392.24)
01 1100 132 3 003 000	SALARY - OVERTIME - PARAPROFESSIONALS		\$0.00	\$0.00	\$705.97	0.00	(\$705.97)	\$0.00	\$0.00	(\$705.97)
01 1100 150 1 001 000	SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 150 2 002 000	SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 150 3 003 000	SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 151 1 001 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR		\$0.00	\$0.00	\$112,661.86	0.00	(\$112,661.86)	\$0.00	\$0.00	(\$112,661.86)
01 1100 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR		\$0.00	\$0.00	\$26,371.13	0.00	(\$26,371.13)	\$0.00	\$0.00	(\$26,371.13)
01 1100 151 3 003 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR		\$0.00	\$0.00	\$50,657.74	0.00	(\$50,657.74)	\$0.00	\$0.00	(\$50,657.74)
01 1100 152 1 001 000	SALARY - ADD'L COMP- PARA COACH/SPNSR		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 152 2 002 000	SALARY - ADD'L COMP- PARA COACH/SPNSR		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 152 3 003 000	SALARY - ADD'L COMP- PARA COACH/SPNSR		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 154 1 001 000	SALARY - ADD'L COMP-TECH STAFF COACH		\$0.00	\$0.00	\$9,461.68	0.00	(\$9,461.68)	\$0.00	\$0.00	(\$9,461.68)
01 1100 154 2 002 000	SALARY - ADD'L COMP-TECH STAFF COACH		\$0.00	\$0.00	\$666.60	0.00	(\$666.60)	\$0.00	\$0.00	(\$666.60)
01 1100 154 3 003 000	SALARY - ADD'L COMP-TECH STAFF COACH		\$0.00	\$0.00	\$666.60	0.00	(\$666.60)	\$0.00	\$0.00	(\$666.60)
01 1100 211 1 001 000	GROUP INSURANCE - PROF STAFF/TEACHERS		\$0.00	\$0.00	\$92,558.26	0.00	(\$92,558.26)	\$0.00	\$0.00	(\$92,558.26)

Regular; Processing Month 08/2024

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 1100 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$94,583.66	0.00	(\$94,583.66)	\$0.00	\$0.00	(\$94,583.66)
01 1100 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$117,189.40	0.00	(\$117,189.40)	\$0.00	\$0.00	(\$117,189.40)
01 1100 212 1 001 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$442.72	0.00	(\$442.72)	\$0.00	\$0.00	(\$442.72)
01 1100 212 3 003 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 214 1 001 000	GROUP INSURANCE - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 214 2 002 000	GROUP INSURANCE - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 214 3 003 000	GROUP INSURANCE - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 220 2 002 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 221 1 001 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$67,770.84	0.00	(\$67,770.84)	\$0.00	\$0.00	(\$67,770.84)
01 1100 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$55,459.64	0.00	(\$55,459.64)	\$0.00	\$0.00	(\$55,459.64)
01 1100 221 3 003 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$49,234.44	0.00	(\$49,234.44)	\$0.00	\$0.00	(\$49,234.44)
01 1100 222 1 001 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$977.85	0.00	(\$977.85)	\$0.00	\$0.00	(\$977.85)
01 1100 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,449.38	0.00	(\$2,449.38)	\$0.00	\$0.00	(\$2,449.38)
01 1100 222 3 003 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,755.10	0.00	(\$1,755.10)	\$0.00	\$0.00	(\$1,755.10)
01 1100 223 1 001 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$2,283.77	0.00	(\$2,283.77)	\$0.00	\$0.00	(\$2,283.77)
01 1100 223 2 002 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$1,719.06	0.00	(\$1,719.06)	\$0.00	\$0.00	(\$1,719.06)
01 1100 223 3 003 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$2,049.26	0.00	(\$2,049.26)	\$0.00	\$0.00	(\$2,049.26)
01 1100 224 1 001 000	SOCIAL SECURITY - TECHNICAL STAFF	\$0.00	\$0.00	\$2,735.81	0.00	(\$2,735.81)	\$0.00	\$0.00	(\$2,735.81)
01 1100 224 2 002 000	SOCIAL SECURITY - TECHNICAL STAFF	\$0.00	\$0.00	\$2,004.57	0.00	(\$2,004.57)	\$0.00	\$0.00	(\$2,004.57)
01 1100 224 3 003 000	SOCIAL SECURITY - TECHNICAL STAFF	\$0.00	\$0.00	\$2,004.59	0.00	(\$2,004.59)	\$0.00	\$0.00	(\$2,004.59)
01 1100 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 231 1 001 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$78,417.74	0.00	(\$78,417.74)	\$0.00	\$0.00	(\$78,417.74)
01 1100 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$62,376.51	0.00	(\$62,376.51)	\$0.00	\$0.00	(\$62,376.51)
01 1100 231 3 003 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$58,224.70	0.00	(\$58,224.70)	\$0.00	\$0.00	(\$58,224.70)
01 1100 232 1 001 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,197.21	0.00	(\$1,197.21)	\$0.00	\$0.00	(\$1,197.21)
01 1100 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,894.40	0.00	(\$2,894.40)	\$0.00	\$0.00	(\$2,894.40)
01 1100 232 3 003 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,115.89	0.00	(\$2,115.89)	\$0.00	\$0.00	(\$2,115.89)
01 1100 233 1 001 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$649.38	0.00	(\$649.38)	\$0.00	\$0.00	(\$649.38)
01 1100 233 2 002 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$665.67	0.00	(\$665.67)	\$0.00	\$0.00	(\$665.67)

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 1100 233 3 003 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$243.44	0.00	(\$243.44)	\$0.00	\$0.00	(\$243.44)	
01 1100 234 1 001 000	RETIREMENT - TECHNICAL STAFF	\$0.00	\$0.00	\$2,997.54	0.00	(\$2,997.54)	\$0.00	\$0.00	(\$2,997.54)	
01 1100 234 2 002 000	RETIREMENT - TECHNICAL STAFF	\$0.00	\$0.00	\$2,068.18	0.00	(\$2,068.18)	\$0.00	\$0.00	(\$2,068.18)	
01 1100 234 3 003 000	RETIREMENT - TECHNICAL STAFF	\$0.00	\$0.00	\$2,068.17	0.00	(\$2,068.17)	\$0.00	\$0.00	(\$2,068.17)	
01 1100 237 1 001 000	INCREASED RETIREMENT CONTRIBUTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 237 2 002 000	INCREASED RETIREMENT CONTRIBUTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 237 3 003 000	INCREASED RETIREMENT CONTRIBUTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 238 0 000 000	VOLUNTARY TERMINATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 238 1 001 000	VOLUNTARY TERMINATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 238 2 002 000	VOLUNTARY TERMINATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 238 3 003 000	VOLUNTARY TERMINATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 239 1 001 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 239 2 002 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 239 3 003 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 261 1 001 000	UNEMPLOYMENT COMPENSATION/INS.	\$0.00	\$0.00	\$1,531.63	0.00	(\$1,531.63)	\$0.00	\$0.00	(\$1,531.63)	
01 1100 261 2 002 000	UNEMPLOYMENT COMPENSATION/INS.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 261 3 003 000	UNEMPLOYMENT COMPENSATION/INS.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 262 1 001 000	UNEMPLOYMENT COMPENSATION-PARAS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 281 1 001 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$102,428.89	0.00	(\$102,428.89)	\$0.00	\$0.00	(\$102,428.89)	
01 1100 281 2 002 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$94,655.10	0.00	(\$94,655.10)	\$0.00	\$0.00	(\$94,655.10)	
01 1100 281 3 003 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$63,755.54	0.00	(\$63,755.54)	\$0.00	\$0.00	(\$63,755.54)	
01 1100 284 1 001 000	HEALTH BEN/CAFE125 - TECHNICAL STAFF	\$0.00	\$0.00	\$5,454.13	0.00	(\$5,454.13)	\$0.00	\$0.00	(\$5,454.13)	
01 1100 284 2 002 000	HEALTH BEN/CAFE125 - TECHNICAL STAFF	\$0.00	\$0.00	\$5,293.75	0.00	(\$5,293.75)	\$0.00	\$0.00	(\$5,293.75)	
01 1100 284 3 003 000	HEALTH BEN/CAFE125 - TECHNICAL STAFF	\$0.00	\$0.00	\$5,293.75	0.00	(\$5,293.75)	\$0.00	\$0.00	(\$5,293.75)	
01 1100 291 1 001 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 291 2 002 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 291 3 003 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$393.28	0.00	(\$393.28)	\$0.00	\$0.00	(\$393.28)	
01 1100 292 1 001 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 292 2 002 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 292 3 003 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 294 1 001 000	OTHER BENEFITS - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 294 2 002 000	OTHER BENEFITS - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 294 3 003 000	OTHER BENEFITS - TECHNICAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 1100 320 1 001 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$41.67	0.00	(\$41.67)	\$0.00	\$0.00	(\$41.67)	
01 1100 320 2 002 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$41.67	0.00	(\$41.67)	\$0.00	\$0.00	(\$41.67)	
01 1100 320 3 003 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$16.66	0.00	(\$16.66)	\$0.00	\$0.00	(\$16.66)	
01 1100 333 1 001 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$3,115.15	0.00	(\$3,115.15)	\$0.00	\$0.00	(\$3,115.15)	
01 1100 333 2 002 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$1,595.09	0.00	(\$1,595.09)	\$0.00	\$0.00	(\$1,595.09)	
01 1100 333 3 003 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$4,031.31	0.00	(\$4,031.31)	\$0.00	\$0.00	(\$4,031.31)	
01 1100 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$1,684.77	0.00	(\$1,684.77)	\$0.00	\$0.00	(\$1,684.77)	
01 1100 352 2 002 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 352 3 003 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$826.04	0.00	(\$826.04)	\$0.00	\$0.00	(\$826.04)	
01 1100 382 1 001 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$0.00	\$3,618.81	0.00	(\$3,618.81)	\$0.00	\$0.00	(\$3,618.81)	
01 1100 382 2 002 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$0.00	\$3,618.82	0.00	(\$3,618.82)	\$0.00	\$0.00	(\$3,618.82)	
01 1100 382 3 003 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$0.00	\$8,562.55	0.00	(\$8,562.55)	\$0.00	\$0.00	(\$8,562.55)	
01 1100 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$43.87	\$7,377.13	0.00	(\$7,377.13)	\$0.00	\$0.00	(\$7,377.13)	
01 1100 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$519.80	\$1,583.28	0.00	(\$1,583.28)	\$0.00	\$0.00	(\$1,583.28)	
01 1100 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$1,110.96	0.00	(\$1,110.96)	\$0.00	\$0.00	(\$1,110.96)	
01 1100 590 0 000 000	INTERAGENCY PURCHASED SERVICES	\$0.00	\$0.00	\$2,207.00	0.00	(\$2,207.00)	\$0.00	\$0.00	(\$2,207.00)	
01 1100 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$1,682.08	\$20,550.19	0.00	(\$20,550.19)	\$0.00	\$0.00	(\$20,550.19)	
01 1100 610 1 001 612	SCIENCE SUPPLIES	\$0.00	\$708.83	\$3,042.84	0.00	(\$3,042.84)	\$0.00	\$0.00	(\$3,042.84)	
01 1100 610 1 001 613	ITE SUPPLIES	\$0.00	\$3,708.52	\$8,528.93	0.00	(\$8,528.93)	\$0.00	\$0.00	(\$8,528.93)	
01 1100 610 1 001 614	ART SUPPLIES	\$0.00	\$188.85	\$2,196.06	0.00	(\$2,196.06)	\$0.00	\$0.00	(\$2,196.06)	
01 1100 610 1 001 615	INSTRUMENTAL MUSIC SUPPLIES	\$0.00	\$708.00	\$915.37	0.00	(\$915.37)	\$0.00	\$0.00	(\$915.37)	
01 1100 610 1 001 616	VOCAL MUSIC SUPPLIES	\$0.00	\$0.00	\$282.89	0.00	(\$282.89)	\$0.00	\$0.00	(\$282.89)	
01 1100 610 1 001 617	FAMILY & CONSUMER SCIENCE SUPPLIES	\$0.00	\$346.75	\$6,459.38	0.00	(\$6,459.38)	\$0.00	\$0.00	(\$6,459.38)	
01 1100 610 1 001 618	VOC AGRICULTURE SUPPLIES	\$0.00	\$0.00	\$535.00	0.00	(\$535.00)	\$0.00	\$0.00	(\$535.00)	
01 1100 610 1 001 619	BUSINESS EDUCATION SUPPLIES	\$0.00	\$0.00	\$172.66	0.00	(\$172.66)	\$0.00	\$0.00	(\$172.66)	
01 1100 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$6,074.34	\$28,812.78	0.00	(\$28,812.78)	\$0.00	\$0.00	(\$28,812.78)	
01 1100 610 2 002 612	SCIENCE SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 610 2 002 614	ART SUPPLIES	\$0.00	\$1,147.20	\$2,989.11	0.00	(\$2,989.11)	\$0.00	\$0.00	(\$2,989.11)	
01 1100 610 2 002 615	INSTRUMENTAL MUSIC SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1100 610 2 002 616	VOCAL MUSIC SUPPLIES	\$0.00	\$0.00	\$1,559.05	0.00	(\$1,559.05)	\$0.00	\$0.00	(\$1,559.05)	
01 1100 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$463.77	\$11,690.56	0.00	(\$11,690.56)	\$0.00	\$0.00	(\$11,690.56)	
01 1100 610 3 003 612	SCIENCE SUPPLIES	\$0.00	\$73.19	\$622.05	0.00	(\$622.05)	\$0.00	\$0.00	(\$622.05)	
01 1100 610 3 003 613	ITE SUPPLIES	\$0.00	\$69.10	\$4,306.49	0.00	(\$4,306.49)	\$0.00	\$0.00	(\$4,306.49)	
01 1100 610 3 003 614	ART SUPPLIES	\$0.00	\$565.33	\$1,791.44	0.00	(\$1,791.44)	\$0.00	\$0.00	(\$1,791.44)	
01 1100 610 3 003 615	INSTRUMENTAL MUSIC SUPPLIES	\$0.00	\$3,551.22	\$4,602.30	0.00	(\$4,602.30)	\$0.00	\$0.00	(\$4,602.30)	
01 1100 610 3 003 616	VOCAL MUSIC SUPPLIES	\$0.00	\$0.00	\$141.44	0.00	(\$141.44)	\$0.00	\$0.00	(\$141.44)	
01 1100 610 3 003 617	FAMILY & CONSUMER SCIENCE SUPPLIES	\$0.00	\$30.65	\$712.40	0.00	(\$712.40)	\$0.00	\$0.00	(\$712.40)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 1100 610 3 003 618	VOC AGRICULTURE SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 610 3 003 619	BUSINESS EDUCATION SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$9,148.38	\$27,981.47	0.00	(\$27,981.47)	\$0.00	\$0.00	(\$27,981.47)
01 1100 640 2 002 000	BOOKS AND PERIODICALS	\$0.00	\$201.33	\$48,744.58	0.00	(\$48,744.58)	\$0.00	\$0.00	(\$48,744.58)
01 1100 640 3 003 000	BOOKS AND PERIODICALS	\$0.00	\$445.97	\$43,595.28	0.00	(\$43,595.28)	\$0.00	\$0.00	(\$43,595.28)
01 1100 641 1 001 000	E-BOOKS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$14,726.00	0.00	(\$14,726.00)	\$0.00	\$0.00	(\$14,726.00)
01 1100 643 1 001 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$3,333.00	\$34,496.53	0.00	(\$34,496.53)	\$0.00	\$0.00	(\$34,496.53)
01 1100 643 2 002 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$12,096.35	0.00	(\$12,096.35)	\$0.00	\$0.00	(\$12,096.35)
01 1100 643 3 003 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$10,179.04	0.00	(\$10,179.04)	\$0.00	\$0.00	(\$10,179.04)
01 1100 650 0 000 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$1,499.00	\$1,769.60	0.00	(\$1,769.60)	\$0.00	\$0.00	(\$1,769.60)
01 1100 650 0 000 651	APPLE 1-to-1 COMPUTER PURCHASE	\$0.00	\$0.00	\$54,130.13	0.00	(\$54,130.13)	\$0.00	\$0.00	(\$54,130.13)
01 1100 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$5,621.29	\$20,507.36	0.00	(\$20,507.36)	\$0.00	\$0.00	(\$20,507.36)
01 1100 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$5,621.28	\$16,150.52	0.00	(\$16,150.52)	\$0.00	\$0.00	(\$16,150.52)
01 1100 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$5,621.30	\$16,308.12	0.00	(\$16,308.12)	\$0.00	\$0.00	(\$16,308.12)
01 1100 733 1 001 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 733 2 002 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 733 3 003 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 734 3 003 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 890 0 000 999	BUDGET AMENDMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1100 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$17,383.71	0.00	(\$17,383.71)	\$0.00	\$0.00	(\$17,383.71)
01 1100 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$15,231.79	0.00	(\$15,231.79)	\$0.00	\$0.00	(\$15,231.79)
01 1100 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$42.25	\$13,419.45	0.00	(\$13,419.45)	\$0.00	\$0.00	(\$13,419.45)
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$0.00	\$51,415.30	\$3,722,162.65	0.00	(\$3,722,162.65)	\$0.00	\$0.00	(\$3,722,162.65)
1150	LIMITED ENGLISH PROFICIENCY PROGRAMS								
01 1150 112 1 001 000	SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1150 132 1 001 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1150 212 1 001 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1150 222 1 001 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1150 232 1 001 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 1150 292 1 001 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1150	LIMITED ENGLISH PROFICIENCY PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1160	POVERTY INSTRUCTIONAL PROGRAMS								
01 1160 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 211 2 002 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 320 1 001 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 320 2 002 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1160 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1160	POVERTY INSTRUCTIONAL PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1190	EARLY CHILDHOOD EDUCATIONAL PROGRAMS								
01 1190 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$43,916.51	0.00	(\$43,916.51)	\$0.00	\$0.00	(\$43,916.51)
01 1190 112 2 002 000	SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$13,043.12	0.00	(\$13,043.12)	\$0.00	\$0.00	(\$13,043.12)
01 1190 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$110.88	0.00	(\$110.88)	\$0.00	\$0.00	(\$110.88)
01 1190 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1190 211 2 002 000	GROUP INSURANCE- PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1190 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,145.76	0.00	(\$1,145.76)	\$0.00	\$0.00	(\$1,145.76)
01 1190 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,595.88	0.00	(\$3,595.88)	\$0.00	\$0.00	(\$3,595.88)
01 1190 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$774.20	0.00	(\$774.20)	\$0.00	\$0.00	(\$774.20)
01 1190 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,337.96	0.00	(\$4,337.96)	\$0.00	\$0.00	(\$4,337.96)
01 1190 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,299.33	0.00	(\$1,299.33)	\$0.00	\$0.00	(\$1,299.33)
01 1190 281 2 002 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,196.19	0.00	(\$6,196.19)	\$0.00	\$0.00	(\$6,196.19)
01 1190 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1190 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1190	EARLY CHILDHOOD EDUCATIONAL PROGRAMS	\$0.00	\$0.00	\$74,419.83	0.00	(\$74,419.83)	\$0.00	\$0.00	(\$74,419.83)
1200	SPECIAL EDUCATION PROGRAMS								
01 1200 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$46,694.12	0.00	(\$46,694.12)	\$0.00	\$0.00	(\$46,694.12)
01 1200 111 1 003 003	SALARY-PROF STAFF LEVEL 3	\$0.00	\$0.00	\$29,651.05	0.00	(\$29,651.05)	\$0.00	\$0.00	(\$29,651.05)
01 1200 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$51,220.35	0.00	(\$51,220.35)	\$0.00	\$0.00	(\$51,220.35)
01 1200 111 2 003 003	SALARY-PROF STAFF LEVEL 3	\$0.00	\$0.00	\$29,651.16	0.00	(\$29,651.16)	\$0.00	\$0.00	(\$29,651.16)

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 1200 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$69,003.89	0.00	(\$69,003.89)	\$0.00	\$0.00	(\$69,003.89)	
01 1200 111 3 003 003	SALARY-PROF STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 112 1 001 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$45,899.83	0.00	(\$45,899.83)	\$0.00	\$0.00	(\$45,899.83)	
01 1200 112 1 003 003	SALARY-PARA STAFF LEVEL 3	\$0.00	\$0.00	\$34,666.30	0.00	(\$34,666.30)	\$0.00	\$0.00	(\$34,666.30)	
01 1200 112 2 002 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$102,863.05	0.00	(\$102,863.05)	\$0.00	\$0.00	(\$102,863.05)	
01 1200 112 2 003 003	SALARY-PARA STAFF LEVEL 3	\$0.00	\$0.00	\$54,728.78	0.00	(\$54,728.78)	\$0.00	\$0.00	(\$54,728.78)	
01 1200 112 3 003 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$67,270.68	0.00	(\$67,270.68)	\$0.00	\$0.00	(\$67,270.68)	
01 1200 112 3 003 003	SALARY-PARA STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 122 1 001 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$558.35	0.00	(\$558.35)	\$0.00	\$0.00	(\$558.35)	
01 1200 122 1 003 003	SALARY - PARA SUBS - LEVEL 3	\$0.00	\$0.00	\$130.72	0.00	(\$130.72)	\$0.00	\$0.00	(\$130.72)	
01 1200 122 2 002 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$675.39	0.00	(\$675.39)	\$0.00	\$0.00	(\$675.39)	
01 1200 122 2 003 003	SALARY - PARA SUBS - LEVEL 3	\$0.00	\$0.00	\$1,017.44	0.00	(\$1,017.44)	\$0.00	\$0.00	(\$1,017.44)	
01 1200 122 3 003 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$1,873.27	0.00	(\$1,873.27)	\$0.00	\$0.00	(\$1,873.27)	
01 1200 122 3 003 003	SALARY - PARA SUBS - LEVEL 3	\$0.00	\$0.00	\$1,274.08	0.00	(\$1,274.08)	\$0.00	\$0.00	(\$1,274.08)	
01 1200 123 1 001 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$8,259.55	0.00	(\$8,259.55)	\$0.00	\$0.00	(\$8,259.55)	
01 1200 123 1 003 003	SALARY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$1,088.12	0.00	(\$1,088.12)	\$0.00	\$0.00	(\$1,088.12)	
01 1200 123 2 002 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$3,758.22	0.00	(\$3,758.22)	\$0.00	\$0.00	(\$3,758.22)	
01 1200 123 2 003 003	SALARY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$561.50	0.00	(\$561.50)	\$0.00	\$0.00	(\$561.50)	
01 1200 123 3 003 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$18,120.49	0.00	(\$18,120.49)	\$0.00	\$0.00	(\$18,120.49)	
01 1200 123 3 003 003	SALARY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$2,805.14	0.00	(\$2,805.14)	\$0.00	\$0.00	(\$2,805.14)	
01 1200 132 1 001 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,091.47	0.00	(\$1,091.47)	\$0.00	\$0.00	(\$1,091.47)	
01 1200 132 1 003 003	SALARY-OVERTIME -PARA -LEVEL 3	\$0.00	\$0.00	\$1,902.53	0.00	(\$1,902.53)	\$0.00	\$0.00	(\$1,902.53)	
01 1200 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$599.09	0.00	(\$599.09)	\$0.00	\$0.00	(\$599.09)	
01 1200 132 2 003 003	SALARY-OVERTIME -PARA -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 132 3 003 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$612.29	0.00	(\$612.29)	\$0.00	\$0.00	(\$612.29)	
01 1200 132 3 003 003	SALARY-OVERTIME -PARA -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 151 1 001 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$2,758.25	0.00	(\$2,758.25)	\$0.00	\$0.00	(\$2,758.25)	
01 1200 151 1 003 003	SALARY-ADD'L COMP-TCHR/CH/SPNSR LEV 3	\$0.00	\$0.00	\$533.61	0.00	(\$533.61)	\$0.00	\$0.00	(\$533.61)	
01 1200 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$5,332.47	0.00	(\$5,332.47)	\$0.00	\$0.00	(\$5,332.47)	
01 1200 151 2 003 003	SALARY-ADD'L COMP-TCHR/CH/SPNSR LEV 3	\$0.00	\$0.00	\$533.61	0.00	(\$533.61)	\$0.00	\$0.00	(\$533.61)	
01 1200 151 3 003 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$1,907.75	0.00	(\$1,907.75)	\$0.00	\$0.00	(\$1,907.75)	
01 1200 151 3 003 003	SALARY-ADD'L COMP-TCHR/CH/SPNSR LEV 3	\$0.00	\$0.00	\$350.00	0.00	(\$350.00)	\$0.00	\$0.00	(\$350.00)	
01 1200 211 1 001 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$24,363.45	0.00	(\$24,363.45)	\$0.00	\$0.00	(\$24,363.45)	
01 1200 211 1 003 003	GROUP INSURANCE- PROF STAFF LEVEL 3	\$0.00	\$0.00	\$441.27	0.00	(\$441.27)	\$0.00	\$0.00	(\$441.27)	
01 1200 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$24,709.40	0.00	(\$24,709.40)	\$0.00	\$0.00	(\$24,709.40)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 1200 211 2 003 003	GROUP INSURANCE- PROF STAFF LEVEL 3	\$0.00	\$0.00	\$441.03	0.00	(\$441.03)	\$0.00	\$0.00	(\$441.03)	
01 1200 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$10,092.29	0.00	(\$10,092.29)	\$0.00	\$0.00	(\$10,092.29)	
01 1200 211 3 003 003	GROUP INSURANCE- PROF STAFF LEVEL 3	\$0.00	\$0.00	\$3.94	0.00	(\$3.94)	\$0.00	\$0.00	(\$3.94)	
01 1200 212 1 001 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 212 1 003 003	GROUP INSURANCE - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,509.56	0.00	(\$2,509.56)	\$0.00	\$0.00	(\$2,509.56)	
01 1200 212 2 003 003	GROUP INSURANCE - PARA LEVEL 3	\$0.00	\$0.00	\$5,310.44	0.00	(\$5,310.44)	\$0.00	\$0.00	(\$5,310.44)	
01 1200 212 3 003 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 212 3 003 003	GROUP INSURANCE - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 221 1 001 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,776.07	0.00	(\$3,776.07)	\$0.00	\$0.00	(\$3,776.07)	
01 1200 221 1 003 003	SOCIAL SECURITY - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$2,869.10	0.00	(\$2,869.10)	\$0.00	\$0.00	(\$2,869.10)	
01 1200 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,300.76	0.00	(\$4,300.76)	\$0.00	\$0.00	(\$4,300.76)	
01 1200 221 2 003 003	SOCIAL SECURITY - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$2,869.10	0.00	(\$2,869.10)	\$0.00	\$0.00	(\$2,869.10)	
01 1200 221 3 003 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,327.97	0.00	(\$6,327.97)	\$0.00	\$0.00	(\$6,327.97)	
01 1200 221 3 003 003	SOCIAL SECURITY - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$26.59	0.00	(\$26.59)	\$0.00	\$0.00	(\$26.59)	
01 1200 222 1 001 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$3,535.96	0.00	(\$3,535.96)	\$0.00	\$0.00	(\$3,535.96)	
01 1200 222 1 003 003	SOCIAL SECURITY - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$2,795.80	0.00	(\$2,795.80)	\$0.00	\$0.00	(\$2,795.80)	
01 1200 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$7,449.37	0.00	(\$7,449.37)	\$0.00	\$0.00	(\$7,449.37)	
01 1200 222 2 003 003	SOCIAL SECURITY -PARA LEVEL 3	\$0.00	\$0.00	\$3,123.27	0.00	(\$3,123.27)	\$0.00	\$0.00	(\$3,123.27)	
01 1200 222 3 003 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$5,103.59	0.00	(\$5,103.59)	\$0.00	\$0.00	(\$5,103.59)	
01 1200 222 3 003 003	SOCIAL SECURITY -PARA LEVEL 3	\$0.00	\$0.00	\$97.48	0.00	(\$97.48)	\$0.00	\$0.00	(\$97.48)	
01 1200 223 1 001 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$631.86	0.00	(\$631.86)	\$0.00	\$0.00	(\$631.86)	
01 1200 223 1 003 003	SOCIAL SECURITY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$83.25	0.00	(\$83.25)	\$0.00	\$0.00	(\$83.25)	
01 1200 223 2 002 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$287.49	0.00	(\$287.49)	\$0.00	\$0.00	(\$287.49)	
01 1200 223 2 003 003	SOCIAL SECURITY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$42.97	0.00	(\$42.97)	\$0.00	\$0.00	(\$42.97)	
01 1200 223 3 003 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$1,386.20	0.00	(\$1,386.20)	\$0.00	\$0.00	(\$1,386.20)	
01 1200 223 3 003 003	SOCIAL SECURITY - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$214.60	0.00	(\$214.60)	\$0.00	\$0.00	(\$214.60)	
01 1200 231 1 001 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,828.03	0.00	(\$4,828.03)	\$0.00	\$0.00	(\$4,828.03)	
01 1200 231 1 003 003	RETIREMENT -PROF STAFF LEVEL 3	\$0.00	\$0.00	\$2,981.55	0.00	(\$2,981.55)	\$0.00	\$0.00	(\$2,981.55)	
01 1200 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$5,526.92	0.00	(\$5,526.92)	\$0.00	\$0.00	(\$5,526.92)	
01 1200 231 2 003 003	RETIREMENT -PROF STAFF LEVEL 3	\$0.00	\$0.00	\$2,981.55	0.00	(\$2,981.55)	\$0.00	\$0.00	(\$2,981.55)	
01 1200 231 3 003 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$7,004.52	0.00	(\$7,004.52)	\$0.00	\$0.00	(\$7,004.52)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 1200 231 3 003 003	RETIREMENT -PROF STAFF LEVEL 3	\$0.00	\$0.00	\$34.58	0.00	(\$34.58)	\$0.00	\$0.00	(\$34.58)	
01 1200 232 1 001 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$4,606.64	0.00	(\$4,606.64)	\$0.00	\$0.00	(\$4,606.64)	
01 1200 232 1 003 003	RETIREMENT - PARA LEVEL 3	\$0.00	\$0.00	\$2,653.08	0.00	(\$2,653.08)	\$0.00	\$0.00	(\$2,653.08)	
01 1200 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$10,022.63	0.00	(\$10,022.63)	\$0.00	\$0.00	(\$10,022.63)	
01 1200 232 2 003 003	RETIREMENT - PARA LEVEL 3	\$0.00	\$0.00	\$5,405.97	0.00	(\$5,405.97)	\$0.00	\$0.00	(\$5,405.97)	
01 1200 232 3 003 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$6,666.16	0.00	(\$6,666.16)	\$0.00	\$0.00	(\$6,666.16)	
01 1200 232 3 003 003	RETIREMENT - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 233 1 001 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$751.04	0.00	(\$751.04)	\$0.00	\$0.00	(\$751.04)	
01 1200 233 1 003 003	RETIREMENT - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$69.45	0.00	(\$69.45)	\$0.00	\$0.00	(\$69.45)	
01 1200 233 2 002 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$141.15	0.00	(\$141.15)	\$0.00	\$0.00	(\$141.15)	
01 1200 233 2 003 003	RETIREMENT - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$31.26	0.00	(\$31.26)	\$0.00	\$0.00	(\$31.26)	
01 1200 233 3 003 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$85.10	0.00	(\$85.10)	\$0.00	\$0.00	(\$85.10)	
01 1200 233 3 003 003	RETIREMENT - SUB TEACHERS LEVEL 3	\$0.00	\$0.00	\$199.29	0.00	(\$199.29)	\$0.00	\$0.00	(\$199.29)	
01 1200 239 2 002 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 281 1 001 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 281 1 003 003	HEALTH BEN/CAFE125 - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$7,562.72	0.00	(\$7,562.72)	\$0.00	\$0.00	(\$7,562.72)	
01 1200 281 2 002 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 281 2 003 003	HEALTH BEN/CAFE125 - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$7,562.72	0.00	(\$7,562.72)	\$0.00	\$0.00	(\$7,562.72)	
01 1200 281 3 003 000	HEALTH BEN/CAFE125 - PROF / TEACHERS	\$0.00	\$0.00	\$12,119.85	0.00	(\$12,119.85)	\$0.00	\$0.00	(\$12,119.85)	
01 1200 281 3 003 003	HEALTH BEN/CAFE125 - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 1 001 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 1 003 003	OTHER BENEFITS - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 2 002 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 2 003 003	OTHER BENEFITS - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 3 003 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 291 3 003 003	OTHER BENEFITS - PROF STAFF LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 1 001 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 1 003 003	OTHER BENEFITS - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 2 002 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 2 003 003	OTHER BENEFITS - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 3 003 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 292 3 003 003	OTHER BENEFITS - PARA LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 1200 320 1 001 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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01 1200 320 2 002 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 320 3 003 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 330 0 003 003	INST STAFF TRAINING/CURR DEV LEVEL 3	\$0.00	\$0.00	\$255.00	0.00	(\$255.00)	\$0.00	\$0.00	(\$255.00)
01 1200 330 1 001 000	INST STAFF TRAINING/CURR DEV	\$0.00	\$0.00	\$723.33	0.00	(\$723.33)	\$0.00	\$0.00	(\$723.33)
01 1200 330 1 003 003	INST STAFF TRAINING/CURR DEV LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 330 2 002 000	INST STAFF TRAINING/CURR DEV	\$0.00	\$0.00	\$873.33	0.00	(\$873.33)	\$0.00	\$0.00	(\$873.33)
01 1200 330 2 003 003	INST STAFF TRAINING/CURR DEV LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 330 3 003 000	INST STAFF TRAINING/CURR DEV	\$0.00	\$0.00	\$983.34	0.00	(\$983.34)	\$0.00	\$0.00	(\$983.34)
01 1200 330 3 003 003	INST STAFF TRAINING/CURR DEV LEVEL 3	\$0.00	\$0.00	\$5,213.70	0.00	(\$5,213.70)	\$0.00	\$0.00	(\$5,213.70)
01 1200 333 3 003 003	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$27.47	0.00	(\$27.47)	\$0.00	\$0.00	(\$27.47)
01 1200 340 1 001 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 340 2 002 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 340 3 003 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 352 2 002 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 352 3 003 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$6,245.21	0.00	(\$6,245.21)	\$0.00	\$0.00	(\$6,245.21)
01 1200 440 0 000 000	RENTALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 561 1 001 000	TUITION TO SCHOOLS W/STATE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 561 2 002 000	TUITION TO SCHOOLS W/STATE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 561 3 003 000	TUITION TO SCHOOLS W/STATE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 580 0 003 003	TRAVEL EXPENSE LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 580 1 003 003	TRAVEL EXPENSE LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$576.67	0.00	(\$576.67)	\$0.00	\$0.00	(\$576.67)
01 1200 580 2 003 003	TRAVEL EXPENSE LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$1,048.19	0.00	(\$1,048.19)	\$0.00	\$0.00	(\$1,048.19)
01 1200 580 3 003 003	TRAVEL EXPENSE LEVEL 3	\$0.00	\$0.00	\$577.51	0.00	(\$577.51)	\$0.00	\$0.00	(\$577.51)
01 1200 591 0 000 000	PURCH SVC-ESU-DEAF, NURSE, TRANS, SUPRV, Twr	\$0.00	\$0.00	\$51,085.05	0.00	(\$51,085.05)	\$0.00	\$0.00	(\$51,085.05)
01 1200 610 0 003 003	GENERAL SUPPLIES LEVEL 3	\$0.00	\$0.00	\$79.99	0.00	(\$79.99)	\$0.00	\$0.00	(\$79.99)
01 1200 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$16.44	\$929.02	0.00	(\$929.02)	\$0.00	\$0.00	(\$929.02)
01 1200 610 1 003 003	GENERAL SUPPLIES LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$3,363.80	0.00	(\$3,363.80)	\$0.00	\$0.00	(\$3,363.80)
01 1200 610 2 003 003	GENERAL SUPPLIES LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$77.40	\$119.19	0.00	(\$119.19)	\$0.00	\$0.00	(\$119.19)
01 1200 610 3 003 003	GENERAL SUPPLIES LEVEL 3	\$0.00	\$713.52	\$5,701.74	0.00	(\$5,701.74)	\$0.00	\$0.00	(\$5,701.74)
01 1200 640 0 003 003	BOOKS AND PERIODICALS -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 1200 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 640 1 003 003	BOOKS AND PERIODICALS -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 640 2 002 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$559.38	0.00	(\$559.38)	\$0.00	\$0.00	(\$559.38)
01 1200 640 2 003 003	BOOKS AND PERIODICALS -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 640 3 003 000	BOOKS AND PERIODICALS	\$0.00	\$1,407.71	\$1,801.69	0.00	(\$1,801.69)	\$0.00	\$0.00	(\$1,801.69)
01 1200 640 3 003 003	BOOKS AND PERIODICALS -LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 641 3 003 003	E-BOOKS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 642 1 003 003	AUDIO-VISUAL MATERIALS LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 642 2 003 003	AUDIO-VISUAL MATERIALS LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 642 3 003 003	AUDIO-VISUAL MATERIALS LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$99.00	0.00	(\$99.00)	\$0.00	\$0.00	(\$99.00)
01 1200 643 3 003 003	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$697.00	0.00	(\$697.00)	\$0.00	\$0.00	(\$697.00)
01 1200 650 0 003 003	SUPPLIES- TECHNOLOGY RELATED LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$1,734.83	0.00	(\$1,734.83)	\$0.00	\$0.00	(\$1,734.83)
01 1200 650 1 003 003	SUPPLIES- TECHNOLOGY RELATED LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$1,635.83	0.00	(\$1,635.83)	\$0.00	\$0.00	(\$1,635.83)
01 1200 650 2 003 003	SUPPLIES -TECHNOLOGY RELATED LEVEL 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$1,635.84	0.00	(\$1,635.84)	\$0.00	\$0.00	(\$1,635.84)
01 1200 650 3 003 003	SUPPLIES -TECHNOLOGY RELATED LEVEL 3	\$0.00	\$119.98	\$9,499.78	0.00	(\$9,499.78)	\$0.00	\$0.00	(\$9,499.78)
01 1200 720 1 001 000	BUILDINGS - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 733 0 003 003	FURNITURE AND FIXTURES > \$5000 LEV 3	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 733 1 001 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 733 2 002 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 733 3 003 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 734 3 003 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1200 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$75.00	0.00	(\$75.00)	\$0.00	\$0.00	(\$75.00)
1200 SPECIAL EDUCATION PROGRAMS		\$0.00	\$2,335.05	\$876,960.46	0.00	(\$876,960.46)	\$0.00	\$0.00	(\$876,960.46)
1291 EARLY CHILDHOOD SPECIAL ED INSTR AGE 3-5									
01 1291 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 112 2 002 000	SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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01 1291 211 2 002 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 340 2 002 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1291 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1291	EARLY CHILDHOOD SPECIAL ED INSTR AGE 3-5	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300	SUMMER SCHOOL/YR-RD SCHOOL								
01 1300 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 440 1 001 000	RENTALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 626 1 001 000	GAS AND OIL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 1300 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300	SUMMER SCHOOL/YR-RD SCHOOL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2120	GUIDANCE SERVICES								
01 2120 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$44,553.08	0.00	(\$44,553.08)	\$0.00	\$0.00	(\$44,553.08)
01 2120 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$6,364.71	0.00	(\$6,364.71)	\$0.00	\$0.00	(\$6,364.71)
01 2120 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$12,729.42	0.00	(\$12,729.42)	\$0.00	\$0.00	(\$12,729.42)
01 2120 151 1 001 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$11,125.50	0.00	(\$11,125.50)	\$0.00	\$0.00	(\$11,125.50)
01 2120 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$58.75	0.00	(\$58.75)	\$0.00	\$0.00	(\$58.75)
01 2120 151 3 003 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$117.50	0.00	(\$117.50)	\$0.00	\$0.00	(\$117.50)
01 2120 211 1 001 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$13,789.70	0.00	(\$13,789.70)	\$0.00	\$0.00	(\$13,789.70)
01 2120 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$1,595.33	0.00	(\$1,595.33)	\$0.00	\$0.00	(\$1,595.33)
01 2120 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,190.66	0.00	(\$3,190.66)	\$0.00	\$0.00	(\$3,190.66)
01 2120 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$4,259.46	0.00	(\$4,259.46)	\$0.00	\$0.00	(\$4,259.46)
01 2120 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$491.35	0.00	(\$491.35)	\$0.00	\$0.00	(\$491.35)
01 2120 221 3 003 000	SOCIAL SECURITY	\$0.00	\$0.00	\$982.81	0.00	(\$982.81)	\$0.00	\$0.00	(\$982.81)
01 2120 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$5,459.20	0.00	(\$5,459.20)	\$0.00	\$0.00	(\$5,459.20)
01 2120 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$628.65	0.00	(\$628.65)	\$0.00	\$0.00	(\$628.65)
01 2120 231 3 003 000	RETIREMENT	\$0.00	\$0.00	\$1,257.41	0.00	(\$1,257.41)	\$0.00	\$0.00	(\$1,257.41)

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01 2120 239 1 001 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 239 2 002 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 239 3 003 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 281 1 001 000	HEALTH BEN/CAFE125	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 281 2 002 000	HEALTH BEN/CAFE125	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 281 3 003 000	HEALTH BEN/CAFE125	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 291 1 001 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 291 2 002 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 291 3 003 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 320 1 001 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$629.00	0.00	(\$629.00)	\$0.00	\$0.00	(\$629.00)	
01 2120 320 2 002 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 320 3 003 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 330 1 001 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$148.33	0.00	(\$148.33)	\$0.00	\$0.00	(\$148.33)	
01 2120 330 2 002 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$73.33	0.00	(\$73.33)	\$0.00	\$0.00	(\$73.33)	
01 2120 330 3 003 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$73.34	0.00	(\$73.34)	\$0.00	\$0.00	(\$73.34)	
01 2120 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$600.25	0.00	(\$600.25)	\$0.00	\$0.00	(\$600.25)	
01 2120 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$2,200.00	\$2,663.23	0.00	(\$2,663.23)	\$0.00	\$0.00	(\$2,663.23)	
01 2120 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$402.78	0.00	(\$402.78)	\$0.00	\$0.00	(\$402.78)	
01 2120 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$287.09	0.00	(\$287.09)	\$0.00	\$0.00	(\$287.09)	
01 2120 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 640 2 002 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 640 3 003 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$150.00	0.00	(\$150.00)	\$0.00	\$0.00	(\$150.00)	
01 2120 650 3 003 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$150.00	0.00	(\$150.00)	\$0.00	\$0.00	(\$150.00)	
01 2120 733 1 001 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2120 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2120	GUIDANCE SERVICES	\$0.00	\$2,200.00	\$111,780.88	0.00	(\$111,780.88)	\$0.00	\$0.00	(\$111,780.88)	
2130	HEALTH SERVICES									
01 2130 111 1 001 000	SALARY-PROF/NURSING CONTRACT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2130 111 2 002 000	SALARY-PROF/NURSING CONTRACT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2130 111 3 003 000	SALARY-PROF/NURSING CONTRACT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2130 112 1 001 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2130 112 2 002 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 2130 112 3 003 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 221 3 003 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 340 1 001 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 340 2 002 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 340 3 003 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 591 0 000 000	PURCHASED SVCS FROM ESU1 - NURSE REG.ED	\$0.00	\$0.00	\$47,592.36	0.00	(\$47,592.36)	\$0.00	\$0.00	(\$47,592.36)
01 2130 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$249.98	\$1,983.02	0.00	(\$1,983.02)	\$0.00	\$0.00	(\$1,983.02)
01 2130 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$882.46	\$3,209.81	0.00	(\$3,209.81)	\$0.00	\$0.00	(\$3,209.81)
01 2130 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$269.19	\$2,209.60	0.00	(\$2,209.60)	\$0.00	\$0.00	(\$2,209.60)
01 2130 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 739 1 001 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 739 2 002 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 739 3 003 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2130 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2130 HEALTH SERVICES		\$0.00	\$1,401.63	\$54,994.79	0.00	(\$54,994.79)	\$0.00	\$0.00	(\$54,994.79)
2131 HEALTH SERVICES - SPED SCHOOL AGE									
01 2131 591 0 000 000	PURCHASED SVCS FROM ESUS - NURSE	\$0.00	\$0.00	\$33,375.00	0.00	(\$33,375.00)	\$0.00	\$0.00	(\$33,375.00)
2131 HEALTH SERVICES - SPED SCHOOL AGE		\$0.00	\$0.00	\$33,375.00	0.00	(\$33,375.00)	\$0.00	\$0.00	(\$33,375.00)
2140 PSYCHOLOGICAL SERVICES									
01 2140 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$33,312.99	0.00	(\$33,312.99)	\$0.00	\$0.00	(\$33,312.99)
01 2140 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$1,535.00	0.00	(\$1,535.00)	\$0.00	\$0.00	(\$1,535.00)
01 2140 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$2,971.95	0.00	(\$2,971.95)	\$0.00	\$0.00	(\$2,971.95)
01 2140 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,442.24	0.00	(\$3,442.24)	\$0.00	\$0.00	(\$3,442.24)
01 2140 281 0 000 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,001.27	0.00	(\$4,001.27)	\$0.00	\$0.00	(\$4,001.27)
01 2140 330 0 000 000	EMPLOYEE TRAINING & DEVELOPMENT SVCS	\$0.00	\$0.00	\$448.00	0.00	(\$448.00)	\$0.00	\$0.00	(\$448.00)

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01 2140 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$1,879.44	0.00	(\$1,879.44)	\$0.00	\$0.00	(\$1,879.44)
01 2140 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2140 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$164.25	0.00	(\$164.25)	\$0.00	\$0.00	(\$164.25)
01 2140 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$1,109.20	0.00	(\$1,109.20)	\$0.00	\$0.00	(\$1,109.20)
01 2140 643 0 000 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$999.50	\$13,594.75	0.00	(\$13,594.75)	\$0.00	\$0.00	(\$13,594.75)
2140	PSYCHOLOGICAL SERVICES	\$0.00	\$999.50	\$62,459.09	0.00	(\$62,459.09)	\$0.00	\$0.00	(\$62,459.09)
2141	PSYCHOLOGY SVCS-SPED SCHOOLAGE								
01 2141 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$36,662.89	0.00	(\$36,662.89)	\$0.00	\$0.00	(\$36,662.89)
01 2141 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$60.00	0.00	(\$60.00)	\$0.00	\$0.00	(\$60.00)
01 2141 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,146.16	0.00	(\$3,146.16)	\$0.00	\$0.00	(\$3,146.16)
01 2141 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,627.43	0.00	(\$3,627.43)	\$0.00	\$0.00	(\$3,627.43)
01 2141 281 0 000 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,403.61	0.00	(\$4,403.61)	\$0.00	\$0.00	(\$4,403.61)
01 2141 330 0 000 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2141 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2141 591 0 000 000	PURCHASED SVCS- ESUs PSYCH	\$0.00	\$0.00	\$56,062.48	0.00	(\$56,062.48)	\$0.00	\$0.00	(\$56,062.48)
01 2141 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2141	PSYCHOLOGY SVCS-SPED SCHOOLAGE	\$0.00	\$0.00	\$103,962.57	0.00	(\$103,962.57)	\$0.00	\$0.00	(\$103,962.57)
2151	SPEECH/AUDIO SVCS-SPED SCHOOLAGE								
01 2151 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$56,497.22	0.00	(\$56,497.22)	\$0.00	\$0.00	(\$56,497.22)
01 2151 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$1,856.90	0.00	(\$1,856.90)	\$0.00	\$0.00	(\$1,856.90)
01 2151 211 0 000 000	GROUP INSURANCE- PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2151 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$5,124.42	0.00	(\$5,124.42)	\$0.00	\$0.00	(\$5,124.42)
01 2151 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$5,764.06	0.00	(\$5,764.06)	\$0.00	\$0.00	(\$5,764.06)
01 2151 281 0 000 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$8,632.76	0.00	(\$8,632.76)	\$0.00	\$0.00	(\$8,632.76)
01 2151 330 0 000 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$609.00	0.00	(\$609.00)	\$0.00	\$0.00	(\$609.00)
01 2151 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$944.96	0.00	(\$944.96)	\$0.00	\$0.00	(\$944.96)
01 2151 340 0 000 000	PURCHASED SVCS-SPED-PMC SPEECH SA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2151 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$829.43	0.00	(\$829.43)	\$0.00	\$0.00	(\$829.43)
01 2151 591 0 000 000	PURCHASED SVCS- ESUs SPEECH/AUDIO SA	\$0.00	\$0.00	\$4,086.56	0.00	(\$4,086.56)	\$0.00	\$0.00	(\$4,086.56)
01 2151 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$74.06	\$1,209.90	0.00	(\$1,209.90)	\$0.00	\$0.00	(\$1,209.90)
01 2151 643 0 000 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$299.99	\$299.99	0.00	(\$299.99)	\$0.00	\$0.00	(\$299.99)
01 2151 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$149.90	0.00	(\$149.90)	\$0.00	\$0.00	(\$149.90)
01 2151 810 0 000 000	DUES AND FEES	\$0.00	\$0.00	\$547.00	0.00	(\$547.00)	\$0.00	\$0.00	(\$547.00)
2151	SPEECH/AUDIO SVCS-SPED SCHOOLAGE	\$0.00	\$374.05	\$86,552.10	0.00	(\$86,552.10)	\$0.00	\$0.00	(\$86,552.10)

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2152	SPEECH/AUDIO SVCS-SPED AGES 3-5									
01 2152 340 2 002 000		PURCHASED SVCS-SPEECH-AGES 3-5 PMC	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2152	SPEECH/AUDIO SVCS-SPED AGES 3-5		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2161	OCCUPATIONAL SVCS-SPED SCHOOLAGE									
01 2161 340 0 000 000		PURCHASED SVCS - PMC O.T. SA	\$0.00	\$0.00	\$12,420.00	0.00	(\$12,420.00)	\$0.00	\$0.00	(\$12,420.00)
01 2161 591 0 000 000		PURCHASED SVCS- ESUS O.T. SA	\$0.00	\$0.00	\$7,502.85	0.00	(\$7,502.85)	\$0.00	\$0.00	(\$7,502.85)
2161	OCCUPATIONAL SVCS-SPED SCHOOLAGE		\$0.00	\$0.00	\$19,922.85	0.00	(\$19,922.85)	\$0.00	\$0.00	(\$19,922.85)
2162	O.T. SERVICES-SPED- AGES 3-5									
01 2162 340 2 002 000		O.T. SERVICES-SPED-AGES 3-5 PMC	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2162	O.T. SERVICES-SPED- AGES 3-5		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2171	PHYSICAL THERAPY SVCS-SPED SCHOOLAGE									
01 2171 340 0 000 000		PURCHASED SVCS -PMC P.T. SA	\$0.00	\$0.00	\$6,776.25	0.00	(\$6,776.25)	\$0.00	\$0.00	(\$6,776.25)
01 2171 591 0 000 000		PURCHASED SVCS- ESUS P. T. SA	\$0.00	\$0.00	\$4,970.25	0.00	(\$4,970.25)	\$0.00	\$0.00	(\$4,970.25)
2171	PHYSICAL THERAPY SVCS-SPED SCHOOLAGE		\$0.00	\$0.00	\$11,746.50	0.00	(\$11,746.50)	\$0.00	\$0.00	(\$11,746.50)
2181	VISUALLY IMPAIRED SVCS-SPED SCHOOLAGE									
01 2181 591 0 000 000		PURCHASED SVCS- ESUS VISUAL IMPAIRED SA	\$0.00	\$0.00	\$11,615.75	0.00	(\$11,615.75)	\$0.00	\$0.00	(\$11,615.75)
2181	VISUALLY IMPAIRED SVCS-SPED SCHOOLAGE		\$0.00	\$0.00	\$11,615.75	0.00	(\$11,615.75)	\$0.00	\$0.00	(\$11,615.75)
2190	OTHER PUPIL SUPPORT SERV									
01 2190 130 0 000 000		SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$2,062.99	0.00	(\$2,062.99)	\$0.00	\$0.00	(\$2,062.99)
01 2190 130 1 001 000		SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 130 2 002 000		SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 150 0 000 000		SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS	\$0.00	\$0.00	\$4,263.87	0.00	(\$4,263.87)	\$0.00	\$0.00	(\$4,263.87)
01 2190 150 1 001 000		SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS	\$0.00	\$0.00	\$39,648.43	0.00	(\$39,648.43)	\$0.00	\$0.00	(\$39,648.43)
01 2190 150 2 002 000		SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS	\$0.00	\$0.00	\$468.52	0.00	(\$468.52)	\$0.00	\$0.00	(\$468.52)
01 2190 150 3 003 000		SALARY-ADD'L COMP-COACH/SPONSOR/NON-INS	\$0.00	\$0.00	\$15,584.18	0.00	(\$15,584.18)	\$0.00	\$0.00	(\$15,584.18)
01 2190 152 1 001 000		SALARY - ADD'L COMP- PARA COACH/SPNSR	\$0.00	\$0.00	\$1,644.25	0.00	(\$1,644.25)	\$0.00	\$0.00	(\$1,644.25)
01 2190 152 2 002 000		SALARY - ADD'L COMP- PARA COACH/SPNSR	\$0.00	\$0.00	\$2,185.21	0.00	(\$2,185.21)	\$0.00	\$0.00	(\$2,185.21)
01 2190 152 3 003 000		SALARY - ADD'L COMP- PARA COACH/SPNSR	\$0.00	\$0.00	\$808.54	0.00	(\$808.54)	\$0.00	\$0.00	(\$808.54)
01 2190 210 0 000 000		GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$661.86	0.00	(\$661.86)	\$0.00	\$0.00	(\$661.86)
01 2190 210 1 001 000		GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$108.15	0.00	(\$108.15)	\$0.00	\$0.00	(\$108.15)
01 2190 210 2 002 000		GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$20.74	0.00	(\$20.74)	\$0.00	\$0.00	(\$20.74)
01 2190 210 3 003 000		GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$13.08	0.00	(\$13.08)	\$0.00	\$0.00	(\$13.08)
01 2190 212 1 001 000		GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$39.61	0.00	(\$39.61)	\$0.00	\$0.00	(\$39.61)

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01 2190 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$51.52	0.00	(\$51.52)	\$0.00	\$0.00	(\$51.52)
01 2190 212 3 003 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 220 0 000 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$469.85	0.00	(\$469.85)	\$0.00	\$0.00	(\$469.85)
01 2190 220 1 001 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$3,012.33	0.00	(\$3,012.33)	\$0.00	\$0.00	(\$3,012.33)
01 2190 220 2 002 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$35.61	0.00	(\$35.61)	\$0.00	\$0.00	(\$35.61)
01 2190 220 3 003 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$1,192.14	0.00	(\$1,192.14)	\$0.00	\$0.00	(\$1,192.14)
01 2190 222 1 001 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$115.57	0.00	(\$115.57)	\$0.00	\$0.00	(\$115.57)
01 2190 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$162.21	0.00	(\$162.21)	\$0.00	\$0.00	(\$162.21)
01 2190 222 3 003 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$60.18	0.00	(\$60.18)	\$0.00	\$0.00	(\$60.18)
01 2190 230 0 000 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$531.11	0.00	(\$531.11)	\$0.00	\$0.00	(\$531.11)
01 2190 230 1 001 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$1,976.16	0.00	(\$1,976.16)	\$0.00	\$0.00	(\$1,976.16)
01 2190 230 2 002 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$46.29	0.00	(\$46.29)	\$0.00	\$0.00	(\$46.29)
01 2190 230 3 003 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$1,303.99	0.00	(\$1,303.99)	\$0.00	\$0.00	(\$1,303.99)
01 2190 232 1 001 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$141.60	0.00	(\$141.60)	\$0.00	\$0.00	(\$141.60)
01 2190 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$154.64	0.00	(\$154.64)	\$0.00	\$0.00	(\$154.64)
01 2190 232 3 003 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$58.15	0.00	(\$58.15)	\$0.00	\$0.00	(\$58.15)
01 2190 280 0 000 000	HEALTH BEN/CAFE 125-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 290 0 000 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 290 1 001 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 290 2 002 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 290 3 003 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 292 1 001 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 292 2 002 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 292 3 003 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 333 1 001 000	MILEAGE PAID TO STAFF	\$0.00	\$24.12	\$1,461.17	0.00	(\$1,461.17)	\$0.00	\$0.00	(\$1,461.17)
01 2190 333 2 002 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 333 3 003 000	MILEAGE PAID TO STAFF	\$0.00	\$24.12	\$1,461.16	0.00	(\$1,461.16)	\$0.00	\$0.00	(\$1,461.16)
01 2190 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$31.73	0.00	(\$31.73)	\$0.00	\$0.00	(\$31.73)
01 2190 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 650 1 001 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 739 1 001 000	EQUIPMENT - EXCEEDS \$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2190 739 2 002 000	EQUIPMENT - EXCEEDS \$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2190 739 3 003 000	EQUIPMENT - EXCEEDS \$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2190 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2190 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2190 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2190 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2190 OTHER PUPIL SUPPORT SERV		\$0.00	\$48.24	\$79,774.84	0.00	(\$79,774.84)	\$0.00	\$0.00	(\$79,774.84)	
2211 SCHOOL IMPROVEMENT										
01 2211 330 0 000 000	TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 330 1 001 000	TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 330 2 002 000	TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 330 3 003 000	TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2211 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2211 SCHOOL IMPROVEMENT		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2212 INST STAFF TRNG AND CURR DEV										
01 2212 330 1 001 000	TRAINING & DEVELOPMENT SERVICE/REGISTR.	\$0.00	\$0.00	\$1,309.00	0.00	(\$1,309.00)	\$0.00	\$0.00	(\$1,309.00)	
01 2212 330 2 002 000	TRAINING & DEVELOPMENT SERVICE/REGISTR.	\$0.00	\$0.00	\$3,717.00	0.00	(\$3,717.00)	\$0.00	\$0.00	(\$3,717.00)	
01 2212 330 3 003 000	TRAINING & DEVELOPMENT SERVICE/REGISTR.	\$0.00	\$0.00	\$3,467.00	0.00	(\$3,467.00)	\$0.00	\$0.00	(\$3,467.00)	
01 2212 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 643 0 000 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$1,066.67	0.00	(\$1,066.67)	\$0.00	\$0.00	(\$1,066.67)	
01 2212 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$66.66	0.00	(\$66.66)	\$0.00	\$0.00	(\$66.66)	
01 2212 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$66.67	0.00	(\$66.67)	\$0.00	\$0.00	(\$66.67)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2212 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2212 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2212 INST STAFF TRNG AND CURR DEV		\$0.00	\$0.00	\$9,693.00	0.00	(\$9,693.00)	\$0.00	\$0.00	(\$9,693.00)	
2220 SCHOOL LIBRARY SERVICES										
01 2220 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$20,784.17	0.00	(\$20,784.17)	\$0.00	\$0.00	(\$20,784.17)	
01 2220 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$20,784.17	0.00	(\$20,784.17)	\$0.00	\$0.00	(\$20,784.17)	
01 2220 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$10,392.03	0.00	(\$10,392.03)	\$0.00	\$0.00	(\$10,392.03)	
01 2220 112 1 001 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$11,430.37	0.00	(\$11,430.37)	\$0.00	\$0.00	(\$11,430.37)	
01 2220 112 2 002 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$11,430.38	0.00	(\$11,430.38)	\$0.00	\$0.00	(\$11,430.38)	
01 2220 112 3 003 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$28,429.86	0.00	(\$28,429.86)	\$0.00	\$0.00	(\$28,429.86)	
01 2220 122 1 001 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 122 2 002 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$64.50	0.00	(\$64.50)	\$0.00	\$0.00	(\$64.50)	
01 2220 122 3 003 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$342.30	0.00	(\$342.30)	\$0.00	\$0.00	(\$342.30)	
01 2220 123 1 001 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 123 2 002 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 123 3 003 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$4,288.67	0.00	(\$4,288.67)	\$0.00	\$0.00	(\$4,288.67)	
01 2220 132 1 001 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$355.42	0.00	(\$355.42)	\$0.00	\$0.00	(\$355.42)	
01 2220 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$355.42	0.00	(\$355.42)	\$0.00	\$0.00	(\$355.42)	
01 2220 132 3 003 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$417.08	0.00	(\$417.08)	\$0.00	\$0.00	(\$417.08)	
01 2220 151 1 001 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$1,125.00	0.00	(\$1,125.00)	\$0.00	\$0.00	(\$1,125.00)	
01 2220 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$825.00	0.00	(\$825.00)	\$0.00	\$0.00	(\$825.00)	
01 2220 151 3 003 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 211 1 001 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,616.22	0.00	(\$6,616.22)	\$0.00	\$0.00	(\$6,616.22)	
01 2220 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,524.64	0.00	(\$6,524.64)	\$0.00	\$0.00	(\$6,524.64)	
01 2220 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,165.95	0.00	(\$3,165.95)	\$0.00	\$0.00	(\$3,165.95)	
01 2220 212 1 001 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,399.92	0.00	(\$2,399.92)	\$0.00	\$0.00	(\$2,399.92)	
01 2220 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,399.93	0.00	(\$2,399.93)	\$0.00	\$0.00	(\$2,399.93)	
01 2220 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$1,676.09	0.00	(\$1,676.09)	\$0.00	\$0.00	(\$1,676.09)	
01 2220 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$1,653.16	0.00	(\$1,653.16)	\$0.00	\$0.00	(\$1,653.16)	
01 2220 221 3 003 000	SOCIAL SECURITY	\$0.00	\$0.00	\$794.93	0.00	(\$794.93)	\$0.00	\$0.00	(\$794.93)	
01 2220 222 1 001 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$891.07	0.00	(\$891.07)	\$0.00	\$0.00	(\$891.07)	
01 2220 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$896.01	0.00	(\$896.01)	\$0.00	\$0.00	(\$896.01)	
01 2220 222 3 003 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,191.30	0.00	(\$2,191.30)	\$0.00	\$0.00	(\$2,191.30)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2220 223 1 001 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 223 2 002 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 223 3 003 000	SOCIAL SECURITY - SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$328.09	0.00	(\$328.09)	\$0.00	\$0.00	(\$328.09)	
01 2220 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$2,164.14	0.00	(\$2,164.14)	\$0.00	\$0.00	(\$2,164.14)	
01 2220 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$2,134.53	0.00	(\$2,134.53)	\$0.00	\$0.00	(\$2,134.53)	
01 2220 231 3 003 000	RETIREMENT	\$0.00	\$0.00	\$1,026.48	0.00	(\$1,026.48)	\$0.00	\$0.00	(\$1,026.48)	
01 2220 232 1 001 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,164.16	0.00	(\$1,164.16)	\$0.00	\$0.00	(\$1,164.16)	
01 2220 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,164.16	0.00	(\$1,164.16)	\$0.00	\$0.00	(\$1,164.16)	
01 2220 232 3 003 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,849.48	0.00	(\$2,849.48)	\$0.00	\$0.00	(\$2,849.48)	
01 2220 233 1 001 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 233 2 002 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 233 3 003 000	RETIREMENT FOR SUBSTITUTE TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 281 1 001 000	125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 281 2 002 000	125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 281 3 003 000	125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 291 1 001 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 291 2 002 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 291 3 003 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 320 1 001 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 320 2 002 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 320 3 003 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 333 1 001 000	MILEAGE PAID TO STAFF	\$0.00	\$24.12	\$159.06	0.00	(\$159.06)	\$0.00	\$0.00	(\$159.06)	
01 2220 333 2 002 000	MILEAGE PAID TO STAFF	\$0.00	\$24.12	\$159.06	0.00	(\$159.06)	\$0.00	\$0.00	(\$159.06)	
01 2220 333 3 003 000	MILEAGE PAID TO STAFF	\$0.00	\$24.12	\$166.92	0.00	(\$166.92)	\$0.00	\$0.00	(\$166.92)	
01 2220 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 352 2 002 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 352 3 003 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$112.29	\$1,174.49	0.00	(\$1,174.49)	\$0.00	\$0.00	(\$1,174.49)	
01 2220 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$112.30	\$2,871.74	0.00	(\$2,871.74)	\$0.00	\$0.00	(\$2,871.74)	
01 2220 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$66.94	\$66.94	0.00	(\$66.94)	\$0.00	\$0.00	(\$66.94)	
01 2220 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$1,356.81	0.00	(\$1,356.81)	\$0.00	\$0.00	(\$1,356.81)	
01 2220 640 2 002 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$2,187.85	0.00	(\$2,187.85)	\$0.00	\$0.00	(\$2,187.85)	
01 2220 640 3 003 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$1,444.48	0.00	(\$1,444.48)	\$0.00	\$0.00	(\$1,444.48)	

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01 2220 642 1 001 000	AUDIO-VISUAL MATERIALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 642 2 002 000	AUDIO-VISUAL MATERIALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 642 3 003 000	AUDIO-VISUAL MATERIALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 643 1 001 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$1,378.85	0.00	(\$1,378.85)	\$0.00	\$0.00	(\$1,378.85)	
01 2220 643 2 002 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$1,378.86	0.00	(\$1,378.86)	\$0.00	\$0.00	(\$1,378.86)	
01 2220 643 3 003 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$1,378.85	0.00	(\$1,378.85)	\$0.00	\$0.00	(\$1,378.85)	
01 2220 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$7,446.49	\$7,446.49	0.00	(\$7,446.49)	\$0.00	\$0.00	(\$7,446.49)	
01 2220 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 733 1 001 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 733 2 002 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 733 3 003 000	FURNITURE & FIXTURES - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$35.00	0.00	(\$35.00)	\$0.00	\$0.00	(\$35.00)	
01 2220 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2220 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2220 SCHOOL LIBRARY SERVICES		\$0.00	\$7,810.38	\$172,270.03	0.00	(\$172,270.03)	\$0.00	\$0.00	(\$172,270.03)	
2230 INSTRUCTION-RELATED TECHNOLOGY										
01 2230 351 1 001 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$1,733.32	\$23,650.82	0.00	(\$23,650.82)	\$0.00	\$0.00	(\$23,650.82)	
01 2230 351 2 002 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$1,733.33	\$23,650.83	0.00	(\$23,650.83)	\$0.00	\$0.00	(\$23,650.83)	
01 2230 351 3 003 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$1,733.32	\$23,650.86	0.00	(\$23,650.86)	\$0.00	\$0.00	(\$23,650.86)	
2230 INSTRUCTION-RELATED TECHNOLOGY		\$0.00	\$5,199.97	\$70,952.51	0.00	(\$70,952.51)	\$0.00	\$0.00	(\$70,952.51)	
2310 BOARD OF EDUCATION										
01 2310 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 112 0 000 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 211 0 000 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 310 0 000 000	PROFESSIONAL/TECHNICAL SERV	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 317 0 000 000	LEGAL SERVICES	\$0.00	\$1,235.00	\$7,502.00	0.00	(\$7,502.00)	\$0.00	\$0.00	(\$7,502.00)	
01 2310 330 0 000 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$2,667.00	0.00	(\$2,667.00)	\$0.00	\$0.00	(\$2,667.00)	
01 2310 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2310 520 0 000 000	INSURANCE -WORK COMP, LIABILITY	\$0.00	\$0.00	\$60,488.75	0.00	(\$60,488.75)	\$0.00	\$0.00	(\$60,488.75)	
01 2310 540 0 000 000	ADVERTISING	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Regular; Processing Month 08/2024									
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 2310 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$1,768.73	0.00	(\$1,768.73)	\$0.00	\$0.00	(\$1,768.73)
01 2310 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$154.86	0.00	(\$154.86)	\$0.00	\$0.00	(\$154.86)
01 2310 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$4,616.00	0.00	(\$4,616.00)	\$0.00	\$0.00	(\$4,616.00)
01 2310 650 0 000 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$1,680.00	0.00	(\$1,680.00)	\$0.00	\$0.00	(\$1,680.00)
01 2310 810 0 000 000	DUES AND FEES	\$0.00	\$980.00	\$6,372.40	0.00	(\$6,372.40)	\$0.00	\$0.00	(\$6,372.40)
01 2310 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$16,240.32	0.00	(\$16,240.32)	\$0.00	\$0.00	(\$16,240.32)
2310 BOARD OF EDUCATION		\$0.00	\$2,215.00	\$101,490.06	0.00	(\$101,490.06)	\$0.00	\$0.00	(\$101,490.06)
2320 EXECUTIVE ADMIN/SUPERINTENDENT									
01 2320 105 0 000 000	SALARY - SUPERINTENDENT	\$0.00	\$0.00	\$128,204.17	0.00	(\$128,204.17)	\$0.00	\$0.00	(\$128,204.17)
01 2320 110 0 000 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$44,201.29	0.00	(\$44,201.29)	\$0.00	\$0.00	(\$44,201.29)
01 2320 116 0 000 000	SALARY - PROF STAFF/NON-CERT STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 120 0 000 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$2,747.74	0.00	(\$2,747.74)	\$0.00	\$0.00	(\$2,747.74)
01 2320 130 0 000 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$21,472.93	0.00	(\$21,472.93)	\$0.00	\$0.00	(\$21,472.93)
01 2320 136 0 000 000	SALARY - OVERTIME-PROF NON-CERT STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 155 0 000 000	SALARY - ADD'L COMP-SUPT.	\$0.00	\$0.00	\$1,160.00	0.00	(\$1,160.00)	\$0.00	\$0.00	(\$1,160.00)
01 2320 210 0 000 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 215 0 000 000	GROUP INSURANCE - SUPERINTENDENT	\$0.00	\$0.00	\$24,960.10	0.00	(\$24,960.10)	\$0.00	\$0.00	(\$24,960.10)
01 2320 216 0 000 000	GROUP INSURANCE -PROF/NON-CERT STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 220 0 000 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$5,144.14	0.00	(\$5,144.14)	\$0.00	\$0.00	(\$5,144.14)
01 2320 225 0 000 000	SOCIAL SECURITY - SUPERINTENDENT	\$0.00	\$0.00	\$9,633.97	0.00	(\$9,633.97)	\$0.00	\$0.00	(\$9,633.97)
01 2320 226 0 000 000	SOCIAL SECURITY - PROF/NON-CERT STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 230 0 000 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$6,758.59	0.00	(\$6,758.59)	\$0.00	\$0.00	(\$6,758.59)
01 2320 235 0 000 000	RETIREMENT - SUPERINTENDENT	\$0.00	\$0.00	\$12,778.35	0.00	(\$12,778.35)	\$0.00	\$0.00	(\$12,778.35)
01 2320 236 0 000 000	RETIREMENT - PROF/NON-CERT STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 250 0 000 000	TSA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 290 0 000 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 295 0 000 000	OTHER BENEFITS - SUPERINTENDENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 296 0 000 000	OTHER BENEFITS - PROF NON-CERT/BUS MGRS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 310 0 000 000	OFFICIAL/ADMINISTRATIVE SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2320 330 0 000 000	TRAINING & DEVELOPMENT SVCS-REGISTR.	\$0.00	\$308.00	\$1,872.00	0.00	(\$1,872.00)	\$0.00	\$0.00	(\$1,872.00)
01 2320 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$3,286.19	0.00	(\$3,286.19)	\$0.00	\$0.00	(\$3,286.19)
01 2320 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$599.77	\$3,491.75	0.00	(\$3,491.75)	\$0.00	\$0.00	(\$3,491.75)
01 2320 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$917.25	\$3,748.49	0.00	(\$3,748.49)	\$0.00	\$0.00	(\$3,748.49)

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2320 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$182.40	0.00	(\$182.40)	\$0.00	\$0.00	(\$182.40)	
01 2320 650 0 000 000	SUPPLIES- TECHNOLOGY-RELATED	\$0.00	\$3,019.29	\$4,132.84	0.00	(\$4,132.84)	\$0.00	\$0.00	(\$4,132.84)	
01 2320 733 0 000 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2320 734 0 000 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2320 810 0 000 000	DUES AND FEES	\$0.00	\$0.00	\$1,001.66	0.00	(\$1,001.66)	\$0.00	\$0.00	(\$1,001.66)	
01 2320 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$453.75	\$3,701.22	0.00	(\$3,701.22)	\$0.00	\$0.00	(\$3,701.22)	
2320 EXECUTIVE ADMIN/SUPERINTENDENT		\$0.00	\$5,298.06	\$278,477.83	0.00	(\$278,477.83)	\$0.00	\$0.00	(\$278,477.83)	
2330 DISTRICT LEGAL SERVICES										
01 2330 317 0 000 000	DISTRICT LEGAL SERVICES	\$0.00	\$0.00	\$5,888.00	0.00	(\$5,888.00)	\$0.00	\$0.00	(\$5,888.00)	
2330 DISTRICT LEGAL SERVICES		\$0.00	\$0.00	\$5,888.00	0.00	(\$5,888.00)	\$0.00	\$0.00	(\$5,888.00)	
2410 OFFICE OF THE PRINCIPAL										
01 2410 110 1 001 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$48,039.87	0.00	(\$48,039.87)	\$0.00	\$0.00	(\$48,039.87)	
01 2410 110 2 002 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$41,492.98	0.00	(\$41,492.98)	\$0.00	\$0.00	(\$41,492.98)	
01 2410 110 3 003 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$39,130.56	0.00	(\$39,130.56)	\$0.00	\$0.00	(\$39,130.56)	
01 2410 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$78,375.00	0.00	(\$78,375.00)	\$0.00	\$0.00	(\$78,375.00)	
01 2410 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$78,375.00	0.00	(\$78,375.00)	\$0.00	\$0.00	(\$78,375.00)	
01 2410 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$78,375.00	0.00	(\$78,375.00)	\$0.00	\$0.00	(\$78,375.00)	
01 2410 120 1 001 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$1,120.15	0.00	(\$1,120.15)	\$0.00	\$0.00	(\$1,120.15)	
01 2410 120 2 002 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$786.99	0.00	(\$786.99)	\$0.00	\$0.00	(\$786.99)	
01 2410 120 3 003 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$885.43	0.00	(\$885.43)	\$0.00	\$0.00	(\$885.43)	
01 2410 130 1 001 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$9,448.99	0.00	(\$9,448.99)	\$0.00	\$0.00	(\$9,448.99)	
01 2410 130 2 002 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$2,916.27	0.00	(\$2,916.27)	\$0.00	\$0.00	(\$2,916.27)	
01 2410 130 3 003 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$1,739.04	0.00	(\$1,739.04)	\$0.00	\$0.00	(\$1,739.04)	
01 2410 151 1 001 000	SALARY - ADD'L COMP - PROF STAFF	\$0.00	\$0.00	\$2,190.00	0.00	(\$2,190.00)	\$0.00	\$0.00	(\$2,190.00)	
01 2410 151 2 002 000	SALARY - ADD'L COMP-PROF STAFF	\$0.00	\$0.00	\$2,991.43	0.00	(\$2,991.43)	\$0.00	\$0.00	(\$2,991.43)	
01 2410 151 3 003 000	SALARY - ADD'L COMP-PROF STAFF	\$0.00	\$0.00	\$2,690.00	0.00	(\$2,690.00)	\$0.00	\$0.00	(\$2,690.00)	
01 2410 210 1 001 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 210 2 002 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 210 3 003 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$8,838.62	0.00	(\$8,838.62)	\$0.00	\$0.00	(\$8,838.62)	
01 2410 211 1 001 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$24,960.10	0.00	(\$24,960.10)	\$0.00	\$0.00	(\$24,960.10)	
01 2410 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$19,368.16	0.00	(\$19,368.16)	\$0.00	\$0.00	(\$19,368.16)	
01 2410 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$24,960.10	0.00	(\$24,960.10)	\$0.00	\$0.00	(\$24,960.10)	
01 2410 220 1 001 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4,483.58	0.00	(\$4,483.58)	\$0.00	\$0.00	(\$4,483.58)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2410 220 2 002 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$3,457.51	0.00	(\$3,457.51)	\$0.00	\$0.00	(\$3,457.51)	
01 2410 220 3 003 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$3,160.58	0.00	(\$3,160.58)	\$0.00	\$0.00	(\$3,160.58)	
01 2410 221 1 001 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$5,910.49	0.00	(\$5,910.49)	\$0.00	\$0.00	(\$5,910.49)	
01 2410 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,206.90	0.00	(\$6,206.90)	\$0.00	\$0.00	(\$6,206.90)	
01 2410 221 3 003 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,201.50	0.00	(\$6,201.50)	\$0.00	\$0.00	(\$6,201.50)	
01 2410 230 1 001 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$5,779.64	0.00	(\$5,779.64)	\$0.00	\$0.00	(\$5,779.64)	
01 2410 230 2 002 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$4,464.40	0.00	(\$4,464.40)	\$0.00	\$0.00	(\$4,464.40)	
01 2410 230 3 003 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$4,068.67	0.00	(\$4,068.67)	\$0.00	\$0.00	(\$4,068.67)	
01 2410 231 1 001 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$7,903.70	0.00	(\$7,903.70)	\$0.00	\$0.00	(\$7,903.70)	
01 2410 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$7,982.86	0.00	(\$7,982.86)	\$0.00	\$0.00	(\$7,982.86)	
01 2410 231 3 003 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$7,953.08	0.00	(\$7,953.08)	\$0.00	\$0.00	(\$7,953.08)	
01 2410 250 1 001 000	TSA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 250 2 002 000	TSA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 250 3 003 000	TSA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 281 1 001 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 281 2 002 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$3,142.80	0.00	(\$3,142.80)	\$0.00	\$0.00	(\$3,142.80)	
01 2410 281 3 003 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 290 1 001 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 290 2 002 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 290 3 003 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 291 1 001 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 291 2 002 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$896.59	0.00	(\$896.59)	\$0.00	\$0.00	(\$896.59)	
01 2410 291 3 003 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 330 1 001 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$608.00	\$1,378.00	0.00	(\$1,378.00)	\$0.00	\$0.00	(\$1,378.00)	
01 2410 330 2 002 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$308.00	\$818.35	0.00	(\$818.35)	\$0.00	\$0.00	(\$818.35)	
01 2410 330 3 003 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$758.00	0.00	(\$758.00)	\$0.00	\$0.00	(\$758.00)	
01 2410 333 1 001 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 333 2 002 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$154.10	0.00	(\$154.10)	\$0.00	\$0.00	(\$154.10)	
01 2410 333 3 003 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$471.52	\$1,926.47	0.00	(\$1,926.47)	\$0.00	\$0.00	(\$1,926.47)	
01 2410 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$588.51	\$1,004.66	0.00	(\$1,004.66)	\$0.00	\$0.00	(\$1,004.66)	
01 2410 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$374.22	0.00	(\$374.22)	\$0.00	\$0.00	(\$374.22)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2410 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$237.00	\$940.93	0.00	(\$940.93)	\$0.00	\$0.00	(\$940.93)	
01 2410 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$491.08	\$844.26	0.00	(\$844.26)	\$0.00	\$0.00	(\$844.26)	
01 2410 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$1,215.52	\$1,894.58	0.00	(\$1,894.58)	\$0.00	\$0.00	(\$1,894.58)	
01 2410 643 1 001 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 643 2 002 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$120.00	\$120.00	0.00	(\$120.00)	\$0.00	\$0.00	(\$120.00)	
01 2410 643 3 003 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$2,998.00	\$2,998.00	0.00	(\$2,998.00)	\$0.00	\$0.00	(\$2,998.00)	
01 2410 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$2,998.00	\$2,998.00	0.00	(\$2,998.00)	\$0.00	\$0.00	(\$2,998.00)	
01 2410 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$2,998.00	\$2,998.00	0.00	(\$2,998.00)	\$0.00	\$0.00	(\$2,998.00)	
01 2410 733 1 001 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 733 2 002 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 733 3 003 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 734 3 003 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2410 810 1 001 000	DUES AND FEES	\$0.00	\$20.00	\$110.00	0.00	(\$110.00)	\$0.00	\$0.00	(\$110.00)	
01 2410 810 2 002 000	DUES AND FEES	\$0.00	\$20.00	\$515.00	0.00	(\$515.00)	\$0.00	\$0.00	(\$515.00)	
01 2410 810 3 003 000	DUES AND FEES	\$0.00	\$20.00	\$125.00	0.00	(\$125.00)	\$0.00	\$0.00	(\$125.00)	
01 2410 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$677.81	0.00	(\$677.81)	\$0.00	\$0.00	(\$677.81)	
01 2410 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$173.57	\$489.81	0.00	(\$489.81)	\$0.00	\$0.00	(\$489.81)	
01 2410 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$270.34	0.00	(\$270.34)	\$0.00	\$0.00	(\$270.34)	
2410 OFFICE OF THE PRINCIPAL		\$0.00	\$13,267.20	\$559,691.52	0.00	(\$559,691.52)	\$0.00	\$0.00	(\$559,691.52)	
2490 SCHOOL ADMINISTRATION-OTHER										
01 2490 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$61,416.67	0.00	(\$61,416.67)	\$0.00	\$0.00	(\$61,416.67)	
01 2490 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$960.00	0.00	(\$960.00)	\$0.00	\$0.00	(\$960.00)	
01 2490 211 0 000 000	GROUP INSURANCE- PROF STAFF/TEACHERS	\$0.00	\$0.00	\$20,184.32	0.00	(\$20,184.32)	\$0.00	\$0.00	(\$20,184.32)	
01 2490 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$4,756.30	0.00	(\$4,756.30)	\$0.00	\$0.00	(\$4,756.30)	
01 2490 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,107.12	0.00	(\$6,107.12)	\$0.00	\$0.00	(\$6,107.12)	
01 2490 261 0 000 000	UNEMPLOYMENT COMP PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2490 281 0 000 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2490 291 0 000 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2490 320 0 000 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2490 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2490 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$269.37	0.00	(\$269.37)	\$0.00	\$0.00	(\$269.37)	
01 2490 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$69.00	0.00	(\$69.00)	\$0.00	\$0.00	(\$69.00)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2490 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$1,499.00	\$1,499.00	0.00	(\$1,499.00)	\$0.00	\$0.00	(\$1,499.00)	
01 2490 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$4,677.99	0.00	(\$4,677.99)	\$0.00	\$0.00	(\$4,677.99)	
2490 SCHOOL ADMINISTRATION-OTHER		\$0.00	\$1,499.00	\$99,939.77	0.00	(\$99,939.77)	\$0.00	\$0.00	(\$99,939.77)	
2510 GENERAL ADMIN-BUSINESS SERVICE										
01 2510 112 1 001 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 112 2 002 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 112 3 003 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 116 0 000 000	SALARY - PROF NON-CERT /BUS. MANAGERS	\$0.00	\$0.00	\$75,457.35	0.00	(\$75,457.35)	\$0.00	\$0.00	(\$75,457.35)	
01 2510 136 0 000 000	SALARY - OVERTIME-PROF NON-CERT/BUS.MGR	\$0.00	\$0.00	\$26,350.66	0.00	(\$26,350.66)	\$0.00	\$0.00	(\$26,350.66)	
01 2510 211 1 001 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 211 2 002 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 211 3 003 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 216 0 000 000	GROUP INSURANCE -PROF/NON-CERT (BUS MGR	\$0.00	\$0.00	\$31,141.98	0.00	(\$31,141.98)	\$0.00	\$0.00	(\$31,141.98)	
01 2510 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 221 3 003 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 226 0 000 000	SOCIAL SECURITY - PROF/NON-CERT/BUS MGR	\$0.00	\$0.00	\$7,255.94	0.00	(\$7,255.94)	\$0.00	\$0.00	(\$7,255.94)	
01 2510 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 231 3 003 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2510 236 0 000 000	RETIREMENT - PROF/NON-CERT/BUS MGR	\$0.00	\$0.00	\$9,893.24	0.00	(\$9,893.24)	\$0.00	\$0.00	(\$9,893.24)	
01 2510 315 0 000 000	ACCOUNTING & AUDITING SERVICES	\$0.00	\$0.00	\$17,700.00	0.00	(\$17,700.00)	\$0.00	\$0.00	(\$17,700.00)	
01 2510 330 1 001 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$38.33	0.00	(\$38.33)	\$0.00	\$0.00	(\$38.33)	
01 2510 330 2 002 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$38.34	0.00	(\$38.34)	\$0.00	\$0.00	(\$38.34)	
01 2510 330 3 003 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$38.33	0.00	(\$38.33)	\$0.00	\$0.00	(\$38.33)	
01 2510 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$76.38	\$692.58	0.00	(\$692.58)	\$0.00	\$0.00	(\$692.58)	
01 2510 351 1 001 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$269.36	\$2,007.09	0.00	(\$2,007.09)	\$0.00	\$0.00	(\$2,007.09)	
01 2510 351 2 002 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$269.35	\$2,007.04	0.00	(\$2,007.04)	\$0.00	\$0.00	(\$2,007.04)	
01 2510 351 3 003 000	DATA PROCESSING/CODING SERVICES	\$0.00	\$135.34	\$1,609.02	0.00	(\$1,609.02)	\$0.00	\$0.00	(\$1,609.02)	
01 2510 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$3,902.50	0.00	(\$3,902.50)	\$0.00	\$0.00	(\$3,902.50)	
01 2510 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$26.60	\$1,334.39	0.00	(\$1,334.39)	\$0.00	\$0.00	(\$1,334.39)	
01 2510 352 2 002 000	OTHER PROF/TECH SERVICES	\$0.00	\$26.60	\$1,324.37	0.00	(\$1,324.37)	\$0.00	\$0.00	(\$1,324.37)	
01 2510 352 3 003 000	OTHER PROF/TECH SERVICES	\$0.00	\$26.60	\$1,324.44	0.00	(\$1,324.44)	\$0.00	\$0.00	(\$1,324.44)	
01 2510 382 0 000 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$0.00	\$448.61	0.00	(\$448.61)	\$0.00	\$0.00	(\$448.61)	
01 2510 382 1 001 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$305.43	\$2,512.99	0.00	(\$2,512.99)	\$0.00	\$0.00	(\$2,512.99)	

Regular; Processing Month 08/2024									
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 2510 382 2 002 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$305.40	\$2,512.89	0.00	(\$2,512.89)	\$0.00	\$0.00	(\$2,512.89)
01 2510 382 3 003 000	TELEPHONE & INTERNET CHARGES	\$0.00	\$824.44	\$5,384.70	0.00	(\$5,384.70)	\$0.00	\$0.00	(\$5,384.70)
01 2510 490 1 001 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 530 1 001 000	COMMUNICATIONS	\$0.00	\$0.00	\$8,630.24	0.00	(\$8,630.24)	\$0.00	\$0.00	(\$8,630.24)
01 2510 530 2 002 000	COMMUNICATIONS	\$0.00	\$0.00	\$8,630.23	0.00	(\$8,630.23)	\$0.00	\$0.00	(\$8,630.23)
01 2510 530 3 003 000	COMMUNICATIONS	\$0.00	\$0.00	\$8,630.23	0.00	(\$8,630.23)	\$0.00	\$0.00	(\$8,630.23)
01 2510 531 1 001 000	POSTAGE	\$0.00	\$64.17	\$869.40	0.00	(\$869.40)	\$0.00	\$0.00	(\$869.40)
01 2510 531 2 002 000	POSTAGE	\$0.00	\$53.25	\$815.61	0.00	(\$815.61)	\$0.00	\$0.00	(\$815.61)
01 2510 531 3 003 000	POSTAGE	\$0.00	\$38.34	\$675.39	0.00	(\$675.39)	\$0.00	\$0.00	(\$675.39)
01 2510 540 1 001 000	ADVERTISING	\$0.00	\$447.15	\$12,350.54	0.00	(\$12,350.54)	\$0.00	\$0.00	(\$12,350.54)
01 2510 540 2 002 000	ADVERTISING	\$0.00	\$447.13	\$12,189.42	0.00	(\$12,189.42)	\$0.00	\$0.00	(\$12,189.42)
01 2510 540 3 003 000	ADVERTISING	\$0.00	\$447.15	\$12,189.59	0.00	(\$12,189.59)	\$0.00	\$0.00	(\$12,189.59)
01 2510 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$51.88	0.00	(\$51.88)	\$0.00	\$0.00	(\$51.88)
01 2510 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$51.87	0.00	(\$51.87)	\$0.00	\$0.00	(\$51.87)
01 2510 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$51.88	0.00	(\$51.88)	\$0.00	\$0.00	(\$51.88)
01 2510 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$1,096.47	0.00	(\$1,096.47)	\$0.00	\$0.00	(\$1,096.47)
01 2510 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$851.48	0.00	(\$851.48)	\$0.00	\$0.00	(\$851.48)
01 2510 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$1,094.96	0.00	(\$1,094.96)	\$0.00	\$0.00	(\$1,094.96)
01 2510 643 0 000 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$15,450.00	0.00	(\$15,450.00)	\$0.00	\$0.00	(\$15,450.00)
01 2510 643 1 001 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 643 2 002 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 643 3 003 000	COMPUTER SOFTWARE WEB/CLOUD BASED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$1,499.00	\$2,838.00	0.00	(\$2,838.00)	\$0.00	\$0.00	(\$2,838.00)
01 2510 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 720 1 001 000	BUILDINGS - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 720 2 002 000	BUILDINGS - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 720 3 003 000	BUILDINGS - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 733 1 001 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 733 2 002 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 733 3 003 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2510 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$181.33	0.00	(\$181.33)	\$0.00	\$0.00	(\$181.33)
01 2510 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$141.34	0.00	(\$141.34)	\$0.00	\$0.00	(\$141.34)
01 2510 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$181.33	0.00	(\$181.33)	\$0.00	\$0.00	(\$181.33)
01 2510 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$15.94	0.00	(\$15.94)	\$0.00	\$0.00	(\$15.94)

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2510 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$15.94	0.00	(\$15.94)	\$0.00	\$0.00	(\$15.94)	
01 2510 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$31.88	0.00	(\$31.88)	\$0.00	\$0.00	(\$31.88)	
2510	GENERAL ADMIN-BUSINESS SERVICE	\$0.00	\$5,261.69	\$280,009.74	0.00	(\$280,009.74)	\$0.00	\$0.00	(\$280,009.74)	
2610	OPERATION OF PLANT									
01 2610 110 1 001 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$49,238.22	0.00	(\$49,238.22)	\$0.00	\$0.00	(\$49,238.22)	
01 2610 110 2 002 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$48,486.46	0.00	(\$48,486.46)	\$0.00	\$0.00	(\$48,486.46)	
01 2610 110 3 003 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$91,061.64	0.00	(\$91,061.64)	\$0.00	\$0.00	(\$91,061.64)	
01 2610 130 1 001 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$18,266.92	0.00	(\$18,266.92)	\$0.00	\$0.00	(\$18,266.92)	
01 2610 130 2 002 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$17,753.89	0.00	(\$17,753.89)	\$0.00	\$0.00	(\$17,753.89)	
01 2610 130 3 003 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$18,434.69	0.00	(\$18,434.69)	\$0.00	\$0.00	(\$18,434.69)	
01 2610 210 1 001 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$8,327.22	0.00	(\$8,327.22)	\$0.00	\$0.00	(\$8,327.22)	
01 2610 210 2 002 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$8,223.46	0.00	(\$8,223.46)	\$0.00	\$0.00	(\$8,223.46)	
01 2610 210 3 003 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$12,323.92	0.00	(\$12,323.92)	\$0.00	\$0.00	(\$12,323.92)	
01 2610 220 1 001 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4,894.81	0.00	(\$4,894.81)	\$0.00	\$0.00	(\$4,894.81)	
01 2610 220 2 002 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4,804.53	0.00	(\$4,804.53)	\$0.00	\$0.00	(\$4,804.53)	
01 2610 220 3 003 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$8,130.89	0.00	(\$8,130.89)	\$0.00	\$0.00	(\$8,130.89)	
01 2610 230 1 001 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$6,628.44	0.00	(\$6,628.44)	\$0.00	\$0.00	(\$6,628.44)	
01 2610 230 2 002 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$6,503.60	0.00	(\$6,503.60)	\$0.00	\$0.00	(\$6,503.60)	
01 2610 230 3 003 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$10,815.86	0.00	(\$10,815.86)	\$0.00	\$0.00	(\$10,815.86)	
01 2610 290 1 001 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 290 2 002 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 290 3 003 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 410 0 000 000	UTILITY SERVICES (WATER, SEWER)	\$0.00	\$0.00	\$1,590.18	0.00	(\$1,590.18)	\$0.00	\$0.00	(\$1,590.18)	
01 2610 410 1 001 000	UTILITY SERVICES	\$0.00	\$195.55	\$4,893.50	0.00	(\$4,893.50)	\$0.00	\$0.00	(\$4,893.50)	
01 2610 410 2 002 000	UTILITY SERVICES	\$0.00	\$195.54	\$4,893.44	0.00	(\$4,893.44)	\$0.00	\$0.00	(\$4,893.44)	
01 2610 410 3 003 000	UTILITY SERVICES	\$0.00	\$66.70	\$1,118.90	0.00	(\$1,118.90)	\$0.00	\$0.00	(\$1,118.90)	
01 2610 420 1 001 000	CLEANING SERVICES (TRASH REMOVAL)	\$0.00	\$289.00	\$4,569.63	0.00	(\$4,569.63)	\$0.00	\$0.00	(\$4,569.63)	
01 2610 420 2 002 000	CLEANING SERVICES (TRASH REMOVAL)	\$0.00	\$289.00	\$4,267.22	0.00	(\$4,267.22)	\$0.00	\$0.00	(\$4,267.22)	
01 2610 420 3 003 000	CLEANING SERVICES (TRASH REMOVAL)	\$0.00	\$532.22	\$3,038.74	0.00	(\$3,038.74)	\$0.00	\$0.00	(\$3,038.74)	
01 2610 431 1 001 000	REPAIRS AND MAINTENANCE SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 431 2 002 000	REPAIRS AND MAINTENANCE SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2610 431 3 003 000	REPAIRS AND MAINTENANCE SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 440 1 001 000	RENTALS - OTHER	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 440 2 002 000	RENTALS - OTHER	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 440 3 003 000	RENTALS - OTHER	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 441 1 001 000	RENTAL OF BUILDINGS AND LAND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 441 2 002 000	RENTAL OF BUILDINGS AND LAND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 441 3 003 000	RENTAL OF BUILDINGS AND LAND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 490 1 001 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$70.50	\$814.06	0.00	(\$814.06)	\$0.00	\$0.00	(\$814.06)	
01 2610 490 2 002 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$70.50	\$814.06	0.00	(\$814.06)	\$0.00	\$0.00	(\$814.06)	
01 2610 490 3 003 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$70.50	\$814.07	0.00	(\$814.07)	\$0.00	\$0.00	(\$814.07)	
01 2610 520 1 001 000	PROPERTY INSURANCE	\$0.00	\$0.00	\$35,220.67	0.00	(\$35,220.67)	\$0.00	\$0.00	(\$35,220.67)	
01 2610 520 2 002 000	PROPERTY INSURANCE	\$0.00	\$0.00	\$35,220.66	0.00	(\$35,220.66)	\$0.00	\$0.00	(\$35,220.66)	
01 2610 520 3 003 000	PROPERTY INSURANCE	\$0.00	\$0.00	\$35,220.67	0.00	(\$35,220.67)	\$0.00	\$0.00	(\$35,220.67)	
01 2610 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$2,268.33	\$34,159.88	0.00	(\$34,159.88)	\$0.00	\$0.00	(\$34,159.88)	
01 2610 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$1,487.79	\$27,572.99	0.00	(\$27,572.99)	\$0.00	\$0.00	(\$27,572.99)	
01 2610 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$1,380.12	\$15,897.83	0.00	(\$15,897.83)	\$0.00	\$0.00	(\$15,897.83)	
01 2610 621 0 000 000	NATURAL GAS - GAS UTILITY SVCS	\$0.00	\$0.00	\$1,084.47	0.00	(\$1,084.47)	\$0.00	\$0.00	(\$1,084.47)	
01 2610 621 1 001 000	UTILITY ENERGY SERVICES	\$0.00	\$7,216.00	\$81,037.64	0.00	(\$81,037.64)	\$0.00	\$0.00	(\$81,037.64)	
01 2610 621 2 002 000	UTILITY ENERGY SERVICES	\$0.00	\$7,216.00	\$81,037.59	0.00	(\$81,037.59)	\$0.00	\$0.00	(\$81,037.59)	
01 2610 621 3 003 000	UTILITY ENERGY SERVICES	\$0.00	\$4,099.58	\$41,455.10	0.00	(\$41,455.10)	\$0.00	\$0.00	(\$41,455.10)	
01 2610 626 1 001 000	GAS AND OIL (MOWER)	\$0.00	\$0.00	\$564.54	0.00	(\$564.54)	\$0.00	\$0.00	(\$564.54)	
01 2610 626 2 002 000	GAS AND OIL (MOWER)	\$0.00	\$0.00	\$37.49	0.00	(\$37.49)	\$0.00	\$0.00	(\$37.49)	
01 2610 626 3 003 000	GAS AND OIL (MOWER)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 733 1 001 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 733 2 002 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 733 3 003 000	FURNITURE AND FIXTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$184.00	0.00	(\$184.00)	\$0.00	\$0.00	(\$184.00)	
01 2610 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2610 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2610	OPERATION OF PLANT	\$0.00	\$25,447.33	\$729,401.88	0.00	(\$729,401.88)	\$0.00	\$0.00	(\$729,401.88)	
2620	MAINTENANCE OF PLANT									
01 2620 340 1 001 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$250.00	0.00	(\$250.00)	\$0.00	\$0.00	(\$250.00)	
01 2620 340 2 002 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$250.00	0.00	(\$250.00)	\$0.00	\$0.00	(\$250.00)	

Regular; Processing Month 08/2024										
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01 2620 340 3 003 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$500.00	0.00	(\$500.00)	\$0.00	\$0.00	(\$500.00)	
01 2620 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$4,996.08	\$59,079.11	0.00	(\$59,079.11)	\$0.00	\$0.00	(\$59,079.11)	
01 2620 352 2 002 000	OTHER PROF/TECH SERVICES	\$0.00	\$4,996.07	\$56,948.83	0.00	(\$56,948.83)	\$0.00	\$0.00	(\$56,948.83)	
01 2620 352 3 003 000	OTHER PROF/TECH SERVICES	\$0.00	\$1,750.00	\$12,515.00	0.00	(\$12,515.00)	\$0.00	\$0.00	(\$12,515.00)	
01 2620 420 1 001 000	CLEANING SVC (SNOW, PEST CNTRL, RUGS)	\$0.00	\$56.50	\$4,485.07	0.00	(\$4,485.07)	\$0.00	\$0.00	(\$4,485.07)	
01 2620 420 2 002 000	CLEANING SVC (SNOW, PEST CNTRL, RUGS)	\$0.00	\$56.49	\$4,466.21	0.00	(\$4,466.21)	\$0.00	\$0.00	(\$4,466.21)	
01 2620 420 3 003 000	CLEANING SVC (SNOW, PEST CNTRL, RUGS)	\$0.00	\$76.52	\$6,893.11	0.00	(\$6,893.11)	\$0.00	\$0.00	(\$6,893.11)	
01 2620 431 1 001 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$9,158.17	0.00	(\$9,158.17)	\$0.00	\$0.00	(\$9,158.17)	
01 2620 431 2 002 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$9,158.16	0.00	(\$9,158.16)	\$0.00	\$0.00	(\$9,158.16)	
01 2620 431 3 003 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$19,838.26	0.00	(\$19,838.26)	\$0.00	\$0.00	(\$19,838.26)	
01 2620 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$1,338.75	0.00	(\$1,338.75)	\$0.00	\$0.00	(\$1,338.75)	
01 2620 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$1,338.75	0.00	(\$1,338.75)	\$0.00	\$0.00	(\$1,338.75)	
01 2620 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 733 1 001 000	FURNITURE & FIXTURES >\$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 733 2 002 000	FURNITURE & FIXTURES >\$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 733 3 003 000	FURNITURE & FIXTURES >\$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2620 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2620	MAINTENANCE OF PLANT	\$0.00	\$11,931.66	\$186,219.42	0.00	(\$186,219.42)	\$0.00	\$0.00	(\$186,219.42)	
2630	CARE & UPKEEP GROUNDS									
01 2630 352 1 001 000	OTHER PROF/TECH SERVICES	\$0.00	\$7,800.00	\$8,600.00	0.00	(\$8,600.00)	\$0.00	\$0.00	(\$8,600.00)	
01 2630 420 1 001 000	CLEANING SVC (DIRT, ROCK, LAWN CARE)	\$0.00	\$0.00	\$5,468.50	0.00	(\$5,468.50)	\$0.00	\$0.00	(\$5,468.50)	
01 2630 420 2 002 000	CLEANING SVC (DIRT, ROCK, LAWN CARE)	\$0.00	\$0.00	\$5,468.50	0.00	(\$5,468.50)	\$0.00	\$0.00	(\$5,468.50)	
01 2630 420 3 003 000	CLEANING SVC (DIRT, ROCK, LAWN CARE)	\$0.00	\$100.00	\$4,593.50	0.00	(\$4,593.50)	\$0.00	\$0.00	(\$4,593.50)	
01 2630 431 1 001 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2630 431 2 002 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2630 431 3 003 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2630 490 1 001 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$540.00	0.00	(\$540.00)	\$0.00	\$0.00	(\$540.00)	
01 2630 490 2 002 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$540.00	0.00	(\$540.00)	\$0.00	\$0.00	(\$540.00)	
01 2630 490 3 003 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 2630 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$6,198.06	\$12,709.33	0.00	(\$12,709.33)	\$0.00	\$0.00	(\$12,709.33)	
01 2630 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$57.86	\$6,517.08	0.00	(\$6,517.08)	\$0.00	\$0.00	(\$6,517.08)	
01 2630 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$27.00	\$68.98	0.00	(\$68.98)	\$0.00	\$0.00	(\$68.98)	

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Account Number		Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
2630	CARE & UPKEEP GROUNDS		\$0.00	\$14,182.92	\$44,505.89	0.00	(\$44,505.89)	\$0.00	\$0.00	(\$44,505.89)
2640	CARE/UPKEEP OF EQUIPMENT									
01 2640 431 1 001 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.		\$0.00	\$21.93	\$1,386.47	0.00	(\$1,386.47)	\$0.00	\$0.00	(\$1,386.47)
01 2640 431 2 002 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.		\$0.00	\$21.93	\$1,386.46	0.00	(\$1,386.46)	\$0.00	\$0.00	(\$1,386.46)
01 2640 431 3 003 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.		\$0.00	\$21.94	\$21.94	0.00	(\$21.94)	\$0.00	\$0.00	(\$21.94)
01 2640 610 1 001 000	GENERAL SUPPLIES		\$0.00	\$0.00	\$1,083.22	0.00	(\$1,083.22)	\$0.00	\$0.00	(\$1,083.22)
01 2640 610 2 002 000	GENERAL SUPPLIES		\$0.00	\$0.00	\$1,083.22	0.00	(\$1,083.22)	\$0.00	\$0.00	(\$1,083.22)
01 2640 731 0 000 000	MACHINERY-EXCEEDS \$5,000		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2640	CARE/UPKEEP OF EQUIPMENT		\$0.00	\$65.80	\$4,961.31	0.00	(\$4,961.31)	\$0.00	\$0.00	(\$4,961.31)
2650	VEHICLE ACQUISITION, SERV, MTNCE									
01 2650 431 0 000 000	REPAIRS AND MAINTENANCE SVCS		\$0.00	\$135.93	\$7,676.03	0.00	(\$7,676.03)	\$0.00	\$0.00	(\$7,676.03)
01 2650 520 0 000 000	INSURANCE (NOT EMPLOYEE BENEFITS)		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2650 626 0 000 000	GAS AND OIL		\$0.00	\$936.38	\$9,673.82	0.00	(\$9,673.82)	\$0.00	\$0.00	(\$9,673.82)
01 2650 732 0 000 000	VEHICLE ACQUISITION		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2650 810 0 000 000	DUES AND FEES		\$0.00	\$0.00	\$25.00	0.00	(\$25.00)	\$0.00	\$0.00	(\$25.00)
01 2650 890 0 000 000	MISCELLANEOUS EXPENSES		\$0.00	\$0.00	\$18.81	0.00	(\$18.81)	\$0.00	\$0.00	(\$18.81)
2650	VEHICLE ACQUISITION, SERV, MTNCE		\$0.00	\$1,072.31	\$17,393.66	0.00	(\$17,393.66)	\$0.00	\$0.00	(\$17,393.66)
2660	SCHOOL SECURITY									
01 2660 352 0 000 000	OTHER PROF/TECH SERVICES		\$0.00	\$5,840.33	\$5,960.33	0.00	(\$5,960.33)	\$0.00	\$0.00	(\$5,960.33)
01 2660 610 0 000 000	GENERAL SUPPLIES		\$0.00	\$0.00	\$2,166.84	0.00	(\$2,166.84)	\$0.00	\$0.00	(\$2,166.84)
01 2660 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2660 810 0 000 000	DUES AND FEES		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2660 890 0 000 000	MISCELLANEOUS EXPENSES		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
2660	SCHOOL SECURITY		\$0.00	\$5,840.33	\$8,127.17	0.00	(\$8,127.17)	\$0.00	\$0.00	(\$8,127.17)
2670	SCHOOL SAFETY									
01 2670 330 1 001 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS		\$0.00	\$0.00	\$115.00	0.00	(\$115.00)	\$0.00	\$0.00	(\$115.00)
01 2670 330 2 002 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS		\$0.00	\$0.00	\$115.00	0.00	(\$115.00)	\$0.00	\$0.00	(\$115.00)
01 2670 330 3 003 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS		\$0.00	\$0.00	\$115.00	0.00	(\$115.00)	\$0.00	\$0.00	(\$115.00)
01 2670 352 0 000 000	OTHER PROF/TECH SERVICES		\$0.00	\$353.40	\$5,025.05	0.00	(\$5,025.05)	\$0.00	\$0.00	(\$5,025.05)
01 2670 580 0 000 000	TRAVEL EXPENSE		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2670 610 0 000 000	GENERAL SUPPLIES		\$0.00	\$0.00	\$183.06	0.00	(\$183.06)	\$0.00	\$0.00	(\$183.06)
01 2670 643 0 000 000	WEB/CLOUD BASED SOFTWARE		\$0.00	\$0.00	\$2,000.00	0.00	(\$2,000.00)	\$0.00	\$0.00	(\$2,000.00)
01 2670 890 0 000 000	MISCELLANEOUS EXPENSES		\$0.00	\$0.00	\$1,202.86	0.00	(\$1,202.86)	\$0.00	\$0.00	(\$1,202.86)
2670	SCHOOL SAFETY		\$0.00	\$353.40	\$8,755.97	0.00	(\$8,755.97)	\$0.00	\$0.00	(\$8,755.97)
2710	REG. PUPIL TRANSPORT VEHICLE OPERATION									

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 2710 110 0 000 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$129,049.68	0.00	(\$129,049.68)	\$0.00	\$0.00	(\$129,049.68)
01 2710 120 0 000 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$2,548.16	0.00	(\$2,548.16)	\$0.00	\$0.00	(\$2,548.16)
01 2710 130 0 000 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$15,980.88	0.00	(\$15,980.88)	\$0.00	\$0.00	(\$15,980.88)
01 2710 210 0 000 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4,996.07	0.00	(\$4,996.07)	\$0.00	\$0.00	(\$4,996.07)
01 2710 220 0 000 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$10,538.97	0.00	(\$10,538.97)	\$0.00	\$0.00	(\$10,538.97)
01 2710 230 0 000 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$13,361.30	0.00	(\$13,361.30)	\$0.00	\$0.00	(\$13,361.30)
01 2710 290 0 000 000	OTHER BENEFITS - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 332 0 000 000	MILEAGE TO PARENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$17.69	0.00	(\$17.69)	\$0.00	\$0.00	(\$17.69)
01 2710 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$200.00	\$875.00	0.00	(\$875.00)	\$0.00	\$0.00	(\$875.00)
01 2710 350 0 000 000	TECHNICAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$690.00	\$4,334.40	0.00	(\$4,334.40)	\$0.00	\$0.00	(\$4,334.40)
01 2710 510 0 000 000	STUDENT TRANSPORTATION SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 519 0 000 000	CONTRACTED PUPIL TRANSPORT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 520 0 000 000	INSURANCE - AUTOMOBILE	\$0.00	\$0.00	\$35,182.00	0.00	(\$35,182.00)	\$0.00	\$0.00	(\$35,182.00)
01 2710 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$77.86	\$1,022.94	0.00	(\$1,022.94)	\$0.00	\$0.00	(\$1,022.94)
01 2710 626 0 000 000	GAS AND OIL	\$0.00	\$479.69	\$47,972.97	0.00	(\$47,972.97)	\$0.00	\$0.00	(\$47,972.97)
01 2710 650 0 000 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 732 0 000 000	VEHICLE/BUS ACQUISITION	\$0.00	\$0.00	\$119,741.11	0.00	(\$119,741.11)	\$0.00	\$0.00	(\$119,741.11)
01 2710 739 0 000 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2710 810 0 000 000	DUES AND FEES	\$0.00	\$0.00	\$162.00	0.00	(\$162.00)	\$0.00	\$0.00	(\$162.00)
01 2710 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$8,311.02	0.00	(\$8,311.02)	\$0.00	\$0.00	(\$8,311.02)
2710 REG. PUPIL TRANSPORT VEHICLE OPERATION		\$0.00	\$1,447.55	\$394,094.19	0.00	(\$394,094.19)	\$0.00	\$0.00	(\$394,094.19)
2712 SPEC ED-SA TRANSPORT VEHICLE OPERATION									
01 2712 110 0 000 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$11,320.00	0.00	(\$11,320.00)	\$0.00	\$0.00	(\$11,320.00)
01 2712 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2712 130 0 000 000	SALARY - OVERTIME -NON-INSTRUCTIONAL	\$0.00	\$0.00	\$527.63	0.00	(\$527.63)	\$0.00	\$0.00	(\$527.63)
01 2712 210 0 000 000	GROUP INSURANCE - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4.26	0.00	(\$4.26)	\$0.00	\$0.00	(\$4.26)
01 2712 220 0 000 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$892.79	0.00	(\$892.79)	\$0.00	\$0.00	(\$892.79)
01 2712 230 0 000 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$1,170.29	0.00	(\$1,170.29)	\$0.00	\$0.00	(\$1,170.29)
01 2712 332 0 000 000	MILEAGE TO PARENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2712 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$134.00	0.00	(\$134.00)	\$0.00	\$0.00	(\$134.00)
01 2712 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 2712 520 0 000 000	INSURANCE - AUTOMOBILE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 2712 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$323.71	0.00	(\$323.71)	\$0.00	\$0.00	(\$323.71)	
01 2712 626 0 000 000	GAS AND OIL	\$0.00	\$157.94	\$3,231.94	0.00	(\$3,231.94)	\$0.00	\$0.00	(\$3,231.94)	
01 2712 732 0 000 000	VEHICLE/BUS ACQUISITION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2712 SPEC ED-SA TRANSPORT	VEHICLE OPERATION	\$0.00	\$157.94	\$17,604.62	0.00	(\$17,604.62)	\$0.00	\$0.00	(\$17,604.62)	
2730 REGULAR STUDENT TRANSP	-SERVICE & MAINT.									
01 2730 431 0 000 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$3,912.14	\$40,243.78	0.00	(\$40,243.78)	\$0.00	\$0.00	(\$40,243.78)	
2730 REGULAR STUDENT TRANSP	-SERVICE & MAINT.	\$0.00	\$3,912.14	\$40,243.78	0.00	(\$40,243.78)	\$0.00	\$0.00	(\$40,243.78)	
2732 SCHOOL AGE SPED TRANSP	-SERVICE & MAINT.									
01 2732 431 0 000 000	NON-TECHNOLOGY-RELATED REPAIRS & MAINT.	\$0.00	\$580.39	\$1,271.92	0.00	(\$1,271.92)	\$0.00	\$0.00	(\$1,271.92)	
2732 SCHOOL AGE SPED TRANSP	-SERVICE & MAINT.	\$0.00	\$580.39	\$1,271.92	0.00	(\$1,271.92)	\$0.00	\$0.00	(\$1,271.92)	
2790 OTHER STUDENT TRANSPORTATION	-REGULAR									
01 2790 519 0 000 000	CONTRACTED PUPIL TRANSPORT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2790 OTHER STUDENT TRANSPORTATION	-REGULAR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2792 STUDENT TRANSPORT SVCS	-SPED									
01 2792 519 0 000 000	CONTRACTED SPED STUDENT TRANSPORT-TOWER	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2792 STUDENT TRANSPORT SVCS	-SPED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3300 COMMUNITY SERVICES										
01 3300 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3300 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3300 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3300 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$100.00	0.00	(\$100.00)	\$0.00	\$0.00	(\$100.00)	
3300 COMMUNITY SERVICES		\$0.00	\$0.00	\$100.00	0.00	(\$100.00)	\$0.00	\$0.00	(\$100.00)	
3512 DISTANCE EDUCATION										
01 3512 382 1 001 000	TELECOMMUNICATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 382 2 002 000	TELECOMMUNICATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 382 3 003 000	TELECOMMUNICATIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 640 1 001 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$720.00	0.00	(\$720.00)	\$0.00	\$0.00	(\$720.00)	
01 3512 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 734 1 001 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 734 3 003 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 739 1 001 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 739 2 002 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3512 739 3 003 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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Account Number		Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
3512 DISTANCE EDUCATION			\$0.00	\$0.00	\$720.00	0.00	(\$720.00)	\$0.00	\$0.00	(\$720.00)
3535 HIGH ABILITY LEARNERS										
01 3535 111 1 001 000		SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$11,340.01	0.00	(\$11,340.01)	\$0.00	\$0.00	(\$11,340.01)
01 3535 111 2 002 000		SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$11,340.01	0.00	(\$11,340.01)	\$0.00	\$0.00	(\$11,340.01)
01 3535 111 3 003 000		SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$10,672.97	0.00	(\$10,672.97)	\$0.00	\$0.00	(\$10,672.97)
01 3535 211 1 001 000		GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 211 2 002 000		GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 211 3 003 000		GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 221 1 001 000		SOCIAL SECURITY	\$0.00	\$0.00	\$1,076.13	0.00	(\$1,076.13)	\$0.00	\$0.00	(\$1,076.13)
01 3535 221 2 002 000		SOCIAL SECURITY	\$0.00	\$0.00	\$1,076.13	0.00	(\$1,076.13)	\$0.00	\$0.00	(\$1,076.13)
01 3535 221 3 003 000		SOCIAL SECURITY	\$0.00	\$0.00	\$1,012.88	0.00	(\$1,012.88)	\$0.00	\$0.00	(\$1,012.88)
01 3535 231 1 001 000		RETIREMENT	\$0.00	\$0.00	\$1,120.13	0.00	(\$1,120.13)	\$0.00	\$0.00	(\$1,120.13)
01 3535 231 2 002 000		RETIREMENT	\$0.00	\$0.00	\$1,120.13	0.00	(\$1,120.13)	\$0.00	\$0.00	(\$1,120.13)
01 3535 231 3 003 000		RETIREMENT	\$0.00	\$0.00	\$1,054.24	0.00	(\$1,054.24)	\$0.00	\$0.00	(\$1,054.24)
01 3535 281 1 001 000		125 CAFETERIA PLAN	\$0.00	\$0.00	\$2,727.12	0.00	(\$2,727.12)	\$0.00	\$0.00	(\$2,727.12)
01 3535 281 2 002 000		125 CAFETERIA PLAN	\$0.00	\$0.00	\$2,727.12	0.00	(\$2,727.12)	\$0.00	\$0.00	(\$2,727.12)
01 3535 281 3 003 000		125 CAFETERIA PLAN	\$0.00	\$0.00	\$2,566.63	0.00	(\$2,566.63)	\$0.00	\$0.00	(\$2,566.63)
01 3535 291 1 001 000		OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 291 2 002 000		OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 291 3 003 000		OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 330 1 001 000		TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$666.42	0.00	(\$666.42)	\$0.00	\$0.00	(\$666.42)
01 3535 330 2 002 000		TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$666.41	0.00	(\$666.41)	\$0.00	\$0.00	(\$666.41)
01 3535 330 3 003 000		TRAINING & DEVELOPMENT SERVICES/REGIST.	\$0.00	\$0.00	\$666.42	0.00	(\$666.42)	\$0.00	\$0.00	(\$666.42)
01 3535 333 1 001 000		MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 333 2 002 000		MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 333 3 003 000		MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 580 1 001 000		TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 580 2 002 000		TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 580 3 003 000		TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 610 1 001 000		GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 3535 610 2 002 000		GENERAL SUPPLIES	\$0.00	\$0.00	\$188.80	0.00	(\$188.80)	\$0.00	\$0.00	(\$188.80)
01 3535 610 3 003 000		GENERAL SUPPLIES	\$0.00	\$345.34	\$2,209.05	0.00	(\$2,209.05)	\$0.00	\$0.00	(\$2,209.05)
01 3535 643 1 001 000		WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$759.92	0.00	(\$759.92)	\$0.00	\$0.00	(\$759.92)
01 3535 643 2 002 000		WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$759.90	0.00	(\$759.90)	\$0.00	\$0.00	(\$759.90)
01 3535 643 3 003 000		WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$759.93	0.00	(\$759.93)	\$0.00	\$0.00	(\$759.93)
01 3535 810 1 001 000		DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 3535 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$90.00	0.00	(\$90.00)	\$0.00	\$0.00	(\$90.00)	
01 3535 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$90.00	0.00	(\$90.00)	\$0.00	\$0.00	(\$90.00)	
01 3535 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3535 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$266.71	0.00	(\$266.71)	\$0.00	\$0.00	(\$266.71)	
01 3535 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$430.57	0.00	(\$430.57)	\$0.00	\$0.00	(\$430.57)	
3535 HIGH ABILITY LEARNERS		\$0.00	\$345.34	\$55,387.63	0.00	(\$55,387.63)	\$0.00	\$0.00	(\$55,387.63)	
3570 EDUCATOR EFFECTIVENESS GRANT										
01 3570 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3570 643 0 000 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3570 EDUCATOR EFFECTIVENESS GRANT		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3599 OTHER STATE PROGRAMS - GEERS										
01 3599 650 1 001 000	SUPPLIES -TECHNOLOGY RELATED-GEERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3599 650 2 002 000	SUPPLIES -TECHNOLOGY RELATED-GEERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 3599 650 3 003 000	SUPPLIES -TECHNOLOGY RELATED-GEERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3599 OTHER STATE PROGRAMS - GEERS		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4700 BUILDING IMPROVEMENTS										
01 4700 352 0 000 002	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4700 BUILDING IMPROVEMENTS		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5000 DEBT SERVICES										
01 5000 611 0 000 000	REDEMPTION/PRINCIPAL-ATH COMPL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 5000 831 0 000 000	REDEMPTION OF PRINCIPAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 5000 832 0 000 000	DEBT SERVICE INTEREST	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5000 DEBT SERVICES		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6200 TITLE I, PART A										
01 6200 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$25,636.72	0.00	(\$25,636.72)	\$0.00	\$0.00	(\$25,636.72)	
01 6200 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$25,252.53	0.00	(\$25,252.53)	\$0.00	\$0.00	(\$25,252.53)	
01 6200 112 2 002 000	SALARY -PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6200 112 3 003 000	SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6200 123 2 002 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6200 123 3 003 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6200 151 3 003 000	SALARY-ADD'L COMP-TEACHER/COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6200 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,285.19	0.00	(\$6,285.19)	\$0.00	\$0.00	(\$6,285.19)	
01 6200 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$6,193.69	0.00	(\$6,193.69)	\$0.00	\$0.00	(\$6,193.69)	
01 6200 221 2 002 000	SOCIAL SECURITY - PROF STAF/TEACHERS	\$0.00	\$0.00	\$1,902.55	0.00	(\$1,902.55)	\$0.00	\$0.00	(\$1,902.55)	
01 6200 221 3 003 000	SOCIAL SECURITY - PROF STAF/TEACHERS	\$0.00	\$0.00	\$1,874.08	0.00	(\$1,874.08)	\$0.00	\$0.00	(\$1,874.08)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 6200 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$2,532.38	0.00	(\$2,532.38)	\$0.00	\$0.00	(\$2,532.38)
01 6200 231 3 003 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$2,494.39	0.00	(\$2,494.39)	\$0.00	\$0.00	(\$2,494.39)
01 6200 239 3 003 000	RETIREMENT - STIPENDS PAID	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 281 2 002 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 281 3 003 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 291 2 002 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 291 3 003 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 640 2 002 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 640 3 003 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 643 2 002 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 643 3 003 000	WEB/CLOUD BASED SOFTWARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 650 2 002 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 650 3 003 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 734 2 002 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 734 3 003 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 739 2 002 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 739 3 003 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6200 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200 TITLE I, PART A		\$0.00	\$0.00	\$72,171.53	0.00	(\$72,171.53)	\$0.00	\$0.00	(\$72,171.53)
6310 TITLE II - PART A									
01 6310 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 111 3 003 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 112 2 002 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 112 3 003 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 123 2 002 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 123 3 003 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 211 2 002 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6310 211 3 003 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 6310 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 221 3 003 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 231 2 002 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 231 3 003 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 281 2 002 000	125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 281 3 003 000	125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 291 2 002 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6310 291 3 003 000	OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6310 TITLE II - PART A		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6402 IDEA PART B BASE ALLOCA-TRANSPORTATION										
01 6402 110 2 002 000	SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6402 220 2 002 000	SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6402 230 2 002 000	RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6402 519 0 000 000	CONTRACTED PUPIL TRANSPORT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6402 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6402 IDEA PART B BASE ALLOCA-TRANSPORTATION		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6403 IDEA PART B BASE ALLOCATION SCHOOL AGE										
01 6403 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6403 211 2 002 000	HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6403 221 2 002 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6403 591 2 002 000	IDEA PART B BASE SA PUPIL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6403 IDEA PART B BASE ALLOCATION SCHOOL AGE		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6404 IDEA PART B BASE-BIRTH THROUGH AGE FOUR										
01 6404 340 2 002 000	IDEA PART B BASE BIRTH - 4 PUPIL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6404 562 2 002 000	TUITION PD TO OTHER DIST & AGENCIES-SPED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6404 591 2 002 000	IDEA PART B BIRTH-4 PUPIL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6404 IDEA PART B BASE-BIRTH THROUGH AGE FOUR		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6406 IDEA PRE-SCHOOL AGES 3-5										
01 6406 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6406 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6406 340 2 002 000	IDEA PRE-SCHOOL AGES 3-5 PMC	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6406 591 2 002 000	IDEA PRESCHOOL 3-5 PUPIL SVCS -ESU	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6406 IDEA PRE-SCHOOL AGES 3-5		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6408 IDEA PART B (611) BASE & ENROLL AGE 0-21										
01 6408 111 2 002 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$18,821.33	0.00	(\$18,821.33)	\$0.00	\$0.00	(\$18,821.33)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01 6408 112 2 002 000	SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$13,043.14	0.00	(\$13,043.14)	\$0.00	\$0.00	(\$13,043.14)
01 6408 132 2 002 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$110.90	0.00	(\$110.90)	\$0.00	\$0.00	(\$110.90)
01 6408 151 2 002 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$1,042.69	0.00	(\$1,042.69)	\$0.00	\$0.00	(\$1,042.69)
01 6408 152 2 002 000	SALARY - ADD'L COMP- PARA COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6408 211 2 002 000	GROUP INSURANCE- PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6408 212 2 002 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,145.77	0.00	(\$1,145.77)	\$0.00	\$0.00	(\$1,145.77)
01 6408 221 2 002 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$1,616.00	0.00	(\$1,616.00)	\$0.00	\$0.00	(\$1,616.00)
01 6408 222 2 002 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$774.16	0.00	(\$774.16)	\$0.00	\$0.00	(\$774.16)
01 6408 231 2 002 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$1,962.07	0.00	(\$1,962.07)	\$0.00	\$0.00	(\$1,962.07)
01 6408 232 2 002 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,299.32	0.00	(\$1,299.32)	\$0.00	\$0.00	(\$1,299.32)
01 6408 281 2 002 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$2,655.51	0.00	(\$2,655.51)	\$0.00	\$0.00	(\$2,655.51)
01 6408 292 2 002 000	OTHER BENEFITS - PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6408 340 2 002 000	IDEA PURCHASED SVCS - PMC	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6408 591 2 002 000	IDEA PURCH. SVCS FROM ESUS OR SCHOOL	\$0.00	\$0.00	\$26,715.90	0.00	(\$26,715.90)	\$0.00	\$0.00	(\$26,715.90)
6408 IDEA PART B (611) BASE & ENROLL AGE 0-21		\$0.00	\$0.00	\$69,186.79	0.00	(\$69,186.79)	\$0.00	\$0.00	(\$69,186.79)
6410 IDEA ENROLLMENT/POVERTY									
01 6410 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 591 0 000 000	IDEA ENROLLMENT / POVERTY PUPIL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 650 0 000 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 734 0 000 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 739 0 000 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6410 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6410 IDEA ENROLLMENT/POVERTY		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6411 IDEA PART B EARLY INTERVENING SERVICES									
01 6411 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6411 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6411 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6411 340 0 000 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6411 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6411 IDEA PART B EARLY INTERVENING SERVICES		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
6412	IDEA PART B PROPORTIONATE SHARE								
01 6412 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6412 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6412	IDEA PART B PROPORTIONATE SHARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6415	IDEA SPECIAL PROJECTS								
01 6415 340 1 001 000	OTHER PROFESSIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6415	IDEA SPECIAL PROJECTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6421	IDEA PART (611) ARP-BASE & ENROLL POV B-21								
01 6421 340 0 000 000	PROF SERVICES -SA PMC P.T. IDEA ARP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6421	IDEA PART (611) ARP-BASE & ENROLL POV B-21	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6422	IDEA PRESCHOOL - ARP BASE/ENROLL (619)								
01 6422 340 0 000 000	PROF SERVICES -3-5 PMC IDEA 619 ARP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6422	IDEA PRESCHOOL - ARP BASE/ENROLL (619)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6423	IDEA PART B ARP PROPORTIONATE SHARE								
01 6423 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6423 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6423	IDEA PART B ARP PROPORTIONATE SHARE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6700	CARL PERKINS								
01 6700 111 1 001 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 123 1 001 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 221 1 001 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 231 1 001 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 330 0 000 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$3,722.60	\$11,706.58	0.00	(\$11,706.58)	\$0.00	\$0.00	(\$11,706.58)
01 6700 650 1 001 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$2,289.16	0.00	(\$2,289.16)	\$0.00	\$0.00	(\$2,289.16)
01 6700 731 1 001 000	MACHINERY-EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6700 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6700	CARL PERKINS	\$0.00	\$3,722.60	\$13,995.74	0.00	(\$13,995.74)	\$0.00	\$0.00	(\$13,995.74)
6990	OTHER FEDERAL GRANTS- NE HEALTHY SCHOOLS								
01 6990 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 320 0 000 000	PROFESSIONAL EDUCATIONAL SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6990 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

Regular; Processing Month 08/2024										
Account Number		Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
6990	OTHER FEDERAL GRANTS-	NE HEALTHY SCHOOLS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6992	REAP									
01 6992 111 2 002 000		SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 111 3 003 000		SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 211 2 002 000		GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 211 3 003 000		GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 221 2 002 000		SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 221 3 003 000		SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 231 2 002 000		RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 231 3 003 000		RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 281 2 002 000		125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 281 3 003 000		125 CAFETERIA PLAN	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 291 2 002 000		OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 291 3 003 000		OTHER BENEFITS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 352 1 001 000		OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 352 2 002 000		OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 352 3 003 000		OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 650 1 001 000		SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$12,309.67	0.00	(\$12,309.67)	\$0.00	\$0.00	(\$12,309.67)
01 6992 650 2 002 000		SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$12,309.66	0.00	(\$12,309.66)	\$0.00	\$0.00	(\$12,309.66)
01 6992 650 3 003 000		SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$12,309.67	0.00	(\$12,309.67)	\$0.00	\$0.00	(\$12,309.67)
01 6992 734 1 001 000		COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 734 2 002 000		COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 734 3 003 000		COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 739 1 001 000		EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 739 2 002 000		EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 739 3 003 000		EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 890 1 001 000		MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 890 2 002 000		MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6992 890 3 003 000		MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
6992	REAP		\$0.00	\$0.00	\$36,929.00	0.00	(\$36,929.00)	\$0.00	\$0.00	(\$36,929.00)
6997	ESSER II									
01 6997 110 0 000 000		ESSER II SALARY-NON INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6997 111 0 000 000		ESSER II SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6997 220 0 000 000		ESSER II SOCIAL SECURITY - NON INSTR STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6997 221 0 000 000		ESSER II SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01 6997 230 0 000 000		ESSER II RETIREMENT - NON INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
01 6997 231 0 000 000	ESSER II RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6997 281 0 000 000	ESSER II HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6997 610 0 000 000	ESSER II GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6997 732 0 000 000	ESSER II VEHICLE/BUS ACQUISITION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6997	ESSER II	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6998	ESSER III									
01 6998 110 0 000 000	ESSER III SALARY - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$1,242.56	0.00	(\$1,242.56)	\$0.00	\$0.00	(\$1,242.56)	
01 6998 111 0 000 000	ESSER III SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$3,349.81	0.00	(\$3,349.81)	\$0.00	\$0.00	(\$3,349.81)	
01 6998 112 0 000 000	ESSER III SALARY-PARAPROFESSIONAL STAFF	\$0.00	\$0.00	\$12,625.87	0.00	(\$12,625.87)	\$0.00	\$0.00	(\$12,625.87)	
01 6998 132 0 000 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$84.22	0.00	(\$84.22)	\$0.00	\$0.00	(\$84.22)	
01 6998 151 0 000 000	ESSER III SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 211 0 000 000	GROUP INSURANCE- PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 212 0 000 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 220 0 000 000	ESSER III SOCIAL SECURITY - NON-INSTRUCTIONAL	\$0.00	\$0.00	\$95.06	0.00	(\$95.06)	\$0.00	\$0.00	(\$95.06)	
01 6998 221 0 000 000	ESSER III SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$287.04	0.00	(\$287.04)	\$0.00	\$0.00	(\$287.04)	
01 6998 222 0 000 000	ESSER III SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$927.70	0.00	(\$927.70)	\$0.00	\$0.00	(\$927.70)	
01 6998 230 0 000 000	ESSER III RETIREMENT - NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$59.52	0.00	(\$59.52)	\$0.00	\$0.00	(\$59.52)	
01 6998 231 0 000 000	ESSER III RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$330.89	0.00	(\$330.89)	\$0.00	\$0.00	(\$330.89)	
01 6998 232 0 000 000	ESSER III RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,255.49	0.00	(\$1,255.49)	\$0.00	\$0.00	(\$1,255.49)	
01 6998 281 0 000 000	ESSER III HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$402.35	0.00	(\$402.35)	\$0.00	\$0.00	(\$402.35)	
01 6998 330 0 000 000	ESSER III EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 382 0 000 000	ESSER III-BRIGHT HORIZONS-TELECOMMUNICATIONS	\$0.00	\$0.00	\$53.76	0.00	(\$53.76)	\$0.00	\$0.00	(\$53.76)	
01 6998 410 0 000 000	ESSER III- UTILITY SERVICES (WATER, SEWER)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 441 0 000 000	ESSER III -RENTAL OF BUILDINGS AND LAND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 490 0 000 000	ESSER III -OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 530 0 000 000	COMMUNICATIONS-ESSER III	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 610 0 000 000	ESSER III GENERAL SUPPLIES	\$0.00	\$0.00	\$96.81	0.00	(\$96.81)	\$0.00	\$0.00	(\$96.81)	
01 6998 621 0 000 000	ESSER III-NATURAL GAS - GAS UTILITY SVCS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 650 0 000 000	ESSER III SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
01 6998 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$172,793.00	0.00	(\$172,793.00)	\$0.00	\$0.00	(\$172,793.00)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
6998	ESSER III	\$0.00	\$0.00	\$193,604.08	0.00	(\$193,604.08)	\$0.00	\$0.00	(\$193,604.08)
8000	TRANSFERS								
01 8000 912 0 000 000	TRANSFERS TO LUNCH FROM GEN FD	\$0.00	\$0.00	\$255,000.00	0.00	(\$255,000.00)	\$0.00	\$0.00	(\$255,000.00)
01 8000 913 0 000 000	TRANSFERS TO ACTIVITY ACCOUNTS	\$0.00	\$0.00	\$7,600.00	0.00	(\$7,600.00)	\$0.00	\$0.00	(\$7,600.00)
8000	TRANSFERS	\$0.00	\$0.00	\$262,600.00	0.00	(\$262,600.00)	\$0.00	\$0.00	(\$262,600.00)
9000	NON-PROGRAMMED CHARGES								
01 9000 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$1,991.86	\$23,902.32	0.00	(\$23,902.32)	\$0.00	\$0.00	(\$23,902.32)
01 9000 950 0 000 000	NON-PROGRAMMED EXPENDITURES - TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
9000	NON-PROGRAMMED CHARGES	\$0.00	\$1,991.86	\$23,902.32	0.00	(\$23,902.32)	\$0.00	\$0.00	(\$23,902.32)
9001	INTERFUND LOAN FROM GENERAL FUND								
01 9001 001 0 000 000	INTERFUND LOANS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
9001	INTERFUND LOAN FROM GENERAL FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01	GENERAL FUND	\$0.00	\$170,376.64	\$9,009,316.67	0.00	(\$9,009,316.67)	\$0.00	\$0.00	(\$9,009,316.67)

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
02	DEPRECIATION RESERVE FUND									
2900	OTHER SUPPORT SERVICES									
02 2900 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02 2900 450 0 000 000	CONSTRUCTION SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02 2900 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02 2900 650 0 000 000	SUPPLIES-TECHNOLOGY-RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02 2900 732 0 000 000	VEHICLE ACQUISITION	\$0.00	\$0.00	\$121,757.24	0.00	(\$121,757.24)	\$0.00	\$0.00	(\$121,757.24)	
02 2900 733 0 000 000	FURNITURE AND FIXTURES EXCEEDS \$5000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02 2900 739 0 000 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$121,757.24	0.00	(\$121,757.24)	\$0.00	\$0.00	(\$121,757.24)	
9000	NON-PROGRAMMED CHARGES									
02 9000 950 0 000 000	SPECIAL ITEMS - TEMPORARY INTERFUND TRANSFER	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9000	NON-PROGRAMMED CHARGES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
02	DEPRECIATION RESERVE FUND	\$0.00	\$0.00	\$121,757.24	0.00	(\$121,757.24)	\$0.00	\$0.00	(\$121,757.24)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
03	EMPLOYEE BENEFIT FUND									
2900	OTHER SUPPORT SERVICES									
03 2900 211 0 000 000	HEALTH INSURANCE PROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
03 2900 221 0 000 000	SOCIAL SECURITY PROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
03 2900 231 0 000 000	RETIREMENT PROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
03 2900 260 0 000 000	UNEMPLOYMENT COMPENSATION -NON INSTRUCTI	\$0.00	\$0.00	\$1,531.63	0.00	(\$1,531.63)	\$0.00	\$0.00	(\$1,531.63)	
03 2900 261 0 000 000	UNEMPLOYMENT COMPENSATION PROF STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
03 2900 262 0 000 000	UNEMPLOYMENT COMPENSATION-PARAS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
03 2900 291 0 000 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$1,289.87	0.00	(\$1,289.87)	\$0.00	\$0.00	(\$1,289.87)	
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$2,821.50	0.00	(\$2,821.50)	\$0.00	\$0.00	(\$2,821.50)	
9000	NON-PROGRAMMED CHARGES									
03 9000 950 0 000 000	SPECIAL ITEMS - EMPLOYEE FSA CLAIMS	\$0.00	\$3,981.43	\$61,379.39	0.00	(\$61,379.39)	\$0.00	\$0.00	(\$61,379.39)	
9000	NON-PROGRAMMED CHARGES	\$0.00	\$3,981.43	\$61,379.39	0.00	(\$61,379.39)	\$0.00	\$0.00	(\$61,379.39)	
03	EMPLOYEE BENEFIT FUND	\$0.00	\$3,981.43	\$64,200.89	0.00	(\$64,200.89)	\$0.00	\$0.00	(\$64,200.89)	

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
05	ACTIVITIES FUND									
2900	OTHER SUPPORT SERVICES									
05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	\$0.00	\$0.00	\$1,533.42	0.00	(\$1,533.42)	\$0.00	\$0.00	(\$1,533.42)	
05 2900 610 0 000 009	TRACK	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 020	ART CLUB	\$0.00	\$0.00	\$233.00	0.00	(\$233.00)	\$0.00	\$0.00	(\$233.00)	
05 2900 610 0 000 070	BOYS GOLF	\$0.00	\$0.00	\$110.00	0.00	(\$110.00)	\$0.00	\$0.00	(\$110.00)	
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	\$0.00	\$0.00	\$2,881.26	0.00	(\$2,881.26)	\$0.00	\$0.00	(\$2,881.26)	
05 2900 610 0 000 120	FACILITY USE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	\$0.00	\$0.00	\$6,891.83	0.00	(\$6,891.83)	\$0.00	\$0.00	(\$6,891.83)	
05 2900 610 0 000 125	LAUREL FITNESS CENTER	\$0.00	\$0.00	\$7,526.31	0.00	(\$7,526.31)	\$0.00	\$0.00	(\$7,526.31)	
05 2900 610 0 000 160	LIBRARY	\$0.00	\$0.00	\$11,377.29	0.00	(\$11,377.29)	\$0.00	\$0.00	(\$11,377.29)	
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	\$0.00	\$0.00	\$1,446.70	0.00	(\$1,446.70)	\$0.00	\$0.00	(\$1,446.70)	
05 2900 610 0 000 175	FOOTBALL	\$0.00	\$0.00	\$1,847.05	0.00	(\$1,847.05)	\$0.00	\$0.00	(\$1,847.05)	
05 2900 610 0 000 180	CROSS COUNTRY	\$0.00	\$0.00	\$1,632.68	0.00	(\$1,632.68)	\$0.00	\$0.00	(\$1,632.68)	
05 2900 610 0 000 185	GIRLS GOLF	\$0.00	\$0.00	\$685.88	0.00	(\$685.88)	\$0.00	\$0.00	(\$685.88)	
05 2900 610 0 000 230	VOCAL MUSIC	\$0.00	\$0.00	\$3,125.00	0.00	(\$3,125.00)	\$0.00	\$0.00	(\$3,125.00)	
05 2900 610 0 000 235	VOLLEYBALL	\$0.00	\$0.00	\$4,140.00	0.00	(\$4,140.00)	\$0.00	\$0.00	(\$4,140.00)	
05 2900 610 0 000 240	GIRLS BASKETBALL	\$0.00	\$0.00	\$850.00	0.00	(\$850.00)	\$0.00	\$0.00	(\$850.00)	
05 2900 610 0 000 245	BOYS BASKETBALL	\$0.00	\$0.00	\$4,834.06	0.00	(\$4,834.06)	\$0.00	\$0.00	(\$4,834.06)	
05 2900 610 0 000 250	WRESTLING	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 260	SCHOOL PICTURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 400	EDUCATION QUEST FOUNDATION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 500	SECURITY BANK SPONSORSHIP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 550	CLOVER	\$0.00	\$0.00	\$3,807.13	0.00	(\$3,807.13)	\$0.00	\$0.00	(\$3,807.13)	
05 2900 610 0 000 600	VIDEO BOARD	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 0 000 705	GREENHOUSE	\$0.00	\$0.00	\$120,527.00	0.00	(\$120,527.00)	\$0.00	\$0.00	(\$120,527.00)	
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	\$0.00	\$0.00	\$1,901.71	0.00	(\$1,901.71)	\$0.00	\$0.00	(\$1,901.71)	
05 2900 610 1 000 025	HIGH SCHOOL BAND	\$0.00	\$0.00	\$2,407.31	0.00	(\$2,407.31)	\$0.00	\$0.00	(\$2,407.31)	
05 2900 610 1 000 034	CHEERLEADING	\$0.00	\$0.00	\$2,586.90	0.00	(\$2,586.90)	\$0.00	\$0.00	(\$2,586.90)	
05 2900 610 1 000 035	HIGH SCHOOL DANCE	\$0.00	\$0.00	\$5,762.15	0.00	(\$5,762.15)	\$0.00	\$0.00	(\$5,762.15)	
05 2900 610 1 000 040	CLASS OF 2021	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 1 000 045	CLASS OF 2022	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 1 000 050	CLASS OF 2023	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 1 000 055	CLASS OF 2024	\$0.00	\$0.00	\$510.00	0.00	(\$510.00)	\$0.00	\$0.00	(\$510.00)	
05 2900 610 1 000 060	CLASS OF 2025	\$0.00	\$0.00	\$28.47	0.00	(\$28.47)	\$0.00	\$0.00	(\$28.47)	
05 2900 610 1 000 065	CLASS OF 2020	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 1 000 080	CONCESSIONS	\$0.00	\$0.00	\$17,962.52	0.00	(\$17,962.52)	\$0.00	\$0.00	(\$17,962.52)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
05 2900 610 1 000 102	DIGITAL MEDIA	\$0.00	\$0.00	\$45.00	0.00	(\$45.00)	\$0.00	\$0.00	(\$45.00)	
05 2900 610 1 000 105	FBLA	\$0.00	\$0.00	\$15,450.64	0.00	(\$15,450.64)	\$0.00	\$0.00	(\$15,450.64)	
05 2900 610 1 000 110	FCCLA	\$0.00	\$0.00	\$1,656.80	0.00	(\$1,656.80)	\$0.00	\$0.00	(\$1,656.80)	
05 2900 610 1 000 115	FFA	\$0.00	\$0.00	\$33,668.38	0.00	(\$33,668.38)	\$0.00	\$0.00	(\$33,668.38)	
05 2900 610 1 000 140	GENERAL ACTIVITIES	\$0.00	\$0.00	\$125,680.39	0.00	(\$125,680.39)	\$0.00	\$0.00	(\$125,680.39)	
05 2900 610 1 000 145	INDUSTRIAL ARTS	\$0.00	\$0.00	\$4,098.20	0.00	(\$4,098.20)	\$0.00	\$0.00	(\$4,098.20)	
05 2900 610 1 000 151	HOMECOMING	\$0.00	\$0.00	\$2,398.41	0.00	(\$2,398.41)	\$0.00	\$0.00	(\$2,398.41)	
05 2900 610 1 000 152	PROM	\$0.00	\$0.00	\$4,809.86	0.00	(\$4,809.86)	\$0.00	\$0.00	(\$4,809.86)	
05 2900 610 1 000 163	MATH CLUB	\$0.00	\$0.00	\$190.39	0.00	(\$190.39)	\$0.00	\$0.00	(\$190.39)	
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	\$0.00	\$0.00	\$670.00	0.00	(\$670.00)	\$0.00	\$0.00	(\$670.00)	
05 2900 610 1 000 190	QUIZ BOWL	\$0.00	\$0.00	\$1,232.18	0.00	(\$1,232.18)	\$0.00	\$0.00	(\$1,232.18)	
05 2900 610 1 000 195	HIGH SCHOOL SCIENCE CLUB	\$0.00	\$0.00	\$497.33	0.00	(\$497.33)	\$0.00	\$0.00	(\$497.33)	
05 2900 610 1 000 200	SPANISH CLUB	\$0.00	\$0.00	\$216.00	0.00	(\$216.00)	\$0.00	\$0.00	(\$216.00)	
05 2900 610 1 000 205	ONE ACTS	\$0.00	\$0.00	\$1,832.00	0.00	(\$1,832.00)	\$0.00	\$0.00	(\$1,832.00)	
05 2900 610 1 000 210	SPEECH	\$0.00	\$0.00	\$156.00	0.00	(\$156.00)	\$0.00	\$0.00	(\$156.00)	
05 2900 610 1 000 215	HIGH SCHOOL STUDENT COUNCIL	\$0.00	\$0.00	\$156.31	0.00	(\$156.31)	\$0.00	\$0.00	(\$156.31)	
05 2900 610 1 000 220	FCA	\$0.00	\$0.00	\$399.19	0.00	(\$399.19)	\$0.00	\$0.00	(\$399.19)	
05 2900 610 1 000 225	SKILLS USA	\$0.00	\$0.00	\$8,180.34	0.00	(\$8,180.34)	\$0.00	\$0.00	(\$8,180.34)	
05 2900 610 1 000 255	E-SPORTS	\$0.00	\$0.00	\$7,714.79	0.00	(\$7,714.79)	\$0.00	\$0.00	(\$7,714.79)	
05 2900 610 1 000 305	AGRICULTURAL FOUNDATION SCHOLARSHIP	\$0.00	\$0.00	\$1,000.00	0.00	(\$1,000.00)	\$0.00	\$0.00	(\$1,000.00)	
05 2900 610 1 000 310	COLLEGE ACCESS GRANT	\$0.00	\$0.00	\$1,018.41	0.00	(\$1,018.41)	\$0.00	\$0.00	(\$1,018.41)	
05 2900 610 1 000 320	STUDENT BOARD MEMBER SCHOLARSHIP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 2 000 090	ELEMENTARY ACTIVITY FUND	\$0.00	\$0.00	\$51.12	0.00	(\$51.12)	\$0.00	\$0.00	(\$51.12)	
05 2900 610 2 000 092	ELEMENTARY PBIS	\$0.00	\$0.00	\$434.44	0.00	(\$434.44)	\$0.00	\$0.00	(\$434.44)	
05 2900 610 2 000 095	ELEMENTARY POP	\$0.00	\$0.00	\$760.00	0.00	(\$760.00)	\$0.00	\$0.00	(\$760.00)	
05 2900 610 2 000 100	ELEMENTARY STUDENT COUNCIL	\$0.00	\$0.00	\$2,216.51	0.00	(\$2,216.51)	\$0.00	\$0.00	(\$2,216.51)	
05 2900 610 2 000 101	PRESCHOOL ACTIVITIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 015	MIDDLE SCHOOL YEARBOOK	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 030	MIDDLE SCHOOL BAND	\$0.00	\$0.00	\$259.10	0.00	(\$259.10)	\$0.00	\$0.00	(\$259.10)	
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	\$0.00	\$0.00	\$3,794.51	0.00	(\$3,794.51)	\$0.00	\$0.00	(\$3,794.51)	
05 2900 610 3 000 130	MIDDLE SCHOOL FFA	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 135	MIDDLE SCH GENERAL ACTIVITIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 150	MIDDLE SCHOOL SCIENCE CLUB	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 155	MIDDLE SCHOOL LEO	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	\$0.00	\$0.00	\$347.64	0.00	(\$347.64)	\$0.00	\$0.00	(\$347.64)	
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$423,541.61	0.00	(\$423,541.61)	\$0.00	\$0.00	(\$423,541.61)	

		Regular; Processing Month 08/2024							
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
05	ACTIVITIES FUND	\$0.00	\$0.00	\$423,541.61	0.00	(\$423,541.61)	\$0.00	\$0.00	(\$423,541.61)

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
06	SCHOOL LUNCH/MILK FUND									
3100	FOOD SERVICES OPERATIONS									
06 3100 110 1 001 000	SALARY-NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$54,758.42	0.00	(\$54,758.42)	\$0.00	\$0.00	(\$54,758.42)	
06 3100 110 2 002 000	SALARY-NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$54,758.54	0.00	(\$54,758.54)	\$0.00	\$0.00	(\$54,758.54)	
06 3100 110 3 003 000	SALARY-NON-INSTRUCTIONAL STAFF	\$0.00	\$0.00	\$45,356.91	0.00	(\$45,356.91)	\$0.00	\$0.00	(\$45,356.91)	
06 3100 120 1 001 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$3,221.92	0.00	(\$3,221.92)	\$0.00	\$0.00	(\$3,221.92)	
06 3100 120 2 002 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$3,193.74	0.00	(\$3,193.74)	\$0.00	\$0.00	(\$3,193.74)	
06 3100 120 3 003 000	SALARY - NON-INSTRUCTIONAL SUBSTITUTES	\$0.00	\$0.00	\$898.80	0.00	(\$898.80)	\$0.00	\$0.00	(\$898.80)	
06 3100 130 1 001 000	SALARY-OVERTIME-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$2,803.97	0.00	(\$2,803.97)	\$0.00	\$0.00	(\$2,803.97)	
06 3100 130 2 002 000	SALARY-OVERTIME-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$2,804.08	0.00	(\$2,804.08)	\$0.00	\$0.00	(\$2,804.08)	
06 3100 130 3 003 000	SALARY-OVERTIME-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$292.98	0.00	(\$292.98)	\$0.00	\$0.00	(\$292.98)	
06 3100 210 1 001 000	GROUP INSURANCE-NON-INSTR.	\$0.00	\$0.00	\$8,067.04	0.00	(\$8,067.04)	\$0.00	\$0.00	(\$8,067.04)	
06 3100 210 2 002 000	GROUP INSURANCE-NON-INSTR.	\$0.00	\$0.00	\$8,067.09	0.00	(\$8,067.09)	\$0.00	\$0.00	(\$8,067.09)	
06 3100 210 3 003 000	GROUP INSURANCE-NON-INSTR.	\$0.00	\$0.00	\$2,750.00	0.00	(\$2,750.00)	\$0.00	\$0.00	(\$2,750.00)	
06 3100 220 1 001 000	SOCIAL SECURITY-NON-INSTR.	\$0.00	\$0.00	\$4,617.45	0.00	(\$4,617.45)	\$0.00	\$0.00	(\$4,617.45)	
06 3100 220 2 002 000	SOCIAL SECURITY-NON-INSTR.	\$0.00	\$0.00	\$4,615.28	0.00	(\$4,615.28)	\$0.00	\$0.00	(\$4,615.28)	
06 3100 220 3 003 000	SOCIAL SECURITY-NON-INSTR.	\$0.00	\$0.00	\$2,938.65	0.00	(\$2,938.65)	\$0.00	\$0.00	(\$2,938.65)	
06 3100 230 1 001 000	RETIREMENT-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$5,716.55	0.00	(\$5,716.55)	\$0.00	\$0.00	(\$5,716.55)	
06 3100 230 2 002 000	RETIREMENT-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$5,713.86	0.00	(\$5,713.86)	\$0.00	\$0.00	(\$5,713.86)	
06 3100 230 3 003 000	RETIREMENT-NON-INSTRUCTIONAL	\$0.00	\$0.00	\$4,509.21	0.00	(\$4,509.21)	\$0.00	\$0.00	(\$4,509.21)	
06 3100 290 1 001 000	OTHER BENEFITS-NON-INSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 290 2 002 000	OTHER BENEFITS-NON-INSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 290 3 003 000	OTHER BENEFITS-NON-INSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 330 1 001 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$52.50	0.00	(\$52.50)	\$0.00	\$0.00	(\$52.50)	
06 3100 330 2 002 000	EMPLOYEE TRAINING & DEVEOPMENT SVCS	\$0.00	\$0.00	\$52.50	0.00	(\$52.50)	\$0.00	\$0.00	(\$52.50)	
06 3100 333 0 000 000	MILEAGE PAID TO STAFF	\$0.00	\$0.00	\$722.93	0.00	(\$722.93)	\$0.00	\$0.00	(\$722.93)	
06 3100 340 1 001 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$3,077.47	0.00	(\$3,077.47)	\$0.00	\$0.00	(\$3,077.47)	
06 3100 340 2 002 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$3,077.46	0.00	(\$3,077.46)	\$0.00	\$0.00	(\$3,077.46)	
06 3100 340 3 003 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$173.50	\$3,934.87	0.00	(\$3,934.87)	\$0.00	\$0.00	(\$3,934.87)	
06 3100 580 1 001 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$709.05	0.00	(\$709.05)	\$0.00	\$0.00	(\$709.05)	
06 3100 580 2 002 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$709.04	0.00	(\$709.04)	\$0.00	\$0.00	(\$709.04)	
06 3100 580 3 003 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 610 1 001 000	GENERAL SUPPLIES	\$0.00	\$2,208.04	\$13,226.04	0.00	(\$13,226.04)	\$0.00	\$0.00	(\$13,226.04)	
06 3100 610 2 002 000	GENERAL SUPPLIES	\$0.00	\$2,208.03	\$13,260.30	0.00	(\$13,260.30)	\$0.00	\$0.00	(\$13,260.30)	
06 3100 610 3 003 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$6,739.12	0.00	(\$6,739.12)	\$0.00	\$0.00	(\$6,739.12)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
06 3100 630 1 001 000	FOOD PURCHASES	\$0.00	\$0.00	\$80,342.15	0.00	(\$80,342.15)	\$0.00	\$0.00	(\$80,342.15)	
06 3100 630 2 002 000	FOOD PURCHASES	\$0.00	\$0.00	\$82,095.13	0.00	(\$82,095.13)	\$0.00	\$0.00	(\$82,095.13)	
06 3100 630 3 003 000	FOOD PURCHASES	\$0.00	\$20.32	\$69,001.44	0.00	(\$69,001.44)	\$0.00	\$0.00	(\$69,001.44)	
06 3100 650 1 001 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 650 2 002 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 650 3 003 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 739 1 001 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 739 2 002 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 739 3 003 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06 3100 810 0 000 000	DUES AND FEES	\$0.00	\$0.00	\$1,821.75	0.00	(\$1,821.75)	\$0.00	\$0.00	(\$1,821.75)	
06 3100 810 0 000 550	DUES AND FEES	\$0.00	\$0.00	\$1,101.60	0.00	(\$1,101.60)	\$0.00	\$0.00	(\$1,101.60)	
06 3100 810 1 001 000	DUES AND FEES	\$0.00	\$0.00	\$76.00	0.00	(\$76.00)	\$0.00	\$0.00	(\$76.00)	
06 3100 810 2 002 000	DUES AND FEES	\$0.00	\$0.00	\$76.00	0.00	(\$76.00)	\$0.00	\$0.00	(\$76.00)	
06 3100 810 3 003 000	DUES AND FEES	\$0.00	\$0.00	\$76.00	0.00	(\$76.00)	\$0.00	\$0.00	(\$76.00)	
06 3100 890 1 001 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$133.17	0.00	(\$133.17)	\$0.00	\$0.00	(\$133.17)	
06 3100 890 2 002 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$133.17	0.00	(\$133.17)	\$0.00	\$0.00	(\$133.17)	
06 3100 890 3 003 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3100	FOOD SERVICES OPERATIONS	\$0.00	\$4,609.89	\$495,502.18	0.00	(\$495,502.18)	\$0.00	\$0.00	(\$495,502.18)	
9000	NON-PROGRAMMED CHARGES									
06 9000 910 0 000 000	NON-PROGRAMMED CHARGES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9000	NON-PROGRAMMED CHARGES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
06	SCHOOL LUNCH/MILK FUND	\$0.00	\$4,609.89	\$495,502.18	0.00	(\$495,502.18)	\$0.00	\$0.00	(\$495,502.18)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
07	BOND FUND									
5000	DEBT SERVICES									
07 5000 830 0 000 000	DEBT-RELATED EXPENSE	\$0.00	\$0.00	\$1,200.00	0.00	(\$1,200.00)	\$0.00	\$0.00	(\$1,200.00)	
07 5000 831 0 000 000	REDEMPTION OF PRINCIPAL	\$0.00	\$0.00	\$535,000.00	0.00	(\$535,000.00)	\$0.00	\$0.00	(\$535,000.00)	
07 5000 832 0 000 000	DEBT SERVICE INTEREST	\$0.00	\$0.00	\$582,048.75	0.00	(\$582,048.75)	\$0.00	\$0.00	(\$582,048.75)	
5000	DEBT SERVICES	\$0.00	\$0.00	\$1,118,248.75	0.00	(\$1,118,248.75)	\$0.00	\$0.00	(\$1,118,248.75)	
8000	TRANSFERS									
07 8000 911 0 000 000	TRANSFERS TO THE GENERAL FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9001	INTERFUND LOAN FROM GENERAL FUND									
07 9001 001 0 000 000	NON-PROGRAMMED EXP. INTERFUND LOANS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9001	INTERFUND LOAN FROM GENERAL FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
07	BOND FUND	\$0.00	\$0.00	\$1,118,248.75	0.00	(\$1,118,248.75)	\$0.00	\$0.00	(\$1,118,248.75)	

Regular; Processing Month 08/2024									
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
08	SPECIAL BUILDING FUND								
2610	OPERATION OF PLANT								
08 2610 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$43,180.22	\$91,627.66	0.00	(\$91,627.66)	\$0.00	\$0.00	(\$91,627.66)
08 2610 440 0 000 000	RENTALS	\$0.00	\$912.76	\$5,812.10	0.00	(\$5,812.10)	\$0.00	\$0.00	(\$5,812.10)
08 2610 441 0 000 000	RENTAL OF BUILDINGS AND LAND	\$0.00	(\$1,011.38)	\$101,953.24	0.00	(\$101,953.24)	\$0.00	\$0.00	(\$101,953.24)
08 2610 490 0 000 000	OTHER PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 2610 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$308,832.98	0.00	(\$308,832.98)	\$0.00	\$0.00	(\$308,832.98)
08 2610 621 0 000 000	UTILITY SERVICES	\$0.00	\$0.00	\$22,326.22	0.00	(\$22,326.22)	\$0.00	\$0.00	(\$22,326.22)
08 2610 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$389.40	\$61,740.01	0.00	(\$61,740.01)	\$0.00	\$0.00	(\$61,740.01)
08 2610 650 0 000 001	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$770.29	0.00	(\$770.29)	\$0.00	\$0.00	(\$770.29)
08 2610 720 0 000 000	BUILDINGS AND IMPROVEMENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 2610 739 0 000 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$479,095.42	0.00	(\$479,095.42)	\$0.00	\$0.00	(\$479,095.42)
08 2610 890 0 000 000	MISCELLANEOUS EXPENSE	\$0.00	\$0.00	\$1,857.04	0.00	(\$1,857.04)	\$0.00	\$0.00	(\$1,857.04)
2610	OPERATION OF PLANT	\$0.00	\$43,471.00	\$1,074,014.96	0.00	(\$1,074,014.96)	\$0.00	\$0.00	(\$1,074,014.96)
4500	BUILDING AND CONSTRUCTION								
08 4500 352 0 000 000	OTHER TECH SERVICES-STORAGE SHED RECONSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4500 520 0 000 001	INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4500 520 0 000 002	INSURANCE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4500 610 0 000 000	SUPPLIES-STORAGE SHED RECONSTRUCTION	\$0.00	\$0.00	\$15,081.54	0.00	(\$15,081.54)	\$0.00	\$0.00	(\$15,081.54)
08 4500 720 0 000 000	BUILDING MATERIALS-STORAGE SHED RECONSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4500 739 0 000 000	EQUIPMENT -> \$5000-STORAGE SHED RECONSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
4500	BUILDING AND CONSTRUCTION	\$0.00	\$0.00	\$15,081.54	0.00	(\$15,081.54)	\$0.00	\$0.00	(\$15,081.54)
4700	BUILDING IMPROVEMENTS								
08 4700 334 0 000 001	MILEAGE PAID - OTHER	\$0.00	\$0.00	\$493.26	0.00	(\$493.26)	\$0.00	\$0.00	(\$493.26)
08 4700 334 0 000 002	MILEAGE PAID - OTHER	\$0.00	\$0.00	\$493.25	0.00	(\$493.25)	\$0.00	\$0.00	(\$493.25)
08 4700 340 0 000 001	OTHER PROFESSIONAL SVCS - ARCHITECT	\$0.00	\$0.00	\$30,394.20	0.00	(\$30,394.20)	\$0.00	\$0.00	(\$30,394.20)
08 4700 340 0 000 002	OTHER PROFESSIONAL SVCS - ARCHITECT	\$0.00	\$0.00	\$30,394.20	0.00	(\$30,394.20)	\$0.00	\$0.00	(\$30,394.20)
08 4700 352 0 000 001	OTHER PROF/TECH SERVICES	\$0.00	\$2,239.00	\$13,385.00	0.00	(\$13,385.00)	\$0.00	\$0.00	(\$13,385.00)
08 4700 352 0 000 002	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4700 450 0 000 000	CONSTRUCTION SERVICES	\$0.00	\$0.00	\$26,623.54	0.00	(\$26,623.54)	\$0.00	\$0.00	(\$26,623.54)
08 4700 450 0 000 001	CONSTRUCTION SERVICES	\$0.00	\$104,192.77	\$5,249,331.75	0.00	(\$5,249,331.75)	\$0.00	\$0.00	(\$5,249,331.75)
08 4700 450 0 000 002	CONSTRUCTION SERVICES	\$0.00	\$4,270.40	\$877,108.42	0.00	(\$877,108.42)	\$0.00	\$0.00	(\$877,108.42)
08 4700 720 0 000 000	BUILDINGS AND IMPROVEMENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4700 720 0 000 001	BUILDINGS AND IMPROVEMENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
08 4700 720 0 000 002	BUILDINGS AND IMPROVEMENTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
08 4700 810 0 000 001	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
08 4700 810 0 000 002	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
08 4700 890 0 000 001	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
08 4700 890 0 000 002	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4700 BUILDING IMPROVEMENTS		\$0.00	\$110,702.17	\$6,228,223.62	0.00	(\$6,228,223.62)	\$0.00	\$0.00	(\$6,228,223.62)	
5000 DEBT SERVICES										
08 5000 831 0 000 002	REDEMPTION OF PRINCIPAL	\$0.00	\$0.00	\$965,000.00	0.00	(\$965,000.00)	\$0.00	\$0.00	(\$965,000.00)	
08 5000 832 0 000 002	DEBT SERVICE INTEREST	\$0.00	\$0.00	\$46,048.76	0.00	(\$46,048.76)	\$0.00	\$0.00	(\$46,048.76)	
08 5000 833 0 000 002	BOND ISSUE COSTS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5000 DEBT SERVICES		\$0.00	\$0.00	\$1,011,048.76	0.00	(\$1,011,048.76)	\$0.00	\$0.00	(\$1,011,048.76)	
9003 INTERFUND LOAN FROM SPECIAL BUILDING FUND										
08 9003 001 0 000 000	INTERFUND LOANS FROM SPECIAL BUILDING	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9003 INTERFUND LOAN FROM SPECIAL BUILDING FUND		\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
08 SPECIAL BUILDING FUND		\$0.00	\$154,173.17	\$8,328,368.88	0.00	(\$8,328,368.88)	\$0.00	\$0.00	(\$8,328,368.88)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
10	SCH DIST #54 COOPERATIVE FUND									
1100	REGULAR INSTRUCTIONAL PROGRAMS									
10 1100 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 112 0 000 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$30,177.43	0.00	(\$30,177.43)	\$0.00	\$0.00	(\$30,177.43)	
10 1100 123 0 000 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 132 0 000 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$420.33	0.00	(\$420.33)	\$0.00	\$0.00	(\$420.33)	
10 1100 151 0 000 000	SALARY - ADD'L COMP-TEACHER COACH/SPNSR	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 211 0 000 000	GROUP INSURANCE - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 212 0 000 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 221 0 000 000	SOCIAL SECURITY - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 222 0 000 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$2,233.23	0.00	(\$2,233.23)	\$0.00	\$0.00	(\$2,233.23)	
10 1100 231 0 000 000	RETIREMENT - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 232 0 000 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$3,022.41	0.00	(\$3,022.41)	\$0.00	\$0.00	(\$3,022.41)	
10 1100 281 0 000 000	HEALTH BEN/CAFE125 - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 291 0 000 000	OTHER BENEFITS - PROF STAFF/TEACHERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 320 0 000 000	PROFESSIONAL EDUCATIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 561 0 000 000	TUITION TO SCHOOLS W/STATE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 580 0 000 000	TRAVEL EXPENSE	\$0.00	\$0.00	\$347.89	0.00	(\$347.89)	\$0.00	\$0.00	(\$347.89)	
10 1100 590 0 000 000	INTERAGENCY PURCHASED SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 591 0 000 000	PURCHASED SVCS FROM ESUs OR SCHOOL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$690.16	0.00	(\$690.16)	\$0.00	\$0.00	(\$690.16)	
10 1100 640 0 000 000	BOOKS AND PERIODICALS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 650 0 000 000	SUPPLIES - TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 734 0 000 000	COMPUTER EQUIPMENT (HARDWARE)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 739 0 000 000	EQUIPMENT - EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 810 0 000 000	DUES AND FEES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1100 890 0 000 000	MISCELLANEOUS EXPENSE	\$0.00	\$0.00	\$127.00	0.00	(\$127.00)	\$0.00	\$0.00	(\$127.00)	
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$0.00	\$0.00	\$37,018.45	0.00	(\$37,018.45)	\$0.00	\$0.00	(\$37,018.45)	
1200	SPECIAL EDUCATION PROGRAMS									
10 1200 123 0 000 000	SALARY-SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1200 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 1200 340 0 000 000	OTHER PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1200	SPECIAL EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
1300	SUMMER SCHOOL/YR-RD SCHOOL									
10 1300 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$61.57	0.00	(\$61.57)	\$0.00	\$0.00	(\$61.57)	
1300	SUMMER SCHOOL/YR-RD SCHOOL	\$0.00	\$0.00	\$61.57	0.00	(\$61.57)	\$0.00	\$0.00	(\$61.57)	
2190	OTHER PUPIL SUPPORT SERV									
10 2190 112 0 000 000	SALARY-CLERICAL/PARAPROF STAFF	\$0.00	\$0.00	\$15,439.81	0.00	(\$15,439.81)	\$0.00	\$0.00	(\$15,439.81)	
10 2190 122 0 000 000	SALARY - PARAPROF SUBSTITUTES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2190 132 0 000 000	SALARY - OVERTIME - PARAPROFESSIONALS	\$0.00	\$0.00	\$606.45	0.00	(\$606.45)	\$0.00	\$0.00	(\$606.45)	
10 2190 212 0 000 000	GROUP INSURANCE - PARAPROFESSIONALS	\$0.00	\$0.00	\$4,767.90	0.00	(\$4,767.90)	\$0.00	\$0.00	(\$4,767.90)	
10 2190 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2190 222 0 000 000	SOCIAL SECURITY - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,223.90	0.00	(\$1,223.90)	\$0.00	\$0.00	(\$1,223.90)	
10 2190 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2190 232 0 000 000	RETIREMENT - PARAPROFESSIONALS	\$0.00	\$0.00	\$1,585.04	0.00	(\$1,585.04)	\$0.00	\$0.00	(\$1,585.04)	
10 2190 591 0 000 000	PURCHASED SVCS FROM ESUs OR SCHOOL	\$0.00	\$0.00	\$10,000.00	0.00	(\$10,000.00)	\$0.00	\$0.00	(\$10,000.00)	
10 2190 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2190	OTHER PUPIL SUPPORT SERV	\$0.00	\$0.00	\$33,623.10	0.00	(\$33,623.10)	\$0.00	\$0.00	(\$33,623.10)	
2510	GENERAL ADMIN-BUSINESS SERVICE									
10 2510 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 382 0 000 000	TELEPHONE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 531 0 000 000	POSTAGE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 650 0 000 000	SUPPLIES-TECHNOLOGY RELATED	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 739 0 000 000	EQUIPMENT -EXCEEDS \$5,000	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10 2510 890 0 000 000	MISCELLANEOUS EXPENSE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2510	GENERAL ADMIN-BUSINESS SERVICE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2670	SCHOOL SAFETY									
10 2670 352 0 000 000	OTHER PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2670	SCHOOL SAFETY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8000	TRANSFERS									
10 8000 911 0 000 000	TRANSFERS TO THE GENERAL FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10	SCH DIST #54 COOPERATIVE FUND	\$0.00	\$0.00	\$70,703.12	0.00	(\$70,703.12)	\$0.00	\$0.00	(\$70,703.12)	

Regular; Processing Month 08/2024										
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance	
12	STUDENT FEE FUND									
1300	SUMMER SCHOOL/YR-RD SCHOOL									
12 1300 111 0 000 000	SALARY-PROFESSIONAL STAFF	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
12 1300 221 0 000 000	SOCIAL SECURITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
12 1300 231 0 000 000	RETIREMENT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
12 1300 610 0 000 000	GENERAL SUPPLIES	\$0.00	\$810.21	\$5,316.73	0.00	(\$5,316.73)	\$0.00	\$0.00	(\$5,316.73)	
12 1300 626 0 000 000	GAS AND OIL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
12 1300 890 0 000 000	MISCELLANEOUS EXPENSES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1300	SUMMER SCHOOL/YR-RD SCHOOL	\$0.00	\$810.21	\$5,316.73	0.00	(\$5,316.73)	\$0.00	\$0.00	(\$5,316.73)	
12	STUDENT FEE FUND	\$0.00	\$810.21	\$5,316.73	0.00	(\$5,316.73)	\$0.00	\$0.00	(\$5,316.73)	

Regular; Processing Month 08/2024									
Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
Grand Total:		\$0.00	\$333,951.34	\$19,636,956.07	0.00	(\$19,636,956.07)	\$0.00	\$0.00	(\$19,636,956.07)

Date: August 1, 2024
To: LCC Faculty and Staff Members
From: Jeremy Christiansen, Superintendent
Re: School Year 2024-2025



Welcome back to what promises to be another exciting and rewarding school year! I hope you all had a restful summer, filled with moments of joy and relaxation. As we embark on this new journey together, I want to take a moment to share my deep appreciation for each of you and to outline some key focuses for our year ahead.

Building Relationships

At the heart of our rural school community is the strength of our relationships. This year, let's renew our commitment to fostering strong, supportive connections with our students, their families, and one another. Every smile, every word of encouragement, and every act of kindness can make a profound difference. Let's continue to create an environment where everyone feels valued and connected.

Caring for Each Other

We are more than colleagues; we are a family. Let's be there for each other, offering support and understanding in both professional and personal matters. It's through our collective care and compassion that we create a thriving school culture. Remember, your wellbeing matters, and taking the time to support a fellow staff member can have a lasting impact.

Self-Care

Taking care of ourselves is just as important as taking care of our students and each other. Make sure to prioritize your own health and wellness. Whether it's finding a few quiet moments in your day, engaging in a hobby you love, or simply reaching out when you need support, self-care is essential. A well-rested and healthy staff is key to our collective success.

I am filled with hope and optimism for the year ahead. Together, we will navigate challenges, celebrate successes, and continue to grow as a community. Thank you for your dedication, passion, and hard work. Let's make this year extraordinary!

Please join me in welcoming these new colleagues to our LCC School team. Each of these individuals brings unique talents, background and perspective that will surely enhance our commitment to students and families. Please take a moment to introduce yourself, and thank you for helping each and every person feel valued and welcomed at Laurel-Concord-Coleridge School.

● New Certified Staff

- Vince Cabanez (Agriculture Education Teacher)
- Melissa Campbell (Preschool/Sped Teacher/Interventionist)
- Nicole Cross (5th Grade Teacher)
- Mandi Fernau (1st Grade Teacher)

- Gracie Hansen (ESU 1 - School Psychologist)
- Paxton Peters (4th Grade Teacher)
- Izac Reifenrath (5th Grade Teacher)
- Marissa Remm (Math/Reading Specialist Teacher)
- Natasha Tasler (Level III Sped Teacher/Part-Time)
- **New Classified Staff**
 - Elizabeth Benson (Paraprofessional - High School)
 - Jon Ellwanger (Custodial Services - Laurel Campus)
 - Jennifer Foster (Paraprofessional - Elementary)
 - Angie Hall (FFA Co-Advisor)
 - Vicki Kleinschmit (Nutrition Services - Laurel Campus)
 - Raegan Reifenrath (Paraprofessional - High School)
 - Carolyn Suing (Nutrition Services - Laurel Campus)
 - Justin Suing (Custodial Services - Laurel Campus)
- **Staff Reassignments**
 - Monica Becker (Paraprofessional - Coleridge Campus)
 - Kayla Nordhues (Paraprofessional - Level III Program)
 - Diane Urwiler (Paraprofessional - Middle School)

Please note that our school district has a couple of positions that remain unfilled as we approach the new school year. Please continue to promote and recruit candidates!!

- Bright Horizons Before/After School Program Director
- Nutrition Services (Laurel Campus)

PLANNING AHEAD

An outline schedule is provided below to assist as you plan your inevitable “To Do” lists throughout the coming days.

Monday, August 5th

- **Freshman Orientation Night**
 - 6:30 pm - 8:00 pm (HS Commons)

Thursday, August 8th

- **New Teacher/Mentor Orientation Activities** (HS Conference Room)
 - 8:15 am - 12:00 pm (HS Conference Room)
 - 12:00 pm - 1:00 pm (Mentor/Mentee Lunch - HS Commons)
 - New Classified Staff Invited to Lunch
- **United Benefits Presentation for New Staff**
 - *Optional for Current Staff Interested in Asking Questions or Enrolling*
 - 1:00 pm - (HS Commons)
 - Both New Certified and New Classified Staff to Attend
- **New Teachers Meet with Mentors/Work in Classrooms**
 - 1:45 pm - 3:45 pm

Friday, August 9th

- **LCC All Staff In-Service - High School Commons (Laurel Campus)**
 - 7:45 am - Breakfast Refreshments Available
 - 8:30 am - **All Staff Assembly**
- **Building Level Staff Meetings**
 - 9:45 am - **Elementary All Staff Meeting**
 - Library Conference Room
 - 9:45 am - **Middle School All Staff Meeting**
 - Mr. Kinkaid's Classroom
 - 9:45 am - **High School All Staff Meeting**
 - Mrs. Kesting's Classroom
- **Lunch on Your Own**
 - 12:00 pm - 1:00 pm
- **Time to Work in Classrooms/Program Area**
 - 1:00 pm - 3:45 pm
- **OPTION #1 for COMP TIME (Back to School Night)**
 - 12:45 pm - 3:45 pm
- **Concessions Sign Up Meeting**
 - 1:15 pm (Shane Kinkaid's Classroom)
- **Activities Coaches/Sponsors Meeting**
 - 1:45 pm (Shane Kinkaid's Classroom)

Sunday, August 11th

- **LCC Back to School Shed Party**
 - Grant & Brandi Settje's Shed (606 W 3rd Street, Laurel)
 - 5:00 pm - 8:30 pm
 - Music, Food, Yard Games, Fun!!
 - Catered Meal: Grilled Burgers, Salad, Chips, Dessert, Water
 - What to Bring: Adult Beverages of Choice and Lawn Chairs
 - RSVP Using this Link! (Respond by Thursday, August 8th)

Monday, August 12th

- **Driver Capacity Evaluation Stations (Opportunity #1 of 3)**
 - 7:30 am - 8:30 am - Both Campuses
 - Laurel Campus - North Parking
 - Coleridge Campus - Southwest Staff Parking Lot
- **All Staff Report to Assigned Buildings - 7:45 am**
- **Time to Work in Classrooms/Program Area**
 - 7:45 am - 3:45 pm
- **District Safety Team Meeting**
 - 1:00 pm - Laurel Community Center (Conference Room)
- **Building Level Meetings**
 - Announced by Principals
- **Lunch On Your Own**
- **Back to School Night**
 - 5:00 pm - 8:00 pm

Tuesday, August 13th

- **Driver Capacity Evaluation Stations** (Opportunity #2 of 3)
 - 7:30 am - 8:30 am - Both Campuses
 - Laurel Campus - North Parking
 - Coleridge Campus - Southwest Staff Parking Lot
- **All Staff Report to Assigned Buildings** - 7:45 am
- **Building Level Meetings/Training**
 - Announced by Principals
- **Time to Work in Classrooms/Program Area**
 - 7:45 am - 9:45 am
- **Annual Health & Safety Training - ALL Staff Members**
 - **9:45 am - 12:00 pm (High School Commons)**
 - Suicide Prevention and Mental Health First Aid *Brandi Settje
 - Health/First Aid *Arianne Conley
 - Stop the Bleed
 - First Aid
 - Bloodborne Pathogens
 - Anaphylaxis/Asthma Protocol
 - Concussion Management-RTL/RTP
 - Choking Response
 - Medical Response Team and Protocol Review *Arianne Conley
 - Discussion: CPR/AED Certification *Arianne Conley
 - 2nd Half of Staff Certification Training in 24-25
- **ALL STAFF LUNCHEON** - Catered by Hometown Market
 - 12:00 pm - High School Commons
- **Time to Work in Classrooms/Program Area**
 - 12:45 pm - 3:45 pm
- **OPTION #2 FOR COMP TIME** (Back to School Night)
 - 12:45 pm - 3:45 pm
- **Driver Capacity Evaluation Stations** (Opportunity #3 of 3)
 - 3:45 pm - 5:00 pm (Laurel Campus Only)
 - Laurel Campus - North Parking

Wednesday, August 14th

- **First Day of School (K-12)**
 - Early Dismissal - 1:10 pm
- **Building Level Staff Meetings**
 - 1:30 pm

Monday, August 19th

- **First Day of School - PreK Program and Level 3 Program**

Safe Schools (Vector Solutions) Online Training Module Information

We once again have the opportunity to complete some of our required annual training through the Safe Schools online module system. There are specific training courses assigned for each classification of employee (e.g., teacher, paraprofessional, cook, custodian, etc.).

- **Safe Schools Website:** <https://lccschool-ne.safeschools.com/login>
 - Username: Your LCC email address (e.g., jane.doe@lccschool.org)
 - Password: lccbears OR first five letters of your Username
 - If your password does not work, there is an option to reset it.
- **Please complete all Safe Schools online modules ON OR BEFORE Friday, August 30, 2024.**

Title IX Online Training Module Information

All school district staff are required to participate in an annual training to develop and maintain awareness of expectations and responsibilities as related to the prevention of sexual harassment and federal Title IX regulations. This training will also provide an overview of expectations related to professional boundaries between school employees and students. Our school district's designated Title IX Coordinator is Diane Hanel, High School Principal.

- Each LCC School staff member needs to complete this online module training by accessing the link provided.
 - [2024-2025 Title IX and Professional Boundaries Online Module Link](#)
- **Please complete the Title IX online module ON OR BEFORE Friday, August 30, 2024.**
 - Once completed, the training module will prompt to create a certificate. When prompted to Select District affiliation, choose "Other." Please generate, print and submit your completed certificate to your building principal.

Epilepsy Foundation's Seizure Training for School Personnel

All school district staff are required by NDE to participate in the Seizure Training for School Personnel every 2 years. Our district last required this training during the 2022-2023 school year.

- Each LCC School staff member needs to complete this online module training by accessing the link provided.
 - [Link to Seizure Training for School Personnel \(2024-2025\)](#)
- **Please complete the Seizure Training online module ON OR BEFORE Friday, August 30, 2024.**
 - The training module requires you to create an account or to sign in to an existing account. Returning staff may very well already have a training account. The module will also prompt you to create a certificate upon completion. Please generate, print and submit your completed certificate to your building principal.

School Transportation Requirements

Nebraska continues to have requirements for individuals (school personnel, volunteers, and parents) who may transport students in school-owned small vehicles. At LCC, all teachers, paraprofessionals, administrators, and office staff are required to annually complete the Student Transportation modules, as well as meet a few other requirements:

- Safe Schools Training Modules
- Driver Certification
- DMV and Criminal Background Checks
- Driver Capacity Evaluation (In-Person; 3 Opportunities Provided)

Back to School Night

For our annual Back to School Night we welcome students and parents to visit our schools on **Monday, August 12th (5:00 pm - 8:00 pm)**. This year's event continues to include an "Open House" format, with students and families visiting classrooms and meeting teachers prior to the start of school. Paraprofessionals who may be available are encouraged to stay and help during each event!

Please know that we understand and appreciate how very busy you are preparing your classrooms and our school for the beginning of the new school year. Thank you for your continued dedication and extensive efforts – doing whatever it takes to start the new school year successfully!



Memo to: Board of Education
From: Jeremy Christiansen
Re: Superintendent's Report
Date: Tuesday, August 13, 2024

Superintendent's Report

Teacher and Staff Professional Development Days

- I have shared my communication with LCC staff members welcoming them to the new school year. The principals and I have been excited to engage in our new school year activities with staff.

First Days of School

- Wednesday, August 14th - First Day of School for K-12 Students (1:10 Dismissal)
- Monday, August 19th - First Day of School for PreK and Level 3 Programs

LCC Back to School Social

- This event was held on Sunday, August 11th. An invitation was sent via email to all staff members as well as Board members. Thank you to Grant and Brandi Settje for hosting this year's event and to Hometown Market for catering the meal.

Finance Systems and Budget Development

- I am continuing work on budget development and am anticipating receipt of our property valuations on August 20th. At that time I will be able to more precisely calculate and adjust the various budget funds in relation to the proposed tax-asking and corresponding tax levies.
- I would like to schedule a meeting with the Finance Committee (Recob, Erwin, Settje) to discuss budget development and to share recommendations in advance of the Budget Workshop.
- We previously scheduled our Special Board Meeting/Budget Workshop for Tuesday, August 27th at 5:30 pm (Library Board Conference Room in Laurel). At this meeting we will pay year-end bills, make any necessary fund transfers, and have our Budget Workshop presentation and discussion.

Personnel Topics

- I am pleased to report that we are nearly fully staffed as we prepare to begin the upcoming school year! A recent decision by a Middle School paraprofessional (Shawna Dendinger) to transition to a substitute-only role has created an unanticipated vacancy. However, an interview with a prospective candidate is to be held on Monday, August 12th. Otherwise, we are fully staffed in essential support staff areas of Custodial and Nutrition Services.
- Bright Horizons Before/After School Program
 - We will have a transition in staffing for the before/after school program this fall semester and in advance of the program's transition to oversight and management by the Building Blocks Early Childhood program. Program director, Deana Leonard, has resigned to take a different position with Osmond Hospital, and

program assistant director, Vanessa Schurman, will continue employment but on a modified schedule due to her acceptance of a position with Thrivent Financial (Wayne and soon-to-be Laurel office).

- We are coordinating with the Building Blocks board of directors to interview potential candidates on an expedited schedule so that we can have sufficient staffing at the school-based program through January 2025. The individual hired will be an employee of Building Blocks with the school district responsible for personnel and program costs through January 2025.
- In the meantime, we are soliciting support from our existing staff members to provide quality before/after school care and experiences for enrolled students.
- Departing Classified Staff Members
 - Jenn Jonas - Elementary Paraprofessional
 - Kathy McKillip - Nutrition Services
 - Dorothy Patefield - Nutrition Services
 - Shawna Ranslem - Middle School Paraprofessional
- Reassigned Classified Staff Members
 - Diana Badley - Middle School Paraprofessional (to Part-Time)
 - Diane Urwiler - Middle School Paraprofessional (from Tower Program)
 - Monica Becker - Middle School Paraprofessional (from Elementary)
 - Kayla Nordhues - Level III Program Paraprofessional (from Middle School)
- New Classified Staff Members
 - Elizabeth Benson - High School Paraprofessional (former Middle School position)
 - Raegan Reifenrath - High School Paraprofessional (former Elementary School position)
 - Jennifer Foster - Elementary Paraprofessional (replace Jenn Jonas)
 - Vicki Kleinschmit - Nutrition Services
 - Carolyn Suing - Nutrition Services
 - Conchita Malcom - Nutrition Services
 - Jon Ellwanger - Custodial Services
 - Justin Suing - Custodial Services
 - Angie Hall - FFA Co-Advisor
- New Certified Staff Members
 - Vince Cabanez (Agriculture Education Teacher)
 - Melissa Campbell (Preschool/Sped Teacher/Interventionist)
 - Nicole Cross (5th Grade Teacher)
 - Mandi Fernau (1st Grade Teacher)
 - Gracie Hansen (ESU 1 - Contracted School Psychologist/Part-Time)
 - Paxton Peters (4th Grade Teacher)
 - Izac Reifenrath (5th Grade Teacher)
 - Marissa Remm (Math/Reading Specialist Teacher)
 - Natasha Tasler (Level III Sped Teacher/Part-Time)

Action Items

- LCC Instructional Model and Teacher Appraisal Instrument
 - The school district last revised its teacher appraisal system and filed such with NDE in May 2019. The system was aligned with the teacher-developed LCC Instructional Model that had also been developed during the span of 2018-2019.

- A teacher/administrative work group convened this summer to study and analyze both the LCC Instructional Model and the Appraisal system while considering teacher and principal feedback as well as evidence gathered from its use and implementation.
- The result is an Instructional Model that is a more succinct model (18 Components reduced from 27 Components) with greater clarity on the local district expectations for quality teaching and learning practices (Essential Methods).
- Subsequently, the appraisal model was revised to align with the Instructional Model, and also received updates related to the evaluation cycle and professional learning activities for tenured teachers.
- Upon Board consideration for approval, the Instructional Model and Teacher Appraisal plan will be filed with NDE and will become effective for the 2024-2025 school year.
- Board Policies - 7000 Series (Construction) on Second Reading
 - In May, the Policy Committee met to review 7000 Series (Construction) board policies and in July 2024, the full Board approved the policies on First Reading. There continue to be no recommended changes following review by the Policy Committee and Administration.
 - The 7000 Series (Construction) policies are accessible on the school district website at the following link - https://drive.google.com/drive/folders/1iBymBgOPOEy3hnyHssZU57MGnOvFPHQ8?usp=drive_link
- Interlocal Agreement - Randolph Public Schools (SPED)
 - The Board is considering approval of a continuing Interlocal Agreement with Randolph Public Schools for the provision of special education services during the upcoming 2024-2025 school year. This agreement represents a contracted 2nd grade student who will continue to attend the Level 3 program on our Coleridge campus. With this student, our enrollment in the Level 3 program is 4 students (3 residents, 1 contracted).
- School Audit Services
 - We have received our annual engagement letter from Dana F. Cole & Company for the year ending August 31, 2024. I would recommend that LCC continues to contract with this accounting and auditing firm to conduct our annual audit. Upon Board approval, the Board President and Superintendent will sign to execute the agreement. The audit date has been set for September 26th.
- Handbooks for the 2024-2025 School Year
 - The administration is presenting four handbooks for approval by the Board:
 - Faculty Handbook
 - Classified Employees Handbook
 - Student & Family Handbook
 - Activity Handbook
 - Notes detailing any and all modifications to the handbooks have been included as an attachment to Board meeting materials.
- Budget Amendment for the 2023-2024 School Year

- Actual expenditures for the current fiscal year will exceed budgeted expenditures for the School Nutrition Fund and the Activities Fund unless the current fiscal year budget of expenditures is revised.
 - The School Nutrition Fund has additional expenditures related to school meal food purchases, equipment purchases, and staff compensation and benefits.
 - The Activities Fund has additional expenditures related to the purchase and construction of the greenhouse.
 - NO ADDITIONAL TAX DOLLARS ARE REQUIRED FOR THESE BUDGET AMENDMENTS.
- Resolution to Approve Staff Trainings
 - This past legislative session, LB 1329 attempted to ease some of the statutory staff training requirements. In the past, some mandatory requirements were identified in the law for a set length of time. LB 1329 softened these mandates to "a reasonable amount as determined by each school board." This change in the law allows for more flexibility and local control. However, after the Governor signed the bill into law, the question quickly arose: how should each board "determine" the reasonableness of the numerous training requirements? As a result, to comply with the new laws, each school board presumably needs to annually determine that the district's intended trainings are reasonable in length.
 - Our school's legal counsel has developed a Board Resolution that addresses the trainings identified in LB 1329 along with all other legally required trainings. This resolution allows all trainings to be Board approved.
 - While there is no legal requirement to adopt this resolution, however, our Board needs to somehow approve the reasonableness of the trainings included in LB 1329. As such, I am recommending that the Board consider the Resolution to Approve Staff Trainings included in the Board meeting materials.

Discussion Items

- Community Engagement
 - The Policy Committee and the full Board have had recent discussions related to options for engaging our community patrons in a meaningful way. At the encouragement of the Board, I have further explored the option of partnering with NASB and their Board Leadership Team. I have connected with NASB staff and they have begun to develop suggestions for community engagement that would be tailored to our local context. A sub-group of Board members and I will meet with NASB staff on September 3rd to continue the planning process.
- School Construction Project
 - Project Schedule and Progress
 - Greenhouse Construction Update
 - This past week I hosted a tour of our school facilities as part of a request by Crofton Public Schools and their school facilities and bond focus group.
- Building Blocks Childcare Partnership
 - A local stakeholder event was held on Wednesday, July 31st at the Laurel Community Center where statewide partners in Early Childhood Education, Building Blocks representatives, and I presented about this important local project and partnership. I also presented as part of a panel discussion on

community-based early childhood and childcare partnerships at this year's Administrator Days in Kearney.

Correspondence

- Regular communication and updates from NASB and NRCSA have been included in monthly materials.

Upcoming Meetings

- Finance Committee Meeting - To Be Scheduled *Sam, Carol, Grant
- Special Board of Education Meeting and Budget Workshop
 - Tuesday, August 27th at 5:30 pm (Library Board Room - Laurel Campus)
- Board Executive Committee Meeting with NASB Representatives (Community Engagement Planning) *Carol, Jay, Dustin
 - Tuesday, September 3, 2024 - 5:00 pm (HS Conference Room - Laurel Campus)
- NASB Area Membership Meeting
 - Wednesday, September 4, 2024 - 4:30 pm (Lifelong Learning Center - NECC/Norfolk)
- Budget Hearing
 - Monday, September 9, 2024 at 7:00 pm (Library Board Room - Laurel Campus)
- Hearing to Set Final Tax Request
 - Monday, September 9, 2024 following the Budget Hearing (Library Board Room - Laurel Campus)
- Regular Board of Education Meeting
 - Monday, September 9, 2024 following the Hearing to Set Final Tax Request (Library Board Room - Laurel Campus)

Certified Staff List (2023-2024)												
Administration	4	District Wide	7+2	High School	16	Middle School	10	Elementary	14		Student Teachers	
Christiansen, Jeremy		<i>Conley, Arianne (ESU)</i>		Beckwith, Sarah		Backer, Jennifer		Brummels, Crystal			Britt Foland - Kdg/Sped (FALL)	
Hanel, Diane		Conner, Quin		Cabanez, Vince*		Benson, Shannon		Campbell, Melissa			brfol01@wsc.edu	
Hart, Keri		Gottula, Alan		Camargo, Jill*		Beyeler, Patti*		Cross, Nicole			(308) 550-0119	
Leonard, Mark		<i>Hansen, Gracie (ESU)</i>		Hahne, Kati		Cunningham, Patti		Fernau, Mandi				
		Messersmith, Marcus		Hallman, Gaylene*		Depew, Eric		Gould, Amy				
		Mogensen, Erica		Harrington, Pat		Promes, Ashley		Granquist, Jean*				
		Nordby, Laura		Kesting, Jennifer		Soden, Kelli		Hans, Shasta*				
		Parsons, Robert		Kinkaid, Shane		Tasler, Natasha (PT)		Kinkaid, Denise				
		Settje, Brandi		Kvols, Ali		Troyer, Doris		Peters, Paxton				
				Lundahl, Jenni*		VanMeter, Jennifer		Reifenrath, Izac				
Administration = 4				McCorkindale, Kim				Remm, Marissa				
Certified Staff = 47	51			Scoville, Lisa				Steinle, Kristina				
ESU Staff = 2	53			Sims, Nate*				Tanderup, Jenna				
Total = 53				Stephens, Zeke				Wolfgram, Lisa				
				Vollers, Meaghan								
				Williamson, Carrie								

[illegible]

Christensen, Mindy	mindyc985@gmail.com	Dance Team
Hall, Angie	angie.hall@lccchool.org	FFA Co-Advisor
Hartung, Melanie	melwh1@yahoo.com	Dance Team
Koch, Chad	chad.koch34@gmail.com	JH Wrestling
Patefield, Christina	cyant44@hotmail.com	Head Girls Golf

Laurel-Concord-Coleridge Instructional Model

LAUREL-CONCORD-COLERIDGE SCHOOL

INSTRUCTIONAL MODEL QUICKLOOK

Domain 1: Planning & Reflecting

- **Component PR 1: Know Your Students**
 - *Determine current academic levels of students*
 - *Design instructional plans that account for student characteristics*
- **Component PR 2: Goals for Students**
 - *Set SMART goals*
 - *Communicate goals to students*
 - *Track and analyze progress*
- **Component PR 3: Lesson Planning**
 - *Align standards and units*
 - *Develop outcomes and assessments*
 - *Adjust long-term plans*
- **Component PR 4: Differentiated Instruction**
 - *Analyze student progress*
 - *Modify daily instruction*
- **Component PR 5: Stakeholder Communication**
 - *Students reflect on learning*
 - *Communicate with all stakeholders*
- **Component PR 6: Classroom Space and Culture**
 - *Arrange classroom for instruction and movement*
 - *Reflect and adjust classroom culture as needed*

Domain 2: Teaching

- **Component T 1: Standards-Based Lesson Objectives**
 - *Communicate objective(s)*
 - *Students know and understand objective(s)*
- **Component T 2: Instructional Content**
 - *Emphasize and model key content*
 - *Use academic language*
 - *Students apply prior skills and learning*
- **Component T 3: Academic Rigor**
 - *Provide opportunities to engage with complex and rigorous tasks*
 - *Use scaffolded and differentiated tasks*
- **Component T 4: Questioning**
 - *Use varied levels of questioning*
 - *Ask scaffolded questions*
 - *Students process and apply information through questioning*
- **Component T 5: Formative Assessment**
 - *Check for understanding*
 - *Make real-time adjustments*
 - *Provide specific and timely feedback*
- **Component T 6: Student Academic Discussion**
 - *Utilize purposeful and flexible grouping*
 - *Maintain accountability within groups*
- **Component T 7: Routines and Procedures**
 - *Implement efficient transitions*
 - *Establish consistent routines and procedures*
 - *Maximize instructional time*
- **Component T 8: Behavioral Expectations and Feedback**
 - *Communicate behavioral expectations*
 - *Respond to off-task behaviors*
 - *Reinforce positive behavior*

Domain 3: Professionalism

- **Component Pro 1: Improvement of Professional Practice**
 - *Develop professional learning plans or goals informed by self-assessment*
 - *Engage in professional learning and development*
- **Component Pro 2: Collaborate and Contribute**
 - *Collaborate with other educators, staff, and administrators*
 - *Participate in district and school committees and teams*
 - *Advocate for the school district and the profession*
- **Component Pro 3: Confidentiality**
 - *Protect rights and confidentiality of students and families*
- **Component Pro 4: Policies, Procedures and Regulations**
 - *Demonstrate understanding of school district policies, procedures, and regulations, while maintaining professional responsibilities*
 - *Maintain accurate records, documentation, and data*

LAUREL-CONCORD-COLERIDGE SCHOOL
INSTRUCTIONAL MODEL RATING SCALE

Rating	Descriptor
Innovating 4	Introduces new ideas, methods, or products. Innovating requires creativity, experimentation, and a willingness to take risks. Innovating incorporates the creation and implementation of novel solutions to existing problems or improving processes to make them more effective or efficient.
Applying 3	Consistently applies effective teaching methods and strategies in the classroom. Demonstrates a solid understanding and implementation of curriculum standards and educational practices, leading to positive student outcomes. Regularly reflects on and adjusts practices to improve instruction.
Developing 2	Shows growth and progress in understanding and applying teaching methods and strategies. Demonstrates an emerging ability to implement curriculum standards and educational practices but may require additional support and professional development to reach full proficiency. Student outcomes may vary.
Ineffective 1	Fails to consistently apply effective teaching methods and strategies. Demonstrates significant gaps in understanding and implementing curriculum standards and educational practices. Student outcomes are negatively impacted, and there is a clear need for substantial improvement and support.

DOMAIN 1

PLANNING & REFLECTING

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 1: Know Your Students

Essential Methods

- **Determine current academic levels of students**
 - Teacher regularly uses varied, quality sources to determine students' accurate, current levels of performance.
 - Teacher regularly uses quality data sources to make informed, flexible grouping decisions.
- **Design instructional plans that account for student characteristics**
 - Teacher regularly uses knowledge of students' levels of performance, interests, backgrounds, and learning styles to plan instruction.
 - Teacher designs lessons to anticipate that all students learn differently; key tasks are scaffolded and differentiated.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: • Determine current academic levels of students • Design instructional plans that account for student characteristics
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 2: Goals for Students

Essential Methods

- **Set SMART (specific, measurable, attainable, realistic, and timely) goals**
 - Teacher sets rigorous, SMART goals for the class and for instructional groups of students.
- **Communicate goals to students**
 - Teacher communicates clear goals to the class and to instructional groups of students.
- **Track and analyze progress**
 - Teacher uses an organized and effective system that tracks progress toward goals.
 - Teacher's analysis of data consistently provides a clear description of students' current levels and progress toward goals.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Set SMART (specific, measurable, attainable, realistic, and timely) goals ● Communicate goals to students ● Track and analyze progress
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 3: Lesson Planning

Essential Methods

- **Align standards and units**
 - Teacher groups standards into units.
 - Teacher plans units to progress appropriately creating a focused long-term plan.
- **Develop outcomes and assessments**
 - Teacher determines all student learning outcomes prior to teaching the unit.
 - Teacher aligns assessments to standards taught within the unit.
- **Adjust long-term plans**
 - Teacher makes timely adjustments to lesson plans based on student learning.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: • Align standards and units • Develop outcomes and assessments • Adjust long-term plans
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 4: Differentiated Instruction

Essential Methods

- **Analyze student progress**
 - Teacher collaborates with student and stakeholders to reflect on student progress.
 - Teacher appropriately recommends students for interventions and enrichment and regularly follows up on student progress.
 - Teacher reteaches to meet the needs of students and ensures student progress.
- **Modify daily instruction**
 - Teacher routinely modifies daily instruction when data indicates it is needed.
 - Teacher differentiates skills, strategies, and concepts to support student learning.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Analyze student progress ● Modify daily instruction
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 5: Stakeholder Communication

Essential Methods

- **Students reflect on learning**
 - Students can articulate their strengths and areas for growth.
 - Teacher gives students the opportunity to reflect on feedback after data is shared.
 - Students can clearly articulate action steps they can take to progress toward their goals.
- **Communicate with all stakeholders**
 - Teacher proactively contacts students, families, and stakeholders with both positive and corrective feedback.
 - Teacher consistently documents communication.
 - Families are provided with multiple opportunities to reflect and take action, when necessary, after they receive student progress data.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Students reflect on learning ● Communicate with all stakeholders
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PLANNING AND REFLECTING

Planning/Reflecting Component PR 6: Classroom Space & Culture

Essential Methods

- **Arrange classroom for instruction and movement**
 - Teacher's arrangement of classroom is flexible enough to support various modes of instruction and grouping.
 - Teacher's arrangement of classroom allows for efficient student movement and transitions and easy access to materials.
- **Reflect and adjust classroom culture as needed**
 - Teacher makes timely adjustments to culture and space in order to support a positive community and learning environment.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Arrange classroom for instruction and movement ● Reflect and adjust classroom culture as needed
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

DOMAIN 2

TEACHING

Domain: TEACHING**Teaching Component T 1: Standards-Based Lesson Objective(s)****Essential Methods**

- **Communicate objective(s)**
 - Teacher clearly communicates and displays lesson objective(s) to students using developmentally appropriate language.
 - Teacher references lesson objectives throughout lesson.
- **Students know and understand objective(s)**
 - When prompted, students can explain the objective(s) in their own words and the success criteria.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: • Communicate objective(s) • Students know and understand objective(s)
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 2: Instructional Content****Essential Methods**

- **Emphasize and model key content**
 - Teacher presents accurate grade-level content using explicit instruction.
 - Teacher presents content in various ways.
 - Teacher uses gradual release of responsibility - I do (modeling), we do (scaffolding), you do (independent practice).
- **Use academic language**
 - Teacher and students consistently and accurately use academic vocabulary.
- **Students apply prior skills and learning**
 - Teacher gives students opportunities to apply previous foundational skills to build on current topic.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Emphasize and model key content ● Use academic language ● Students apply prior skills and learning
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 3: Academic Rigor****Essential Methods**

- **Provide opportunities to engage with complex and rigorous tasks**
 - Teacher provides opportunities and adequate time for complex and/or rigorous tasks.
 - Teacher provides grade-level opportunities that increase in complexity throughout the course/school year.
- **Use scaffolded and differentiated tasks**
 - Teacher provides access to grade-level material for all students by scaffolding tasks.
 - Teacher implements differentiated instructional strategies for individual learners.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Provide opportunities to engage with complex and rigorous tasks ● Use scaffolded and differentiated tasks
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 4: Questioning****Essential Methods**

- **Use varied levels of questions**
 - Teacher poses questions that engage all students and extend their current level of thinking.
 - Teacher asks questions that require students to cite evidence and clearly explain their thought processes.
- **Ask scaffolded questions**
 - Teacher asks questions that are clear and scaffolded.
- **Students process and apply information through questioning**
 - Teacher provides appropriate wait time and opportunities for all students to respond.
 - Teacher encourages and expects students to provide correct and/or appropriate responses.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Use varied levels of questions ● Ask scaffolded questions ● Students process and apply information through questioning
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 5: Formative Assessment****Essential Methods**

- **Check for understanding**
 - Teacher conducts a variety of checks for understanding to monitor student progress towards learning objectives.
- **Make real-time adjustments**
 - Teacher makes real-time adjustments to pace the lesson, student tasks and/or strategies, based on checks for understanding.
- **Provide specific and timely feedback**
 - Teacher gives specific academic feedback to communicate current progress and steps to move forward.
 - Teacher provides error correction and addresses student misunderstandings to clarify the process or concept.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Check for understanding ● Make real-time adjustments ● Provide specific and timely feedback
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 6: Student Academic Discussion****Essential Methods**

- **Utilize purposeful and flexible grouping**
 - Teacher uses purposeful and flexible student groups.
 - Teacher uses strategies to facilitate academic discussion (i.e. think-pair-share).
- **Maintain accountability within groups**
 - Teacher provides opportunities for student led academic discussions with minimal teacher support.
 - Teacher sets high expectations for using academic language.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Utilize purposeful and flexible grouping ● Maintain accountability within groups
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 7: Routines and Procedures****Essential Methods**

- **Implement efficient transitions**
 - Transitions are smooth with minimal teacher direction.
- **Establish consistent routines and procedures**
 - Routines and procedures run smoothly with minimal prompting from the teacher.
- **Maximize instructional time**
 - Teacher and students are prepared for class and class starts on time.
 - Teacher uses routines to maximize the instructional period.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Implement efficient transitions ● Establish consistent routines and procedures ● Maximize instructional time
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: TEACHING**Teaching Component T 8: Behavioral Expectations and Feedback****Essential Methods**

- **Communicate behavioral expectations**
 - Teacher and students establish and clearly communicate high behavioral expectations.
 - Teacher and students consistently reinforce behavioral expectations.
- **Respond to off-task behaviors**
 - Teacher redirects off-task behavior in the classroom.
 - Teacher addresses behavioral issues with minimal interruption to instructional time.
- **Reinforce positive behavior**
 - Teacher promotes and/or reinforces positive behavior.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Communicate behavioral expectations ● Respond to off-task behaviors ● Reinforce positive behavior
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

DOMAIN 3

PROFESSIONALISM

Domain: PROFESSIONALISM

Professionalism Component Pro 1: Continuous Improvement of Professional Practice

Essential Methods

- **Develop professional learning plans or goals informed by self-assessment**
 - Teacher seeks professional development that aligns with individualized learning plans or growth goals.
 - Teacher documents progress and provides evidence of growth or attainment.
- **Engage in professional learning and development**
 - Teacher participates in district-led and out-of-district professional development.
 - Teacher reflects and shares resources gained through professional learning.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally seeks opportunities to create solutions, improve processes, and support colleagues as well as overall system improvement.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: • Develop professional learning plans or goals informed by self-assessment • Engage in professional learning and development
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PROFESSIONALISM**Professionalism Component Pro 2: Collaborate and Contribute****Essential Methods**

- **Collaborate with other educators, staff, and administrators**
 - Teacher participates in collaborative planning and discussion with others in similar content areas or grade levels.
 - Teacher seeks to support others and willingly shares resources and instructional strategies.
- **Participate in district and school committees and teams**
 - Teacher assumes and fulfills responsibilities as an active member of school committees and small groups.
 - Teacher considers leadership opportunities such as professional development, mentoring, committee chair, etc.
- **Advocate for the school district and the profession**
 - Teacher represents the district and profession positively within the school community.
 - Teacher considers leadership and advocacy opportunities at the local, regional, and state levels.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally seeks opportunities to create solutions, improve processes, and support colleagues as well as overall system improvement.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Collaborate with other educators, staff, and administrators ● Participate in district and school committees and teams ● Advocate for the school district and the profession
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PROFESSIONALISM

Professionalism Component Pro 3: Confidentiality

Essential Methods

- **Protect rights and confidentiality of students and families**
 - Teacher demonstrates and consistently applies knowledge of laws and requirements regarding student rights, FERPA, and confidentiality.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally seeks opportunities to create solutions, improve processes, and support colleagues as well as overall system improvement.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: • Protect rights and confidentiality of students and families
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Domain: PROFESSIONALISM

Professionalism Component Pro 4: Policies, Procedures and Regulations

Essential Methods

- **Demonstrate understanding of school district policies, procedures, and regulations, while maintaining professional responsibilities**
 - Teacher understands and applies policies, procedures, and regulations outlined in school district handbooks.
 - Teacher demonstrates on time arrival, fulfillment of contract hours/duties, preparation of lesson plans, consistent grading practices, and professional attire.
- **Maintain accurate records, documentation, and data**
 - Teacher collects and maintains timely and accurate records, documentation and data.
 - Teacher communicates, shares, and uses records, documentation, and data to inform and support others.

Rating	Descriptor
Innovating 4	The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally seeks opportunities to create solutions, improve processes, and support colleagues as well as overall system improvement.
Applying 3	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: ● Demonstrate understanding of school district policies, procedures, and regulations, while maintaining professional responsibilities ● Maintain accurate records, documentation, and data
Developing 2	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.
Ineffective 1	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.

Laurel-Concord-Coleridge School Appraisal System Handbook



Our Mission

Equipping students with skills for **L**ife, **C**areer, & **C**hallenges
in a **P**rogressive, **R**igorous, **I**nclusive, **D**ynamic **E**nvironment!

Outcomes

Content Mastery
Communication

Critical Thinking
Creativity

Collaboration
Citizenship

Beliefs

At Laurel-Concord-Coleridge School, we believe the strongest predictor of our success
is a shared vision, that by working together, we will make a difference.
All stakeholders have a valuable role and operate under the expectation,
that with mutual trust and respect, we will achieve our mission.

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Introduction and Acknowledgements

Purpose Statement:

The purpose of our teacher appraisal system is to identify effective practices, to recognize successful implementation, and to support developing and masterful teachers, so that all students will be taught by highly effective teachers. This handbook is designed to support teachers and administrators with the components and processes of the comprehensive LCC School Teacher Appraisal System.

Beliefs:

- We believe that the teacher appraisal system should provide specific feedback.
- We believe that teacher appraisal should inspire staff to be of the growth mindset.
- We believe that teacher appraisal should have clear expectations with sustainable training for staff and evaluators.
- We believe that teacher appraisal should take advantage of digital storage for efficiency.
- We believe that teacher appraisal should be able to identify and support areas for growth.
- We believe that teacher appraisal needs to be adaptable to all job classifications.
- We believe that teacher appraisal should have opportunities for scheduled and unscheduled observations to maintain an authentic experience.
- We believe that teacher appraisal should promote professionalism among our staff.

Note: LCC School participated in a collaborative process to tailor this appraisal system for our school district. This model may not be appropriate for every school district. Please contact Laurel-Concord-Coleridge School, (402) 256-3133, for more information about the process or use of this system.

Introduction and Acknowledgements (continued)

The following staff served on the committee and developed the revised teacher appraisal handbook (original version developed in 2019). Their gift of time and service is appreciated by Laurel-Concord-Coleridge School.

Denise Kinkaid	Ali Kvols	Laura Nordby
Jennifer Van Meter	Diane Hanel	Keri Hart
Mark Leonard	Jeremy Christiansen	

2024 LCC School Board Members

Carol Erwin, President
Jay Hall, Vice President
Dustin Thompson, Secretary
Bryan Pippitt
Sam Recob
Grant Settje
Scott Taylor

Jeremy Christiansen - Superintendent

Laurel-Concord-Coleridge School would like to thank Dr. Phil Warrick for his support and guidance with our instructional model, as well as with instructional leadership development. We would also like to thank the Nebraska Department of Education. The Educator Effectiveness grant made this appraisal system a reality, and we are thankful for the opportunity to learn more deeply about teacher evaluation and professional learning. LCC School shares appreciation to former Educator Effectiveness grant recipients who were open and gracious to sharing their learning journey - Seward Public Schools, Chadron Public Schools, Blue Hill Public Schools, and Grand Island Public Schools.

Appraisal System Overview

Non-Tenured Educators (Years 1-3; Tracks 1A-1C)
Review of Appraisal System Process
Self-Assessment Using LCC Instructional Model (Tracks 1B, 1C)
Formal Observations (One Per Semester; Total-2)
Informal Observations (One Per Semester; Total-2; Not Same Quarter as Formal Observations)
Summative Evaluation (by March 15)
Walkthroughs - Periodic

Tenured Educators (Years 4+; Tracks 2A-2C)
Tracks 2A & 2B - Professional Learning Plans
Review of Appraisal System Process
Individual Professional Learning Plan • Self-Assessment Using LCC Instructional Model • Professional Learning Plan Options (See Appendix A)
Informal Observations (One Per Semester; Total-2)
Interim Evaluation (by May 1)
Walkthroughs - Periodic

Tenured Educators (Years 4+; Tracks 2A-2C)	
Track 2C - Summative Evaluation	
Review of Appraisal System Process	
Individual Professional Growth Plan • Self-Assessment Using LCC Instructional Model • Goal Setting ○ One Professional Growth Goal (LCC Instructional Model)	
Formal Observation (One Per Year)	
Informal Observation (One Per Year; Not Same Semester as Formal Observation)	
Summative Evaluation (by May 1)	
Walkthroughs - Periodic	

Processes for Non-Tenured Educators

Track 1A: Non-Tenured Educators (Year 1)

Track 1B: Non-Tenured Educators (Year 2)

Track 1C: Non-Tenured Educators (Year 3)

Non-tenured educators are those certified staff members who are in year one through three of employment and are classified as probationary according to Nebraska Revised Statute 79-828.

- All non-tenured educators will receive training regarding the LCC Appraisal System. This training will review processes, timelines, and expectations regarding all components of the model.
- Non-tenured educators (Tracks 1B - second year and 1C - third year) will complete a self-assessment based on the LCC Instructional Model domains and components of effective teaching. Non-tenured teachers in their first year of employment with the district (Track 1A), are not expected to complete a self-assessment. Self-assessments will be completed and stored in the PowerSchool Perform digital platform, and remain confidential.
- Each year, non-tenured certified staff members will have two formal observations by their supervisor. One observation must be completed during the first semester and the second observation must be completed during the second semester before March 1. Before each observation, educators will complete, submit and discuss a pre-observation form with their supervisor. The supervisor will complete the formal observation form, recording evidence aligned with effective practices outlined in the LCC Instructional Model. Following the observed lesson, educators will complete and submit the post-observation form. An in-person conference between the supervisor and the educator will occur in a timely manner to discuss and reflect on the observation.
- Every year, non-tenured educators will have two informal observations; one per semester and not in the same quarter as formal observations.
- Throughout the year, supervisors will conduct periodic classroom visitations and will complete the Walkthrough form with feedback and for documentation.
- Every year by March 15th, the supervisor will complete the summative evaluation form, conference with the certified staff member, and submit the summative evaluation to the Superintendent of LCC School.

Processes for Tenured Educators

Tenured educators are those certified staff members who have successfully completed three (3) full years of employment and have been recommended to the Superintendent for continuing employment.

Tracks 2A & 2B: Professional Learning Plan

- Tenured educators will receive training regarding the LCC Appraisal System. This training will review processes, timelines, and expectations regarding all components of the model.
- Tenured educators assigned to Track 2A & 2B will complete a self-assessment based on the LCC Instructional Model domains and components of effective teaching. Self-assessments will be completed and stored in the PowerSchool Perform digital platform, and remain confidential.
- Tenured educators assigned to Track 2A & 2B will engage in a Professional Learning Plan process through which the educator chooses to participate in a focused initiative, choosing from several options described in detail in Appendix A.
- Tenured educators on Track 2A & 2B will have two informal observations, one per semester.
- Throughout the year, supervisors will conduct periodic classroom visitations and will complete the Walkthrough form with feedback and for documentation.
- Prior to May 1, the supervisor will complete the interim evaluation form, conference with the certified staff member, and submit the interim evaluation to the Superintendent of LCC School.

Track 2C: Summative Evaluation

- Tenured educators will receive training regarding the LCC Appraisal System. This training will review processes, timelines, and expectations regarding all components of the model.
- Tenured educators assigned to Track 2C will complete a self-assessment based on the LCC Instructional Model domains and components of effective teaching. Self-assessments will be completed and stored in the PowerSchool Perform digital platform, and remain confidential.
- Tenured educators assigned to Track 2B will develop a Professional Growth Goal. The goal will be identified by the educator through reflection on one's self-assessment using the LCC Instructional Model to guide development of the professional goal. Educators should focus on those self-rated components where they would like to grow professionally.
- Tenured educators assigned to Track 2C will have one (1) formal observation by their supervisor. Before each observation, educators will complete, submit and discuss a pre-observation form with their supervisor. The supervisor will complete the formal observation form, recording evidence aligned with effective practices outlined in the LCC Instructional Model. Following the observed lesson, educators will complete and submit the post-observation form. An in-person conference between the supervisor and the educator will occur in a timely manner to discuss and reflect on the observation.
- Tenured educators on Track 2C will have one informal observation, not in the same quarter as the formal observation.

- Throughout the year, supervisors will conduct periodic classroom visitations and will complete the Walkthrough form with feedback and for documentation.
- Prior to May 1, the supervisor will complete the summative evaluation form, conference with the certified staff member, and submit the summative evaluation to the Superintendent of LCC School.

Processes for Educators Needing Assistance/Improvement

Track 3A: Plan of Assistance

A Plan of Assistance will be developed and utilized with educators when notified of a performance concern by an evaluator. The Plan of Assistance clearly describes the effective practice concern, the rationale for concern, recommendations and a plan for growth, as well as assistance and resources to be provided. A Plan of Assistance will include two follow up reviews to identify progress and further action. Following two (2) reviews, a Plan for Improvement will be required for educators who have not made adequate progress.

Track 3B: Plan for Improvement

A Plan for Improvement is required for educators who:

- a) have not made adequate progress on the Plan of Assistance; and/or
- b) receives two or more Component ratings of Ineffective

The Plan for Improvement clearly describes the effective practice concern or deficiency with Components rated as ineffective. The Plan for Improvement also details those performance deficiencies leading to the effective practice concern. The plan provides recommendations to correct deficiencies, criteria used to assess the correction of deficiencies, and a timeline for correction of deficiencies. Assistance and resources to be provided will be identified within the Plan for Improvement, as well as members of an assigned improvement team (as applicable).

An educator who is identified for a Plan for Improvement will immediately be assigned to, and will follow, the tenured educator appraisal processes for Summative Evaluation, including assignment to the tenured educator Track 2C. Should an educator not make adequate progress on the Plan for Improvement, the evaluator may recommend to the Superintendent that the contract for that educator be canceled or not renewed.

Professional Growth Goal Process and Form

Laurel-Concord-Coleridge School

Professional Growth Goal Form

Educator:

Evaluator:

Position at LCC:

Non-Tenured/Tenured:

Assigned Appraisal Track:

School Year:

Professional Growth Goal Conference Date:

Confidential Self-Assessment:

Look at each of the four Domains of the Instructional Model and rate yourself on each Component using the performance categories.

Goal Setting Process:

Reflection on one's self-assessment using the LCC Instructional Model guides the creation of an annual professional goal. Teachers should focus on those self-rated Components where they would like to grow professionally.

Within each Domain there are a series of Components. Using your self-assessment data, identify one Domain Component from which to develop your professional goal.

Record your professional goal statement in the space provided.

Briefly describe your rationale that supports your identification of this goal?

Identify a strategy(ies) that will help you to achieve your goal.

What resources might be of support as you pursue your professional goal?

List the action steps, including estimated timeline, you will take toward accomplishing your professional goal?

What evidence or measurement data will you collect to demonstrate growth and/or goal accomplishment?

Professional Growth Goal Review and Approval by Evaluator

The educator's Professional Growth Goal is:

- ☐ Approved
- ☐ Not Approved - Returned for Revision

Comments:

The following signatures indicate that the Professional Growth Goal conference was held and the educator and evaluator discussed the contents of this report.

Educator's Signature

Date

Evaluator's Signature

Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record..

Formal Observation Process and Forms

Laurel-Concord-Coleridge School Pre-Observation Form

Please submit 24 hours before scheduled formal observation.

Educator:

Evaluator:

Subject/Course/Grade Level:

Date of Observation:

Period/Time of Observation:

What is your learning goal for this lesson? What do you want students to know and be able to do? How do you know this objective is appropriate for your group of students?

What type of lesson or combination of lessons will you use? Why?

How will you engage your students in the learning process?

Will technology be integrated into your lesson? How?

Will you be integrating any past learning from professional development? How?

Will you be using any new or innovative strategies in your lesson presentation? Explain

How will you know whether or not your students have achieved the desired learning goal?

What will you do for the students who do not understand the learning goal and for those students who have mastered the learning goal?

What would you like me to specifically observe during this lesson?

Educator's Signature

Date

Evaluator's Signature

Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record.

Laurel-Concord-Coleridge School

Formal Observation Form

Educator:

Evaluator:

Subject/Course/Grade Level:

Date of Observation:

Time Entered Classroom:

Time Exited Classroom:

Mark and rate all observed components. Record evidence as appropriate.

Domain 1: Planning & Reflecting (Overall Domain Rating)

P1: Know your students

Innovating (4)	Applying (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed
The teacher provides adequate evidence (observational or otherwise) that she or he exhibits the desired Essential Methods and additionally adapts teacher behaviors or creates new strategies to address unique needs and situations.	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing the following Essential Methods: Determine current academic levels of students	The teacher provides adequate evidence (observational or otherwise) that she or he is addressing at least one, but not all, of the Essential Methods listed at the Applying (3) level.	The teacher does not address any of the Essential Methods or demonstrates substantial performance concerns in this Domain area.	

	Design instructional plans that account for student characteristics			

Observation Evidence:

P2: Set and track goals based on student levels.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

P3: Develop standards-based units and long-term plans.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

P4: Design lessons to meet learners' unique needs.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

P5: Use and align resources strategically.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

P6: Mobilize families and stakeholders in student success.

Highly	Effective (3)	Developing		Ineffective	Not

Effective (4)		(2)		(1)	Applicable/Not Observed

Observation Evidence:

P7: Organize classroom space and materials.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

Domain 2: Teaching (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher adapts and executes strategies for unique student needs and situations.	The teacher uses appropriate strategies and monitors the extent to which they produce the desired outcomes.	The teacher generally uses appropriate strategies with no significant errors or omissions.	The teacher uses strategies inappropriately or with parts missing.

T1: Communicate standards-based lesson objectives

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable/Not Observed

Observation Evidence:

T2: Present content clearly.

P5: Use and align resources strategically.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

P6: Mobilize families and stakeholders in student success.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

P7: Organize classroom space and materials.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Comments - Domain 1: Planning

Domain 2: Teaching (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher adapts and executes strategies for unique student needs and situations.	The teacher uses appropriate strategies and monitors the extent to which they produce the desired outcomes.	The teacher generally uses appropriate strategies with no significant errors or omissions.	The teacher uses strategies inappropriately or with parts missing.

T1: Communicate standards-based lesson objectives

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T2: Present content clearly.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T3: Use strategies and tasks to engage all students in rigorous work.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T4: Use evidence-based questioning.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T5: Check for understanding and provide specific feedback.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T6: Facilitate student-to-student interaction and academic talk.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T7: Implement routines to maximize instructional time.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T8: Build a positive, learning-focused classroom culture.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

T9: Reinforce positive behavior, redirect, de-escalate challenging behavior.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Comments - Domain 2: Teaching

Domain 3: Reflecting (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher continuously reflects on and communicates	The teacher reflects on and communicates most areas of student	The teacher reflects on student progress, goals, and data to	The teacher does not reflect on student progress, goals, and

all areas of student progress, goals, and data to identify areas of strength and growth and takes action to improve student outcomes.	progress, goals, and data to identify areas of strength and growth and takes action to improve student outcomes.	identify areas of strength and growth and takes some action to improve student outcomes.	data and takes no action to improve student outcomes.

R1: Analyze student progress toward goals.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

R2: Modify instruction in response to data.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

R3: Assess and refine classroom space and culture.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

R4: Partner with students and families to reflect on students' progress.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Comments - Domain 3: Reflecting

Domain 4: Professionalism (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.	The teacher consistently demonstrates ethical and responsible behavior as a member of the professional community.	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice.	The teacher does not demonstrate ethical and responsible behavior or high level of professional practice.

Pro1: Reflect on professional practice to bring about continuous improvement.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro2: Actively pursue meaningful professional development.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro3: Contribute and advocate for your profession and the school district.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro4: Protect the right and confidentiality of students and families.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro5: Adhere to school policies, procedures, and regulations.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro6: Maintain accurate records, documentation, and data.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Pro7: Collaborate with other educators, staff, and administration.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Observation Evidence:

Comments - Domain 4: Professionalism

LCC INSTRUCTIONAL MODEL SUMMATIVE EVALUATION

Commendations:

Opportunities for Growth:

Performance Concerns:

Need of Assistance or Improvement (if applicable):

- ☐ Plan of Assistance
- ☐ Plan for Improvement

Comments:

The following signatures indicate that the summative evaluation conference was held and the educator and evaluator discussed the contents of this report.

Educator's Signature

Date

Evaluator's Signature

Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record.

Interim Evaluation Process and Form

Laurel-Concord-Coleridge School Interim Evaluation Form

Educator:

Evaluator:

Position at LCC:

School Year:

Assigned Appraisal Track:

Professional Learning Plan Topic:

Interim Conference Date:

PROFESSIONAL LEARNING PLAN - INTERIM EVALUATION

Description of Professional Learning Plan

The educator has:

- ☐ Met Expectations
- ☐ Not Met Expectations

Commendations:

Opportunities for Growth:

LCC INSTRUCTIONAL MODEL INTERIM EVALUATION

Domain 1: Planning (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher plans, creates, and adapts lessons using new strategies for unique student needs and situations.	The teacher plans lessons using appropriate strategies and monitors the extent to which it produces the desired outcomes.	The teacher plans lessons using appropriate strategies with no significant errors or omissions.	The teacher plans lessons with inappropriate strategies or with missing parts.

Evidence:

Comments - Domain 1: Planning

Domain 2: Teaching (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher adapts and executes strategies for unique student needs and situations	The teacher uses appropriate strategies and monitors the extent to which they produce the desired outcomes	The teacher generally uses appropriate strategies with no significant errors or omissions	The teacher uses strategies inappropriately or with parts missing

Evidence:

Comments - Domain 2: Teaching

Domain 3: Reflecting (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher continuously reflects on and communicates all areas of student progress, goals, and data to identify areas of strength and growth and takes action to improve student outcomes.	The teacher reflects on and communicates most areas of student progress, goals, and data to identify areas of strength and growth and takes action to improve student outcomes.	The teacher reflects on student progress, goals, and data to identify areas of strength and growth and takes some action to improve student outcomes.	The teacher does not reflect on student progress, goals, and data and takes no action to improve student outcomes.

Evidence:

Comments - Domain 3: Reflecting

Domain 4: Professionalism (Overall Domain Rating)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community	The teacher consistently demonstrates ethical and responsible behavior as a member of the professional community	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice	The teacher does not demonstrate ethical and responsible behavior or high level of professional practice

Evidence:

Comments - Domain 4: Professionalism

LCC INSTRUCTIONAL MODEL INTERIM EVALUATION**Commendations:**

Opportunities for Growth:

Performance Concerns:

Need of Assistance or Improvement (if applicable):

☐ Plan of Assistance

☐ Plan for Improvement

Comments:

The following signatures indicate that the interim evaluation conference was held and the educator and evaluator discussed the contents of this report.

Educator's Signature

Date

Evaluator's Signature

Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record.

Plan of Assistance Process and Form
Plan for Improvement Process and Form

Laurel-Concord-Coleridge School
Plan of Assistance Form

A Plan of Assistance will be developed and utilized with educators when notified of a performance concern by an evaluator.

Educator:

Evaluator:

Position at LCC:

Non-Tenured/Tenured:

Assigned Appraisal Track:

School Year:

Plan of Assistance Conference Date:

1. Effective Practice Concern

Click here to enter text.

2. Rationale for Concern

Click here to enter text.

3. Recommendations and Plan for Growth

Click here to enter text.

4. Assistance and Resources to be Provided

Click here to enter text.

5. Review and Follow Up

Date(s) of Review	Progress Notes	Further Action

Following two (2) reviews, a Plan for Improvement will be required for educators who have not made adequate progress.

The following signatures indicate that the Plan of Assistance conference was held and the educator and evaluator discussed the contents of this report.

Educator's Signature_____
Date_____
Evaluator's Signature_____
Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record.

Laurel-Concord-Coleridge School

Plan for Improvement Form

A Plan for Improvement is required for educators who:

- c) have not made adequate progress on the Plan of Assistance; and/or
- d) receives two or more Component ratings of Ineffective

Educator:

Evaluator:

Position at LCC:

Non-Tenured/Tenured:

Assigned Appraisal Track:

School Year:

Plan for Improvement Conference Date:

1. Effective Practice Concern and/or Components Rated as Ineffective

Click here to enter text.

2. Performance Deficiencies Leading to the Effective Practice Concern and/or Components Rating as Ineffective

Click here to enter text.

3. Recommendations to Correct Deficiencies

Click here to enter text.

4. Criteria Used to Assess the Correction of Deficiencies

Click here to enter text.

5. Assistance and Resources to be Provided

Click here to enter text.

6. Members of Improvement Team (if applicable)

Click here to enter text.

7. Timeline for Correction of Deficiencies

Click here to enter text.

8. Review and Follow Up

Date(s) of Review/Evaluation	Progress Notes	Further Action

The following signatures indicate that the Plan for Improvement conference was held and the educator and evaluator discussed the contents of this report.

Educator's Signature

Date

Evaluator's Signature

Date

The educator's signature indicates only that the educator has read and discussed the contents of this document with the evaluator. The educator has the right to attach a response to this document to become part of the permanent record.

School Counselor Appraisal Process and Form

Laurel-Concord-Coleridge School Formative/Summative Evaluation Form

SCHOOL COUNSELOR

School Counselor:

Evaluator:

Non-Tenured/Tenured:

School Year:

Formative/Summative Conference Date:

Nebraska Effective Practices

Non-tenured school counselors are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or evidence as may have been collected.

Tenured school counselors are rated on the Effective Practices at the end of each summative year.

EFFECTIVE PRACTICE: (1) Foundational Knowledge The school counselor demonstrates a comprehensive knowledge of the American School Counselor Association (ASCA) National Model (adopted as the Nebraska School Counseling Model) needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator Rating	Description
☐ Highly Effective	The school counselor demonstrates a current and comprehensive knowledge of the ASCA National Model and school counseling theories and techniques applied within educational systems.
☐ Effective	The school counselor demonstrates comprehensive knowledge of the ASCA National Model and school counseling theories and techniques applied within educational systems.
☐ Developing	The school counselor demonstrates limited knowledge of the ASCA National Model and school counseling theories and techniques applied within educational systems.
☐ Ineffective	The school counselor demonstrates a lack of knowledge of the ASCA National Model and school counseling theories and techniques applied within educational systems.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (2) Planning and Preparation. The school counselor integrates knowledge of the American School Counselor Association (ASCA) National Model (adopted as the Nebraska School Counseling Model) through program planning and school support to set high expectations that promote student growth, development, and achievement.

Evaluator Rating	Description
☐ Highly Effective	The school counselor purposefully and consistently demonstrates knowledge of content, pedagogy, students, and curriculum standards, and integrates them consistently to develop units, lessons, and learning activities.
☐ Effective	The school counselor consistently demonstrates knowledge of the ASCA National Model to develop a school counseling program based on standards that support the growth of student learning, development, and achievement.
☐ Developing	The school counselor demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.
☐ Ineffective	The school counselor displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (3) The Learning Environment The school counselor creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.	
Evaluator Rating	Description
☐ Highly Effective	The school counselor creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Effective	The school counselor creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Developing	The school counselor strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.
☐ Ineffective	The school counselor fails to create and/or maintain an effective or engaging learning environment.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (4) Delivery of Services. The school counselor utilizes the American School Counselor Association (ASCA) National Model (adopted as the Nebraska School Counseling Model) to ensure growth in student achievement, career, and social-emotional domains.	
Evaluator Rating	Description
☐ Highly Effective	The school counselor is a leader in developing and implementing a model school counseling program to ensure growth in student achievement in academic, career, and social-emotional domains.
☐ Effective	The school counselor utilizes the ASCA National Model to ensure growth in student achievement in academic, career, and social-emotional domains.
☐ Developing	The school counselor strives to implement a model school counseling program but has inconsistent results.
☐ Ineffective	The school counselor fails to implement an effective school counseling program.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (5) Assessment. The school counselor systematically uses multiple data sources to implement a school counseling program based on the American School Counselor Association (ASCA) National Model (adopted as the Nebraska School Counseling Model).	
Evaluator Rating	Description
☐ Highly Effective	The school counselor is viewed as a leader in the use of multiple sources of data within the district, school, and school counseling program. The school counselor disaggregates data to inform program implementation and evaluation.
☐ Effective	The school counselor consistently and systematically collects and uses multiple data sources to inform program implementation and evaluation.
☐ Developing	The school counselor has limited understanding and/or use of multiple sources of data.
☐ Ineffective	The school counselor has little or no understanding of data use. Data results are ignored and/or not used appropriately.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Professionalism. The school counselor consistently models ethical and responsible behavior as a member of the professional community.	
Evaluator Rating	Description
☐ Highly Effective	The school counselor serves as a role model for ethical and responsible behavior and is a leader in the professional community.
☐ Effective	The school counselor consistently models ethical and responsible behavior as a member of the professional community.
☐ Developing	The school counselor understands ethical and responsible behavior but is inconsistent in demonstrating a high level of professional practice.
☐ Ineffective	The school counselor fails to act in an ethical and/or professionally responsible manner.
Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The school counselor contributes to the vision of the school through leadership, advocacy, systemic change, and collaboration with students, families, colleagues, and the larger community to share responsibility for growth, development and achievement.	
Evaluator Rating	Description
☐ Highly Effective	The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.
☐ Effective	The school counselor contributes to the vision of the school through leadership, advocacy, systemic change, and collaboration with students, families, colleagues, and the larger community to share responsibility for growth, development and achievement.
☐ Developing	The school counselor makes limited contributions to the vision of the school through leadership, advocacy, and systemic change and minimally collaborates with students, families, colleagues, and the larger community to share responsibility for growth, development and achievement.
☐ Ineffective	The school counselor fails to contribute to the vision of the school through leadership, advocacy, and systemic change, and fails to collaborate with students, families, colleagues, and the larger community to share responsibility for growth, development and achievement.
Comments:	
Click here to enter text.	

LCC SCHOOL COUNSELOR FORMATIVE/SUMMATIVE EVALUATION

Commendations:

Opportunities for Growth:

Performance Concerns:

Need of Assistance or Improvement (if applicable):

- ☐ Plan of Assistance
- ☐ Plan for Improvement

Comments:

The following signatures indicate that the formative/summative evaluation conference was held and the school counselor and evaluator discussed the contents of this report.

School Counselor's Signature

Date

Evaluator's Signature

Date

The school counselor's signature indicates only that the school counselor has read and discussed the contents of this document with the evaluator. The school counselor has the right to attach a response to this document to become part of the permanent record.

LCC Instructional Model - Complete Document

[Link to Laurel-Concord-Coleridge School Instructional Model](#)

LAUREL-CONCORD-COLERIDGE SCHOOL INSTRUCTIONAL MODEL QUICKLOOK

Domain 1: Planning & Reflecting	Domain 2: Teaching	Domain 3: Professionalism
• Component PR 1: Know Your Students ◦ Determine current academic levels of students ◦ Design instructional plans that account for student characteristics • Component PR 2: Goals for Students ◦ Set SMART goals ◦ Communicate goals to students ◦ Track and analyze progress • Component PR 3: Lesson Planning ◦ Align standards and units ◦ Develop outcomes and assessments ◦ Adjust long-term plans • Component PR 4: Differentiated Instruction ◦ Analyze student progress ◦ Modify daily instruction • Component PR 5: Stakeholder Communication ◦ Students reflect on learning ◦ Communicate with all stakeholders • Component PR 6: Classroom Space and Culture ◦ Arrange classroom for instruction and movement ◦ Reflect and adjust classroom culture as needed	• Component T 1: Standards-Based Lesson Objectives ◦ Communicate objective(s) ◦ Students know and understand objective(s) • Component T 2: Instructional Content ◦ Emphasize and model key content ◦ Use academic language ◦ Students apply prior skills and learning • Component T 3: Academic Rigor ◦ Provide opportunities to engage with complex and rigorous tasks ◦ Use scaffolded and differentiated tasks • Component T 4: Questioning ◦ Use varied levels of questioning ◦ Ask scaffolded questions ◦ Students process and apply information through questioning • Component T 5: Formative Assessment ◦ Check for understanding ◦ Make real-time adjustments ◦ Provide specific and timely feedback • Component T 6: Student Academic Discussion ◦ Utilize purposeful and flexible grouping ◦ Maintain accountability within groups • Component T 7: Routines and Procedures ◦ Implement efficient transitions ◦ Establish consistent routines and procedures ◦ Maximize instructional time • Component T 8: Behavioral Expectations and Feedback ◦ Communicate behavioral expectations ◦ Respond to off-task behaviors ◦ Reinforce positive behavior	• Component Pro 1: Improvement of Professional Practice ◦ Develop professional learning plans or goals informed by self-assessment ◦ Engage in professional learning and development • Component Pro 2: Collaborate and Contribute ◦ Collaborate with other educators, staff, and administrators ◦ Participate in district and school committees and teams ◦ Advocate for the school district and the profession • Component Pro 3: Confidentiality ◦ Protect rights and confidentiality of students and families • Component Pro 4: Policies, Procedures and Regulations ◦ Demonstrate understanding of school district policies, procedures, and regulations, while maintaining professional responsibilities ◦ Maintain accurate records, documentation, and data

2024-2025 Interlocal Agreement for Special Education Services

Cedar County District #14-0045, hereinafter referred to as Randolph Public Schools, and Cedar County District #14-0054, hereinafter referred to as Laurel-Concord-Coleridge School agree to the following terms and conditions for the 2024-2025 school year. The rates established for Special Education services, for the 2024-2025 school year are outlined below.

Programs		Service Costs or Fees	Paraprofessional Costs
Speech Therapy (LCC School)		Billed Directly to Randolph by LCC	
Audiological (ESU 1)		Billed Directly to Randolph by ESU 1	
Psychology (ESU 1)		Billed Directly to Randolph by ESU 1	
Physical Therapy (ESU 1)		Billed Directly to Randolph by ESU 1	
Occupational Therapy (ESU 1)		Billed Directly to Randolph by ESU 1	
Nursing Services (LCC or Agency)		Billed Directly to Randolph by LCC or Agency	
Autism and S&P Programs @ LCC Middle School		215 Day Program: \$17,000.00 (Per Student)	\$42,368.00 (Per Student)
Transportation		Randolph Responsible for Transportation	

1-Student Enrolled = \$17,000.00

1-Paraprofessional = \$42,368.00

S&P Program

Student(s)	Payment To	1st Quarter	3rd Quarter
Jackson Graham	Laurel-Concord-Coleridge School PO Box 8 Laurel, NE 68745	\$14,842.00	\$14,842.00
		2nd Quarter	4th Quarter
		\$14,842.00	\$14,842.00
Total Due to Laurel-Concord-Coleridge School			\$59,368.00
			(Plus other services billed directly.)

Dated: _____, 2024

By: _____
 Superintendent
 Cedar County District #14-0045
 Randolph Public Schools

Dated: _____, 2024

By: _____
 Superintendent
 Cedar County District #14-0054
 Laurel-Concord-Coleridge School

2024-2025 Interlocal Agreement for Special Education Services

Cedar County District #14-0045, hereinafter referred to as Randolph Public Schools, and Cedar County District #14-0054, hereinafter referred to as Laurel-Concord-Coleridge School agree to the following terms and conditions for the 2024-2025 school year. The rates established for Special Education services, for the 2024-2025 school year are outlined below.

Programs	Service Costs or Fees	Paraprofessional Costs
Speech Therapy (LCC School)	Billed Directly to Randolph by LCC	
Autism (ESU 1)	Billed Directly to Randolph by ESU 1	
Psychology (ESU 1)	Billed Directly to Randolph by ESU 1	
Physical Therapy (ESU 1)	Billed Directly to Randolph by ESU 1	
Occupational Therapy (ESU 1)	Billed Directly to Randolph by ESU 1	
Nursing Services (LCC or Agency)	Billed Directly to Randolph by LCC or Agency	
Autism and S&P Programs @ LCC Middle School	215 Day Program: \$17,000.00 (Per Student)	\$42,368.00 (Per Student)
Transportation	Randolph Responsible for Transportation	

1-Student Enrolled = \$17,000.00
1-Paraprofessional = \$42,368.00

S&P Program Student(s)	Payment To	1st Quarter	3rd Quarter
Jackson Graham	Laurel-Concord-Coleridge School PO Box 8 Laurel, NE 68745	\$14,842.00	\$14,842.00
		2nd Quarter	4th Quarter
		\$14,842.00	\$14,842.00
Total Due to Laurel-Concord-Coleridge School			\$59,368.00 (Plus other services billed directly.)

Dated: August 12, 2024

By: Darryl Schuler
Superintendent
Cedar County District #14-0045
Randolph Public Schools

Dated: _____, 2024

By: _____
Superintendent
Cedar County District #14-0054
Laurel-Concord-Coleridge School



**DANA F. COLE
& COMPANY^{LLP}**
CERTIFIED PUBLIC ACCOUNTANTS

112 NORTH SIXTH STREET
PO BOX 359
O'NEILL, NEBRASKA 68763
T: 402.336.2030 F: 402.336.3276

DANACOLE.COM

July 11, 2024

To the Members of the School Board
Laurel-Concord-Coleridge Public School District No. 54
P.O. Box 8
Laurel, NE 68745

To Whom It May Concern:

Enclosed please find the engagement letter for the audit of Laurel-Concord-Coleridge Public Schools for the year ended August 31, 2024. If acceptable, please have a Board member and the Superintendent sign the original letter and return it to us in the enclosed envelope. We have enclosed a copy for your records.

Our professional standards require communication of certain information regarding audit services contained in the enclosed letter to the Board of Education. The Board acknowledges this communication with the signature of a Board member.

Dana F. Cole & Company appreciates the opportunity to be of service to the Laurel-Concord-Coleridge Public Schools.

Please call us if you have questions.

Yours truly,

DONITA POKORNY, CPA
For the Firm

Email: pokorny@danacole.com

Enclosures



**DANA F. COLE
& COMPANY^{LLP}**
CERTIFIED PUBLIC ACCOUNTANTS

112 NORTH SIXTH STREET
PO BOX 359
O'NEILL, NEBRASKA 68763
T: 402.336.2030 F: 402.336.3276

DANACOLE.COM

June 15, 2024

Mr. Jeremy Christiansen, Superintendent
Laurel-Concord-Coleridge Schools District No. 54
P.O. Box 8
Laurel, NE 68745

We are pleased to confirm our understanding of the services we are to provide Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, for the year ended August 31, 2024.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, as of and for the year ended August 31, 2024.

We have also been engaged to report on supplementary information that accompanies Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. General Fund Components - Combining Schedule of Receipts, Disbursements, and Changes in Fund Balances - Modified Cash Basis.
2. Schedules of Receipts, Disbursements, and Changes in Fund Balance - Modified Cash Basis - Budget and Actual - All Funds.
3. Nonmajor Funds - Combining Statement of Receipts, Disbursements, and Changes in Fund Balance - Modified Cash Basis and Statement of Assets and Fund Balance - Modified Cash Basis.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report:

Other supplementary information required or requested.

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with the modified cash basis of accounting, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1. Management override of controls.
2. Improper revenue recognition.

Planning has not been concluded as of the date of this communication and modifications may be made.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with the modified cash basis of accounting, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

You are responsible for including all informative disclosures that are appropriate for the modified cash basis of accounting. Those disclosures will include (1) a description of the modified cash basis of accounting, including a summary of significant accounting policies, and how the modified cash basis of accounting differs from GAAP, (2) informative disclosures similar to those required by GAAP, and (3) additional disclosures beyond those specifically required that may be necessary for the financial statements to achieve fair presentation.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected

misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, or contracts or grant agreements that we report.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Dana F. Cole & Company, LLP, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

With regard to an exempt offering document with which Dana F. Cole & Company, LLP, is not involved, you agree to clearly indicate in the exempt offering document that Dana F. Cole & Company, LLP, is not involved with the contents of such offering document.

You are responsible for the preparation of the supplementary information which we have been engaged to report on, in conformity with the modified cash basis of accounting. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the modified cash basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with the modified cash basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings

and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements and related notes of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, in conformity with the modified cash basis of accounting based on information provided by you. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information in the Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's general ledger into a working trial balance based on management's chart of accounts. We will also assist the District with the AFR upload process, if requested. This will be limited to assistance with formatting and reclassification of reports from the District's software into the format needed for the AFR system. We will also propose journal entries.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash or other confirmations and schedules we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

As an attest client, Dana F. Cole & Company, LLP, cannot retain your documents on your behalf. This is in accordance with the ET 1.295.143 of the *AICPA Code of Professional Conduct*. Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is responsible for maintaining its own data and records.

ShareFile and SafeSend Exchange are used solely to transmit data and are not intended to store Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's information. Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is responsible for downloading any deliverables and other records from ShareFile and SafeSend Exchange that it wishes to retain for its own records at the completion of the engagement. For multi-year engagements, such downloading should occur annually.

Upon completion of the engagement, data and other content will either be removed from ShareFile and SafeSend Exchange or become unavailable to Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, within a reasonable time frame. For multi-year engagements, completion of the engagement occurs when the deliverables are completed for that year.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Dana F. Cole & Company, LLP, and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for the purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Dana F. Cole & Company, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Donita D. Pokorny is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. To ensure that Dana F. Cole & Company, LLP's independence is not impaired under the AICPA *Code of Professional Conduct*, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel. We expect to begin our audit by approximately late September 2024, and to issue our reports no later than November 5, 2024. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Our fee for these services will be at our standard hourly rates for the individuals involved. We estimate that our fees for these services will not exceed \$19,500. You will also be billed for travel and other out-of-pocket costs such as report production, word processing, postage, etc. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Bills will be rendered as the work progresses with payment to be made upon presentation. Interest will be charged

at the rate of 1% per month on balances in excess of 60 days. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We would expect to continue to perform our services under the arrangements discussed above from year to year unless for some reason you or we find that some change is necessary.

Reporting

We will issue a written report upon completion of our audit of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's financial statements. Our report will be addressed to the Board of Education of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Laurel-Concord-Coleridge Schools District No. 54
June 15, 2024
Page nine

Upon request, we will furnish you with a copy of our most recent external peer review report, or it can be found at <https://peerreview.aicpa.org> if desired.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the original and return it to us. The copy enclosed is for your records.

Yours truly,



DONITA D. POKORNY
For the Firm

e-mail: pokorny@danacole.com

DDP:kmc

Enclosures

RESPONSE:

This letter correctly sets forth the understanding of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska.

By: _____

Title: _____

LAUREL-CONCORD-COLERIDGE SCHOOL

**STUDENT & FAMILY HANDBOOK
2024-2025**



**Laurel-Concord-Coleridge School
502 Wakefield
PO Box 8
Laurel, NE 68745
402-256-3133**

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FOREWORD

Section 1 Intent of Student & Family Handbook

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

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

Section 2 Members of the Board of Education

Name	Contact Information
Carol Erwin, President	carol.erwin@lccschool.org
Jay Hall, Vice President	jay.hall@lccschool.org
Dustin Thompson, Secretary	dustin.thompson@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
Samuel Recob	samuel.recob@lccschool.org
Grant Settje	grant.settje@lccschool.org
Scott Taylor	scott.taylor@lccschool.org

Section 3 Administrative Staff

Name	Position	Location	Contact Information
Jeremy Christiansen	Superintendent	Central Office	jeremy.christiansen@lccschool.org
Diane Hanel	Principal	High School	diane.hanel@lccschool.org
Mark Leonard	Principal	Middle School	mark.leonard@lccschool.org
Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 4 Certified Staff

Name	Contact Information	Position
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts
Beckwith, Sarah	sarah.beckwith@lccschool.org	High School English

Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Cabanez Vince	vince.cabanez@lccschool.org	HS/MS Agriculture Education/FFA
Camargo, Jill	jill.camargo@lccschool.org	High/Middle School Spanish
Campbell, Melissa	melissa.campbell@lccschool.org	Preschool/Sped Interventionist
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
Conner, Quin	quin.conner@lccschool.org	Director of Activities & Transportation
Cross, Nicole	nicole.cross@lccschool.org	5th Grade
Cunningham, Patti	patti.cunningham@lccschool.org	Middle School Science
Depew, Eric	eric.depew@lccschool.org	Middle School Social Science
Fernau, Mandi	mandi.fermau@lccschool.org	1st Grade
Gottula, Alan	alan.gottula@lccschool.org	Guidance/Counseling/Teammates
Gould, Amy	amy.gould@lccschool.org	4th Grade
Granquist, Jean	jean.granquist@lccschool.org	Title 1/Interventionist
Hahne, Kati	kati.hahne@lccschool.org	High School Special Education
Hallman, Gaylene	gaylene.hallman@lccschool.org	High/Middle School Family/Consumer Sci
Hans, Shasta	shasta.hans@lccschool.org	EL/MS Art; Digital Media
Hansen, Gracie	ghansen@esu1.org	School Psychologist (ESU 1)
Harrington, Pat	pat.harrington@lccschool.org	High School Industrial Technology
Kesting, Jennifer	jennifer.kesting@lccschool.org	High School English
Kinkaid, Denise	denise.kinkaid@lccschool.org	3rd Grade
Kinkaid, Shane	shane.kinkaid@lccschool.org	High School Mathematics
Kvols, Ali	ali.kvols@lccschool.org	High School Mathematics
Lundahl, Jenni	jenni.lundahl@lccschool.org	High/Middle/Elem School Vocal Music
McCorkindale, Kim	kim.mccorkindale@lccschool.org	High School Science
Messersmith, Marcus	marcus.messersmith@lccschool.org	Technology Director
Mogensen, Erica	erica.mogensen@lccschool.org	Speech Language Pathologist
Nordby, Laura	laura.nordby@lccschool.org	HAL Facilitator/Instructional Coach
Parsons, Robert	robert.parsons@lccschool.org	Library/Media Specialist
Peters, Paxton	paxton.peters@lccschool.org	4th Grade
Promes, Ashley	ashley.promes@lccschool.org	Level III: Severe and Profound Sped
Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade
Remm, Marissa	marissa.remm@lccschool.org	1st & 2nd Reading and Math Specialist
Scoville, Lisa	lisa.scoville@lccschool.org	High School/Middle School Art
Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Provider
Sims, Nate	nate.sims@lccschool.org	High/Elem School Physical Education

Soden, Kelli	kelli.soden@lccschool.org	Middle School Special Education
Steinle, Kristina	kristina.steinle@lccschool.org	Early Childhood Program
Stephens, Zecharia	zecharia.stephens@lccschool.org	High School Social Science
Tanderup, Jenna	jenna.tanderup@lccschool.org	1st Grade
Tasler, Natasha	natasha.tasler@lccschool.org	Level III: Severe and Profound Sped
Troyer, Doris	doris.troyer@lccschool.org	Middle School Mathematics
VanMeter, Jennifer	jennifer.vanmeter@lccschool.org	Middle School Language Arts
Vollers, Meaghan	meaghan.vollers@lccschool.org	High School Science
Williamson, Carrie	carrie.williamson@lccschool.org	High School Business
Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten

Section 5 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Bartels, LuAnn	Library	Paraprofessional	luann.bartels@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Benson, Elizabeth	High School	Paraprofessional	elizabeth.benson@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Elementary	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christensen, Mindy	High School	Coach/Sponsor	mindy.christensen@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
Cunningham, Toby	HS/Middle/Elem	Transportation/Grounds	toby.cunningham@lccschool.org
Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
Ellwanger, Jon	HS/Elementary	Custodial Services	jon.ellwanger@lccschool.org
Feelhaver, Angie	Middle School	Level III Para	angie.feelhaver@lccschool.org
Folkers, Emma	Library	Paraprofessional	emma.folkers@lccschool.org
Foster, Jennifer	Elementary School	Paraprofessional	jennifer.foster@lccschool.org
Graf, Melissa	Middle School	Administrative Asst	melissa.graf@lccschool.org
Granquist, Megan	District Office	Administrative Asst	megan.granquist@lccschool.org
Greiner, Megan	District Office	Business Manager	megan.greiner@lccschool.org
Hall, Angie	MS/High School	Co-FFA Advisor	angie.hall@lccschool.org
Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org

Hartung, Melanie	High School	Coach/Sponsor	melanie.hartung@lccschool.org

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LAUREL-CONCORD-COLERIDGE SCHOOL

2024 - 2025 SCHOOL YEAR

Adopted April 8, 2024

July 2024							Student Days 13 Staff Days 16
S	M	T	W	R	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	Student Days 20 Staff Days 20
21	22	23	24	25	26	27	
28	29	30	31				
August 2024							Student Days 13 Staff Days 16
S	M	T	W	R	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	Student Days 20 Staff Days 20
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
September 2024							Student Days 20 Staff Days 20
S	M	T	W	R	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	Student Days 18 Staff Days 19
22	23	24	25	26	27	28	
29	30						
October 2024							Student Days 21 Staff Days 22
S	M	T	W	R	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	Student Days 20 Staff Days 20
20	21	22	23	24	25	26	
27	28	29	30	31			
November 2024							Student Days 19 Staff Days 19
S	M	T	W	R	F	S	
				1	2		
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	Student Days 12 Staff Days 13
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
December 2024							Student Days 15 Staff Days 15
S	M	T	W	R	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	Student Days 90 Staff Days 93
22	23	24	25	26	27	28	
29	30	31					
January 2025							Student Days 20 Staff Days 21
S	M	T	W	R	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	Student Days 20
19	20	21	22	23	24	25	
26	27	28	29	30	31		
February 2025							Student Days 18 Staff Days 19
S	M	T	W	R	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	Student Days 20
16	17	18	19	20	21	22	
23	24	25	26	27	28		
30	31						
March 2025							Student Days 20
S	M	T	W	R	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	Student Days 12 Staff Days 13
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
April 2025							Student Days 20
S	M	T	W	R	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	Student Days 12 Staff Days 13
20	21	22	23	24	25	26	
27	28	29	30				
May 2025							Student Days 12 Staff Days 13
S	M	T	W	R	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	Student Days 90 Staff Days 93
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
June 2025							Student Days 178 Staff Total 185
S	M	T	W	R	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	Student Days - 90 Staff Days - 93
22	23	24	25	26	27	28	
29	30						
Important Dates:							
August							
8/8 - No School; New Teacher Orientation							
8/9 - 8/13 - No School; Professional Development							
8/14 - First Day for EL/MS/HS, Early Dismissal (1:10)							
8/19- First Day for Preschool and Level III Program							
September							
9/2 - No School (Labor Day)							
October							
10/14 - Indigenous Peoples' Day							
10/15 - End of First Quarter (44 Student Days)							
10/24 - No School; Parent-Teacher Conferences (2:00-8:00)							
10/25 - No School							
November							
11/11 - Veterans Day							
11/28 - 11/29 - No School (Thanksgiving Break)							
December							
12/20 - End of Second Quarter (44 Days)/First Semester (88 Days)							
12/23 - 12/31 - No School (Christmas/Winter Break)							
12/22 - 12/26 - KSAA Moratorium							
January							
1/1 - No School (New Year's Day)							
1/2 - No School (Christmas/Winter Break)							
1/3 - No School; Professional Development							
1/6 - School Resumes; Start of Second Semester							
1/20 - Martin Luther King Jr. Day							
February							
2/14 - Valentines Day							
2/17 - Presidents Day							
March							
3/7 - End of Third Quarter (45 Days)							
3/10 - No School (LCC Hosts Conference Speech)							
3/20 - No School; Parent-Teacher Conferences (2:00-8:00)							
3/21 - No School							
April							
4/18 - 4/21 - No School (Easter Break)							
May							
5/10 - LCC High School Graduation							
5/11 - Mother's Day							
5/16 - Last Day; Early Dismissal (1:10); Professional Development							
5/16 - End of Fourth Quarter (45 Days)/Second Semester (90 Days)							
5/19 - No School; Professional Development							
5/26 - Memorial Day							

Article 1 – MISSION AND GOALS

Section 1 School Mission Statement

“Equipping students with skills for Life, Career, & Challenges!
In a Progressive, Rigorous, Inclusive Dynamic Environment!”

Outcomes

Content Mastery

Critical Thinking
Communication
Citizenship

Collaboration
Creativity

Beliefs

At Laurel-Concord-Coleridge School, we believe the strongest predictor of our success is a shared vision that by working together we will make a difference. All stakeholders have a valuable role and operate under the expectation that with mutual trust and respect, we will achieve our mission.

Section 2 Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 2 – SCHOOL DAY

Section 1 Daily Schedules

High School

Daily Schedule

Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am

Period 4 - 10:35 am - 11:23 am
Period 5 - 11:26 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 (HR) - 1:40 pm - 1:58 pm
Period 8 - 2:01 pm - 2:49 pm
Period 9 - 2:52 pm - 3:40 pm

Wednesday Early Dismissal Schedule:

Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:30 am
Period 2 - 8:33 am - 9:02 am
Period 3 - 9:05 am - 9:34 am
Period 4 - 9:37 am - 10:06 am
Period 5 - 10:39 am - 10:38 am
Period 6 - 10:41 am - 11:10 am
Period 8 - 11:13 am - 11:42 am
Period 9 - 11:45 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 7 (HR) - 12:49 pm - 1:10 pm

Late Start Schedule:

No Breakfast

Shuttle - 9:35am
Period 1- 10:00 am - 10:32 am
Period 2- 10:35 am - 11:06 am
Period 3- 11:09 am - 11:40 am
Period 4 - 11:43 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 5 - 12:49 pm - 1:25 pm
Period 6 - 1:28 pm - 2:02 pm
Period 7 (HR) - 2:05 pm - 2:25 pm
Period 8 - 2:28 pm - 3:02 pm
Period 9 - 3:05 pm - 3:40 pm

Middle School
Daily Schedule

Period 1 – 8:00 am - 8:44 am
Period 2 – 8:47 am - 9:31 am
Period 3 – 9:34 am - 10:18 am
Period 4 – 10:21 am - 11:05 am
Period 5 – 11:08 am - 11:52 am
Period 6 – 11:55 am - 12:39 pm

LUNCH –	12:39 pm - 1:09 pm
Period 7 –	1:12 pm - 1:56 pm
Period 8 WIN –	1:59 pm - 2:28 pm
Period 9 –	2:31 pm - 3:15 pm
Period 10 –	3:15 pm - 3:37 pm

Early Dismissal Schedule:

Period 1 –	8:00 am - 8:27 am
Period 2 –	8:30 am - 8:57 am
Period 3 –	9:00 am - 9:27 am
Period 4 –	9:30 am - 9:57 am
Period 5 –	10:00 am - 10:27 am
Period 6 -	10:30 am - 10:57 am
Period 7 –	11:00 am - 11:27 am
LUNCH –	11:27 am - 11:57 am
Period 8 WIN –	11:58 am - 12:20 pm
Period 9 –	12:21 pm - 12:48 pm
Period 10 –	12:48 pm - 1:10 pm

Late Start Schedule:

Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

Elementary School

School Hours:

8:00 a.m. to 3:37 p.m. (Monday – Friday)
 8:00 am - 1:10 pm (Early Dismissal Days)
 10:00 am - 3:37 pm (Late Start Days)

Breakfast:

7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am -	K - 3rd Grade Lunch
11:30 am - 11:50 am -	K - 3rd Grade Recess
11:35 pm - 12:05 pm -	4th - 5th Grade Lunch

12:05 pm - 12:25 pm - 4th - 5th Grade Recess

Morning Recess:

9:30 am - 9:45 am K - 2nd Grade Recess

Afternoon Recess:

2:25 pm - 2:45 pm K - 2nd Grade Recess

2:45 pm - 3:00 pm 3rd - 5th Grade Recess

Section 2 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close school in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made for announcement during the 10:00 pm news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6:00 am if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities).

When it becomes necessary to cancel school, start late or dismiss early, announcements to this effect will be sent to your phone using our message alert system and will also be made on radio and TV stations. You may also check the school's websites for information:
<http://www.lccschool.org>

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions

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. The absence will be treated 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 during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do

Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Recess

Outside recesses are scheduled throughout the year. Students are expected to wear adequate clothing (hats, gloves, and boots) for cold and wet weather. A small supply of outdoor clothing is available for students needing to borrow. Exceptions to the above rule are:

1. When the weather is raining.
2. When the temperature is below 5 degrees F.
3. When lightning or an approaching storm is in the immediate area.
4. Under the discretion of school officials.

Individual exceptions to the outside recess rule are:

1. Teacher request to keep the child indoors.
2. Doctor request to have the child remain indoors for a period of time designated by the physician. Please send a note to this effect.

The playground supervisor is responsible for maintaining a safe environment for all students. The following rules will be enforced on a consistent basis:

1. Respect the person in charge.
2. Use appropriate language.
3. Play fair and safe.

Snow Rules

1. Snow boots shall be worn upon first snow UNTIL Spring and/or dry conditions.
 2. Students with **No Boots** - hard surfaces only (walking trail, sidewalk, or basketball court if cleared of snow)
 - a. Students may stand or walk on cleared surfaces - no balls, equipment, running
 3. Students with **Boots but No Snow Pants** - no rolling, falling, or sitting in snow
 4. Students with **Boots and Snow Pants** - full snow play
 5. Students may build with snow. **Absolutely no snowballs or snow throwing.**
 - a. Snowballs or snow throwing will result in sitting out of recess activities. No warnings.
- Snow boots must be boots that are NOT inside shoes. No Uggs or cowboy boots unless they are the student's designated outdoor shoes.**

Section 3 Open-Closed Campus

To encourage students to eat a nutritious lunch, students in grades Kdg-8th will not be permitted to leave school during the school day for the purpose of lunch. Exceptions: Students may leave at lunch time if they will be eating lunch at home, with parent permission. All High School students may leave campus for lunch, even if they will not be eating lunch at home, with parent permission. Students who leave campus for lunch may not bring any purchased meals or other food back to school. Students are required to return from lunch prior to the start of classes following the lunch period.

Consequences for High School students returning from lunch late will be addressed accordingly:

- Students will lose open campus privileges for one day after the first late arrival per quarter.
- Students will lose open campus privileges for two days, after the second late arrival per quarter.
- Students will lose open campus privileges for the remainder of the quarter, after their third late arrival. If the consequence falls within the last five days of a quarter, the loss of open campus privileges will carry over through the subsequent quarter.

Section 4 Supervision Responsibility Before/After School

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating unless otherwise specified by school personnel. Students are to enter through their assigned entrance and proceed to designated areas. Once students enter the building, they are to stay in the building unless they have permission from office personnel or administrators to leave again.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The computer to check a child in and/or out of school is located in the main office. If a child is being signed out, the school secretary will call the appropriate classrooms. The schools will only release children to adults designated by the parent on the emergency information document.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades PreK to 5th, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to three (3) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian. High school students should report to the office and sign out with office personnel.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Article 3 – USE OF BUILDING AND GROUNDS

Section 1 Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 2 Smoke and Tobacco-Free Environment

We appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public

may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including, but not limited to, cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

Section 3 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
3. Fines are determined on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	\$1.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

4. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Lockers

Each student (Grades 3-12) will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination or key padlock. Students must turn in an extra key or the combination code to the office. Locks are available for students to borrow at the school office.

Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Locker Decorations and Treats:

The school will not post non-school activity locker decorations or hand out locker treats to students for non-school related activities. We encourage parents to bring school activity treats to practice the night before or they may be dropped off at the school office. Parents must receive permission from the school principal prior to decorating the outside of lockers for school activities; however, parents are not allowed to put treats into lockers.

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

Students are hereby notified that the District may, with or without notice, utilize trained dogs to search the District's property and premises for drugs or other illegal contraband. In the event that a dog "hits" on any item on District property (including lockers, vehicles or backpacks), the District's administrators may search such items without notice to the student or student's parents. Students with dog allergies or other dog-related medical conditions are to notify their building principal at the beginning of the school year. The District will make reasonable accommodations for students with such dog-related medical conditions.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 6 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 Use of School Telephone

Office or classroom phones are to be used during class time only with staff permission.

Section 8 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The

school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 11 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic events sponsored by the school must be reported immediately to the Principal.

Section 12 Laboratory Safety Glasses

As required by law, approved safety glasses will be required when designated of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas when designated.

Section 13 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on the school website.

Section 14 Bulletins and Announcements

Bulletin boards and digital displays are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by an administrator with an administrator's signature/initials. Posters are not to be attached to any painted wall surfaces without permission of the administration. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters are responsible to see that all posters are removed within 48 hours after the event.

Section 15 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Article 4 – ATTENDANCE

Section 1 Attendance Policy

Students are expected to attend classes and to be on time in order to gain maximum benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. Irregularity in attendance among students is the most frequent cause of failure. Students learn from books, teachers, and other students. When a student is absent, they miss learning from their teachers and other students. Continuity in the learning process is seriously disrupted by excessive absences. Students do not learn as well by doing make-up work. In most instances, students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after high school. Attendance records are part of the student’s permanent file. Absences are accumulated for each individual period.

Regular and punctual student attendance is required. The Board’s policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors, which will result in regular and punctual student attendance.

Section 2 Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as:

(a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require

advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:

- a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
- b. Illness, which causes a student to be absent from school.
- c. Doctor or dental appointment, which cannot be scheduled outside of school hours. It is recommended that a student have documentation from his or her physician.
- d. Court appearances that are required by a court order and the student is responsible for needing to be in court.
- e. School sponsored activities, which require students to be absent from school.
- f. Family trips in which a student accompanies parent(s)/legal guardian(s).
- g. Other absences, which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences: An absence, which is not excused, is unexcused.

Unexcused absence is defined as any absence that the parent/guardian has not authorized and does not conform to the excused absence as defined. A student is unexcused when the parent does not notify the office to excuse the student.

Students should be aware of the fact that an excuse from home does not necessarily mean an excused absence will be given. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed.

Tardy to Elementary School.

Elementary students will be considered tardy to school if they are not in their assigned classrooms by 8:00 am.

Tardy to Class.

Middle school and high school students have a sufficient amount of time between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them.

Detentions for tardies will be as follows:

- 3 total accumulated tardies: Student will serve a lunch detention.
- 6 total accumulated tardies: Student will serve a 30-minute after school detention and communication will be made with parents/guardian.
- Every 3rd tardy thereafter: Student will serve a 30 minute after school detention.

Leaving School or Class.

Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a phone call, note, or e-mail from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Leaving School or Class.

Students returning to school from activity/field trips during school hours must sign in at the office and return to regularly scheduled classes. Students who fail to check in and return to class will be considered as unexcused.

Section 3 Homework and/or Make-Up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. It is the responsibility of the teachers and the students to communicate about make-up assignments.

It is the student's responsibility to obtain the missed information and classwork from his/her teachers. This includes all tests and quizzes missed. The student will have one (1) day to make up the work for each day of absence.

- EXAMPLE: If a student is absent for 3 days, their make-up work will be due on the fourth (4th) day back in school.

If the student knows about an assignment in advance, the work should be completed by the original due date.

- EXAMPLE: On Monday the teacher assigns a project due for Friday, If a student then misses school during the week, they are still required to submit the project on Friday unless the instructor allows the student an extension.

For unexcused absences, the student may receive a failing mark for or in each class period missed.

Homework Policy for Grades K-5

Purpose of Homework: Homework is an important part of the educational process, designed to reinforce classroom learning, foster independent study habits, and encourage a love of learning. It should be meaningful, manageable, and tailored to the developmental level of the students.

General Guidelines:

1. **Assignments:** Homework will be assigned to be appropriate to the age and abilities of the students. The amount of homework will increase gradually from kindergarten through 5th grade.
2. **Maximum Time Expectations:**

- Kindergarten - 2nd Grade: None
 - i. Parents are encouraged to read at home.
 - ii. Homework may be sent home upon request if a student is going to be gone, or may be sent if a child misses an excessive amount of school.
- Grades 3-4: 20-30 minutes per day.
- Grade 5: 30-50 minutes per day.

Recess Policy Related to Homework:

- Students will not be required to miss recess to complete homework or assignments, unless other options are exhausted. Recess is a vital part of the school day that supports physical health, social skills, and cognitive development. In cases where homework is incomplete, teachers will provide a designated time during the school day, outside of recess, for students to finish their assignments. If necessary, students may miss a small portion of recess time to complete school work, however, this will only be used when other options are exhausted.
- Maximum amount of time that may be missed per day to complete assignments or homework per grade level:
 - Kdg-2nd - May miss up to half of one recess per day
 - 3rd - 5th - May miss up to half of two recesses per day

Parental Involvement: Parents are encouraged to support their child's learning and their child's homework efforts by providing a quiet space for homework, establishing a regular homework routine, encouraging their child, and communicating with teachers about any homework concerns or difficulties.

If homework is exceeding timelines established above (10 mins per grade level), please let your child's teacher know.

Teacher Responsibilities:

- Ensure that homework is purposeful and not excessively time-consuming.
- Communicate clearly about homework expectations and due dates.
- Provide feedback on completed homework.
- Be available to discuss homework-related issues with students and parents.

Student Responsibilities:

- Complete homework to the best of their ability.
- Ask for help when needed.
- Turn in assignments on time.

- Balance homework with other activities and responsibilities. Homework should not take more than 10 mins per grade level. Let your teacher know if you need help.

This homework policy is designed to ensure that students benefit from homework without it negatively impacting their well-being or recess time. We believe in the importance of balancing academic responsibilities with physical activity and social interaction during recess.

Section 4 Attendance is Required to Participate in Activities

Student participants are expected to meet the following attendance expectations:

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

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

Section 5 Truancy

A student who engages in unexcused absences may be considered truant as per state law.

Truancy is a violation of school rules. The consequence of truanies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on his/her personal knowledge or based on a report from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for 6-12 grade students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school counselor, or other person designated by the school administration and the

- parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
 3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
 4. Investigation of the truancy problem by the school attendance officer, or another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy

Students who accumulate twenty (20) absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Absences/Loss of Credit - For High School Students

Any student who is absent from class more than six (6) times in one (1) semester may lose credit for that class and/or be required to make up time. Absences that are for school sponsored activities are not counted against the student. Absences excused by a doctor, dentist, counselor, or for court appearances or funerals will not be counted toward the total of 6 absences per period. Parents/guardians will be notified by mail when their child reaches four (4) absences for any one period during the semester. Parents/guardians do not need to contact the school when they reach the 4-absence notice letter. Parents/guardians will be notified by mail, once again, if their child reaches six (6) absences for any one period during the semester. At this point, the principal will contact the parents to discuss their child's attendance and possible ramifications for exceeding the 6-day attendance policy.

Any absences that aren't properly excused will be made up in Saturday school or summer school if the student wants to receive credit for the class.

<u>Absences</u>	<u>Summer School/Saturday School</u>
0-6	None
7-8	1 day
9-10	3 days

11-12	4 days
13 or more	5 days

Article 4 – SCHOLASTIC ACHIEVEMENT

Section 1 Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades 6-12:

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through, and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.
Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.

I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

Elementary Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades **3rd - 5th in the following areas: ELA, Reading, and Spelling.**

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through, and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.

Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

K-2 Grading Scale

This scale will be used for grades **Kindergarten - 2nd grade** in the following areas: **Reading, Language Arts, and Handwriting**

Outstanding	96-100	O	Work is consistently excellent. Student is consistently giving optimum effort
Superior	90-95	S+	
Satisfactory	84-89	S	Work is generally good. Student applies herself/himself most of the time.
Low Satisfactory	77-83	S-	
Needs Improvement	70-76	N	Work is not done well. Student displays minimum effort.

Unsatisfactory	0-69	U	Work is unacceptable for grade standards.

Standards-Based Grading Scale (K-5)

Students will receive a grade of 1-4 in the following areas: **K-5 Math, Music, PE, and Art, K-5 Social Studies, K-5 Science, and K-5 Work Habits.** Grading is based on your child's performance based on Nebraska State Standards. A grade of 3 indicates that your child is meeting state standards and on track.

Grading Assignment	Academic Grade Description	Participation Grades Descriptions
1	Not Meeting Nebraska State Standards Requirements	Student does not give any effort and does not participate.
2	Approaching Nebraska State Standards Requirements	Student gives minimal effort.
3	Meeting Nebraska State Standards Requirements	Student participates and generally gives best effort.
4	Exceeding Nebraska State Standards Requirements	Student is consistently giving optimum effort.

Section 2 Graduation Requirements

To participate in commencement exercises or receive a Laurel-Concord-Coleridge School diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions.

To be eligible for graduation from Laurel-Concord-Coleridge High School, a student must have earned a minimum of 250 semester hours credit in grades 9 through 12 inclusive. A minimum of 40 earned semester hours credits must be earned during the school year in which the student intends to graduate. Credit hours will be computed in accordance with the Nebraska Department of Education.

Satisfactory completion of the following courses must be presented in the candidate's record:

English/Speech	40 hours	4 years
Social Sciences	40 hours (Can include 5 hours in Financial Literacy)	4 years
Mathematics	30 hours	3 years

Science	30 hours	3 years
Physical Education/and Health	10 hours	1 year
Community Service	4 clock hours each year	
Electives	100 hours (Must include 5 hours of Computer Science)	
Minimum	250 hours or instructional units	

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for approval.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance.

For students transferring in from another district, requirements will be reviewed individually. Students enrolling during their senior year will need 220 credits (4 hours community service), students enrolling during their junior year will need 230 credits (8 hours community service), and students enrolling during their sophomore year will need 240 credits (12 hours community service).

All community service projects must be cleared with the principal's approval. All community service projects must have an adult's signature verifying the hours. A form is available at the high school office. One hour will be given for Blood Donation.

In the Math area, Algebra I taken in the 8th grade may be counted as high school credit if the student completes 4 additional years of math in grades 9-12. Credit will be given but the grade will not be figured into the student's GPA.

3-5 credit college courses taken for dual credit will be awarded high school credit at 5 credits per semester. The Board of Education waives any of the above requirements if a student elects to take a course for college credit.

Students must complete one five-credit high school course in personal finance or financial literacy. This credit will be applied to minimum credit requirements established for Social Studies or Electives. Students must also complete one five-credit high school course in computer science. This credit will be applied to credit requirements established for Electives.

Although not academic in nature, there are certain behavioral expectations that will be held as graduation requirements. Among these would be appropriate appearance and behavior at school functions and ceremonies such as graduation exercises. Students should be aware that diplomas may/will be released only after all requirements have been met. This would include any financial debts, disciplinary actions and the graduation ceremony itself.

Section 3 Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the administration. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the administration to be appropriate for the educational interests of the student and the educational program.

Section 4 Schedule Changes

Students needing schedule changes, within the first two days of the semester, should notify the Principal and School Counselor. Students needing a schedule change after the third day of the semester, should notify the Principal. Schedule changes must be initiated by the teachers involved, the Principal, or school counselor, and the student's parents. Final approval of all schedule changes will be made by the Principal only.

Section 5 Interim Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work, which needs improving. These reports will be sent as the teacher determines appropriate.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 6 Report Cards

Report cards are made available at the end of each term (Semester: Grades 6-12; Quarter: Grades K-5). Letter grades are used to designate a student's progress. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of F and those grades will be averaged into the final grade. No incompletes will be given at the end of the second semester/fourth quarter, as all course work must be completed by the end of the second semester/fourth quarter.

Section 7 Parent-Teacher Conferences

Students' academic success has been closely linked to parental involvement in school. The school district hosts formal parent-teacher conferences once per semester. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Section 8 Honor Roll

The purpose of the Honor Roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st and 2nd semesters. Students will be recognized accordingly:

1. Students receiving all "A's" will be classified as students with DISTINCTION.
2. Students receiving no other grade lower than a "B" will be classified as students with HONORS.
3. All class grades are figured the same for honor roll status.
4. Honor roll lists are published in school and community publications.

Section 9 National Honor Society

The National Honor Society (NHS) chapter of Laurel-Concord-Coleridge (LCC) School is a duly chartered and affiliated chapter of this prestigious national organization.

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our chapter needs. Students will be eligible to initially apply for National Honor Society after completing their third semester of high school (spring sophomore year) and must have a minimum, weighted GPA of 3.5 or higher. Students are selected to be members by a five-member faculty council, appointed by the principal. Formal induction ceremonies will be held in the fall and spring.

Students are subject to the NHS constitution, NHS handbook, and the LCC by-laws.

Section 10 Academic Integrity

A. Policy Statement

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

B. Definitions

The following definitions provide a guide to the standards of academic integrity:

1. "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

- (a) Tests (includes tests, quizzes and other examinations or academic performances):

(1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers:

Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

(4) Use of Other Students to Take Tests. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on

the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

"Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

- (1) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- (2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

2. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

C. Artificial Intelligence

Laurel-Concord-Coleridge School acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education has adopted policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence.

Permissible Uses of Artificial Intelligence in School Assignments

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

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

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

Impermissible Uses of Artificial Intelligence in School Assignments

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

D. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Section 11 Testing Program

The testing program at Laurel-Concord-Coleridge School involves group testing in grades K-12 and individual testing as needed or upon request. Included in the testing program at Laurel-Concord-Coleridge School are measures of mental ability, interest and achievement. The value of these tests is the objective information they provide in regard to your progress and in identifying your strengths and weaknesses. These test results are summarized and may be interpreted to you and your parents in order that a realistic and effective program of courses and activities may be arranged to meet your needs. Students may be involved in the following tests: NSCAS, MAP, AimsWeb+, mCLAS, CogAT, ACT, Pre-ACT, NAEP, ELPA 21, CCRA, and ASVAB.

Section 12 Student Council

The High School Student Council is an organization through which the students may express their opinions, assist in the administration of the school and participate in the management of school enterprises. The council tries to promote leadership, initiative, and self-control among its

members. Any student who fulfills the qualifications of the organization's constitution may run for student council office.

Officers and class representatives are elected in the spring for the upcoming school year. The term of office for which they are elected is for the current school year. Officer requirements include: President-Senior; Vice President-Senior or Junior; Secretary/Treasurer-Junior or Senior. All grades refer to the year during which the office is held.

Also serving on the student council are organizational representatives. These students are also elected and serve one year. The council members have an opportunity to voice their opinions on school government. Assigned faculty members supervise their meetings.

Section 13 Academic Recognition – Graduation with Honors

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

- Summa Cum Laude – A graduating senior with a cumulative GPA of 4.0.
- Magna Cum Laude – A graduating senior with a cumulative GPA between 3.800 – 3.999
- Cum Laude – A graduating senior with a cumulative GPA between 3.500 – 3.799

GPA will be calculated on a numeric basis using a four-point scale.

The formula to do so is as follows:

Mark points earned in a course multiplied by the number of potential credits towards graduation assigned to that particular course. The sum of this calculation for each course is then added up with all other courses attempted for that term (for honor roll purposes) or cumulative for overall GPA and is then divided by the total number of academic credits attempted for that term or cumulatively in order to calculate overall high school GPA.

The conversion table that will be used to associate classroom percentage grade performance with a particular letter grade and mark point value has been provided below.

Grade Earned	Percentage Range	Four-Point Scale
A+	98-100	4.00
A	95-97	4.00
A-	93-94	3.667
B+	90-92	3.333
B	87-89	3.00

B-	85-86	2.667
C+	82-84	2.333
C	79-81	2.00
C-	76-78	1.667
D+	74-75	1.333
D	72-73	1.00
D-	70-71	0.677
F	0-69	0

Transfer Students

To provide all students with an equitable GPA calculation, the records of transfer students will be evaluated individually. The goal of this process is to ensure equity and fairness so that those transferring in are given neither an advantage nor disadvantage in the calculation of GPA.

Selection of Speakers at Graduation, Baccalaureate, Honors Night

Students having achieved recognition as Summa Cum Laude and who are interested in representing their graduating class as speakers at Graduation, Baccalaureate, or Honors Night shall apply at the designated time during the second semester of their senior year. The application process for selection and assignment of interested speakers will be determined by the Administration. In the event no senior students receive Summa Cum Laude recognition or an insufficient number of such students are interested in speaking, senior students having the next highest GPAs will be invited to apply as speakers.

Section 14 Dual Credit Courses

A dual credit course is a college class offered to junior and senior high school students who have a 3.0 cumulative average or better.

A dual credit course, upon successful completion, the student accrues both high school credit towards a high school diploma and postsecondary credits that may lead to a certificate, associate's degree or bachelor's degree. Dual credit courses could include the following:

- Classes taught in the high school during the day, by the high school teacher.
- Online classes taught by dually certified instructors at a college and taught for early entry.

- Students who will be 16 years of age in the current school year may enroll in the CNA class during the second semester of their 10th grade year.

Online College Credit Only classes may also be taken during the regular school day.

Note: Students are responsible for the tuition of these courses.

Section 15 Fridays at LCC and Work-Based Learning Programs

Seniors maintaining satisfactory academic progress and performance will be allowed to participate in the Laurel-Concord-Coleridge “Fridays at LCC” and/or Work-based Learning programs. These programs are designed to give high school seniors the opportunity to (1) participate in on-campus coursework for college credit offered at Northeast Community College and Wayne State College, and (2) to participate in career-oriented internships, apprenticeships, and other paid or volunteer experiences throughout the region. Students will be responsible for transportation, tuition and fees, as well as being expected to complete all assignments and assessments in any coursework missed due to participation in these programs. Additional program information and requirements is available from the High School Office.

Article 6 - SUPPORT SERVICES

Section 1 Special Education Services

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

Students can be found eligible for special education services under the following categories: A student found eligible as having autism, an emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disability, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments. Students with such impairments and whose disability has an adverse educational impact may benefit from special education services and related services

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a problem solving team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct

inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being found eligible as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website: <http://www.nde.state.ne.us/SPED/sped.html>.

Section 2 Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3 Guidance and Mental Health Services

Laurel-Concord-Coleridge School employs counselor(s) and mental health provider(s) for the purpose of supporting students' social-emotional health and well-being, assisting with the District's testing program, to assist with scheduling, and for students to discuss problems and resolve conflicts. If you wish to see a counselor or mental health provider, stop by the school

office and make arrangements for an appointment.

Section 4 Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., chills/shivering, muscle aches, headache, sore throat, coughing or difficulty breathing, nausea or vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment document so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations for Current School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs. of age 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. *Pneumococcal not required after child reaches 5 yrs. of age.

Students from Kindergarten through 12th Grade, including all transfer students from outside the State of Nebraska and any foreign students	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Additionally, for 7th Grade Only	1 dose of Tdap (must contain Pertussis booster)

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents would include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two (2)

school days.

4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.
8. *Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Section 5 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

- I. General Conduct Rules Apply: While riding school buses you are expected to follow the same student conduct rules, which apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.
- II. Special Conduct Rules for Riding School Buses.
 - A. Rules for Getting On and Off the Bus
 1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, come to the Central Office, and your parent will be called.
 2. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
 3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
 4. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
 - B. Rules on the Bus
 1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraprofessional or adult on the bus.
 2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
 3. Talk quietly and use appropriate language.
 4. Keep all parts of your body inside the bus.
 5. Keep your arms, legs and belongings to yourself.
 6. No fighting, harassment, bullying, intimidation or horseplay.
 7. Do not throw any object.
 8. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
 9. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.

10. Do not damage the school bus.

III. Getting the Driver's Assistance: If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Article 7 - DRUGS, ALCOHOL AND TOBACCO

Section 1 Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Section 2 Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention. Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the

student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of the No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation.

The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, and any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product (including electronic nicotine delivery systems).

Disciplinary Sanctions

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

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

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

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

Article 8 - STUDENT CONDUCT RULES

Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2 Forms of School Discipline

- A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:
 - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
 - b. Other violations of rules and standards of behavior adopted by the Laurel-Concord-Coleridge School Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student, who on a long-term suspension, shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

C. Expulsion:

1. Meaning of Expulsion.

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

3. Summer Review.

Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

4. Alternative Education. Students who are expelled may be offered an alternative

education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

5. Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one (1) full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
7. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
8. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal’s designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy’s disciplinary procedures.

D. Emergency Exclusion: A student may be excluded from school in the following circumstances: (a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or (b) If the student’s conduct presents a clear threat to the physical safety of

himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

- E. Other Forms of Student Discipline. Administrative and teaching personnel may take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

Section 3 Student Conduct Expectations

Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

- A. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct;
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;

11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten; or
12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School's buses.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for no one (1) calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is

designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one (1) year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function;
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). In the event that a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

B. Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school- sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students at Laurel-Concord-Coleridge School are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- d. Head wear and head coverings, including hats, caps and hoods.
- e. Clothing or jewelry, which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- f. Clothing or jewelry that is gang related.
- g. Bare feet (Some type of footwear must be worn at all times.)

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student’s level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions:

The following definitions provide a guide to the standards of academic integrity: “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

Tests (includes tests, quizzes and other examinations or academic performances):

Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

Papers (includes papers, essays, lab projects, and other similar academic work):

Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the

requirements of the present course or program without notifying the instructor to whom the work is presented.

Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

"Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

"Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Artificial Intelligence

Laurel-Concord-Coleridge School acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education has adopted policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence.

Permissible Uses of Artificial Intelligence in School Assignments

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

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

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

Impermissible Uses of Artificial Intelligence in School Assignments

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

d. Sanctions

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. Laurel-Concord-Coleridge School strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can

be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

- i. “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, tablets, smart watches/bands, wired or wireless headphones/earbuds, and other electronic or battery powered instruments which transmit music, or video, or voice, or text, or data.
- ii. “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph, or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 3. Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

- i. Unless expressly approved by the teacher, school staff member, or a school administrator, electronic device usage, including but not limited to, cell phones, smart watches/bands, and wired or wireless headphones/earbuds, is restricted during instructional class time, independent work times, and study hall periods, including voice calls, text messaging, digital imaging and listening to music.
- ii. A student is permitted to possess and use electronic devices before school hours, at lunchtime (high school only), at their locker during passing periods (high school only), and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
- iii. Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.
- iv. **K-5 Electronic Devices**
 1. No electronic devices, including cell phones and smart watches, are allowed to be used or worn during the school day. Students are asked to keep electronic devices in their bookbags. Students may access their

devices before or after school, if needed. Parents are encouraged to call the school to leave a message for their child. No cell phones will be allowed on field trips, unless required for a medical need or other extenuating circumstance. Field trip sponsors will have emergency contact information and will communicate with parents if needed. Parents are encouraged to call the school if their child is on a field trip and they need to leave a message with their student so the school can contact the appropriate field trip sponsor.

d. Violations

- i. Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons, without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- ii. Disposition of Confiscated Electronic Device
 1. Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian at the end of the school day.
 - a. First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device at the end of the school day.
 - b. Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the

student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

c. Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Administration will determine the duration of any such consequence(s).

d. Subsequent Violations: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until at least the conclusion of the school day and as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device. The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Administration will determine the duration of any such consequence(s). Additionally, Detention, ISS, or OSS may be assigned.

- e. Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- i. Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
 - ii. Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- f. Reporting to Law Enforcement. Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- g. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed

electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

3. Harassment and Bullying Policy: One of the missions of Laurel-Concord-Coleridge School is to provide a safe and secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in a harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurrences are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

4. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

- a. 1st Offense: Students will be confronted and directed to cease.
- b. 2nd Offense: Students will be confronted, directed to cease, and parents will be notified.
- c. 3rd Offense: Students will be suspended from school for a minimum of one (1) day, and parents and students will need to meet with Administrator(s) and/or counselor.
- d. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

5. Specific Rule Items: The following conduct may result in disciplinary action which,

in the repeated violations, may result in discipline up to expulsion.

- a. Seeds are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.
 - b. Students are expected to bring all books and necessary materials to class. This includes study halls.
 - c. Assignments for all classes are due as assigned by the teacher.
 - d. Students are not to operate the mini-blinds or the windows without permission of the teacher.
 - e. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 - f. Students are to be in their seats and ready for class on the tardy bell.
 - g. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
 - h. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
 - i. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
 - j. Snow handling is prohibited.
6. Network, E-Mail, Internet and Other Computer Use Rules:
- a. General Rules:
 - i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
 - ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
 - iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
 - iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored,

- obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.
- b. Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."
- i. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
 - ii. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
 - iii. Users shall not use or try to discover another user's account or password.
 - iv. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 - v. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 - vi. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
 - vii. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - viii. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 - ix. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.

- x. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
- xi. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.
- c. **Etiquette and Rules for Use of Computers and the Network:** All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other online services.

Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

- i. Be polite. Do not become abusive in your messages to others.
- ii. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
- iii. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
- iv. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
- v. All communications and information accessible via the network should be assumed to be private property of others.
- vi. Do not place unlawful information on any network system.
- vii. Keep paragraphs and messages short and to the point. Focus on one subject per message.
- viii. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- ix. Other rules may be established by the network administrators or teachers from time to time.

d. **Penalties for Violation of Rules:** All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

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

7. Risks of Social Networking: The purpose of this message is to give our students information about the risks of using Snapchat, Instagram, Facebook, and similar social networking sites.

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

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

Section 4 Reporting Student Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of

the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken.

An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Article 9 - EXTRACURRICULAR ACTIVITIES

Section 1 Extracurricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Extracurricular Activity Code of Conduct

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

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

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

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

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

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

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

Where is the Code of Conduct Applicable: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing, or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, or inhalant. (Note: Refer to “Drug and Alcohol Violations” for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or

conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

15. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School buses or vehicles used for activity purposes.

16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.

17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.

18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.

19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

Consequences.

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

Students may be suspended from participation in extracurricular competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor.

When Suspensions Begin.

All suspensions begin as soon as it has been determined that a violation has occurred and after the determination by school officials of the sanction to be imposed. During a suspension,

participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served. In the event of any uncertainty or disagreement, the Superintendent shall make the final determination on when a suspension begins and ends.

Letters and Post-Season Honors.

A student who commits a Code of Conduct violation is:

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

Tobacco, Alcohol and Drug Violations

Meaning of Terms

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

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

Possession includes having control of the substance or on one's person.

Determining a Tobacco, Alcohol or Drug Violation Has Occurred

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student self-reports and/or admits to violating the Code of Conduct.
4. When a student is witnessed by a paid employee of the school district who actually saw the student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person.
5. When school officials otherwise find sufficient reliable and credible evidence to support a determination that a violation has occurred.

Consequences for Possession or Use of Tobacco, Alcohol, and/or Drugs

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

Whenever a student violates the Code of Conduct by possession or consumption of tobacco, alcohol, and/or drugs, there are two possible consequences for the action. The consequence to be enforced is determined by whether the violation is Self-Reported by the student or if the violation is Not Self-Reported by the student but is reported by a law enforcement official, a matter of public record, or is witnessed by a paid employee of the school district.

To be considered Self-Reported, the student must report the violation to the High School Principal, Superintendent, or a Coach/Sponsor within 72 hours of the violation. A violation may also be considered Self-Reported if the student admits and takes responsibility for her/his actions upon initial interview/questioning by a school official. Self-Reporting is only applicable to a student whose violation occurs off school grounds, not at a school function or event, and not in a school vehicle. The intent of self-reporting is to encourage personal responsibility for one's actions in a truthful manner. The consequences for students who take responsibility for their actions will be less.

The term "witnessed" shall mean to have actually seen a student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person, or to have been under the influence of the same.

Students who have violated the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, but do not have a subsequent violation for a full calendar year (365-calendar days), shall have previous violations removed from consideration and enforcement of consequences. This allows students who make mistakes the opportunity to learn and to modify their actions. However, students who accumulate three or more violations of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, during their high school enrollment, will have prior accumulated violations considered in determination of consequences.

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

1. First Violation: For a first violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, the following consequences apply:
 - a. Self-Reported Violation: 14-calendar day suspension from activities
 - b. Not Self-Reported Violation: 21-calendar day suspension from activities
 - c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.
2. Second Violation: For a second violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, and occurring within 365-calendar days of the first violation, the following consequences apply:
 - a. Self-Reported Violation: 42-calendar day suspension from activities

- b. Not Self-Reported Violation: 63-calendar day suspension from activities
- c. Reduction for Participation in Chemical Dependency Program: (This option is provided only one time and only for a second violation.) If the student and parents agree to participate in a school-approved program for chemical dependency, the activities suspension will be reduced to 21-calendar days. The program must be administered by a certified alcohol and drug abuse counselor or agency and be approved in advance by the school authorities. The student must successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the High School Principal, or designee, within 21 calendar days of the violation. Failure to participate and successfully complete the approved chemical dependency program will cause the participating student to be suspended from extracurricular activities for the remainder of the second violation consequence. All costs associated with the program are the responsibility of the student/parent or guardian.
- d. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

3. Third and Subsequent Violation(s): A third and any subsequent violations shall result in 270- or 365-calendar day suspensions from activities even if the subsequent violation(s) do not occur within the past full calendar year (365-calendar days).

- a. Self-Reported Violation: 270-calendar day suspension from activities
- b. Not Self-Reported Violation: 365-calendar day suspension from activities
- c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

4. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing and may be established at the discretion of the administration. The Superintendent shall have the authority to determine what constitutes a more serious violation and may develop guidelines to implement consistent discipline in accordance with this section.

Steroid Offenses.

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

- 1. First Violation: 28-calendar days
- 2. Second or Any Subsequent Offense: 365-calendar days.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the violation(s) and suspension will conduct a reasonable investigation of the facts and circumstances and determine whether a violation occurred. The investigation will be initiated within 72 hours of the school official(s) becoming aware of a student's potential violation.
2. Meeting. Prior to determination of a violation and prior to commencement of the suspension, the school official considering the suspension, or their designee, will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. If the alleged violation occurred off school grounds, not at a school function or event, or not in a school vehicle, the student's parent or guardian will be contacted and provided the opportunity to attend or participate in such meeting.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a Self-Report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student and parent/guardian (as applicable) is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee, will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
 - c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.

iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents, or guardian.

iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures.

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

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

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

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

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show

evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 20 credit hours in the semester of participation.
 - a. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in any semester. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws. Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.
2. To be eligible to participate in extracurricular activities, after the second week of each semester, a student's semester grade must be passing in all but one (1) subject area. Any student failing more than one (1) course will be placed on academic probation for one (1) week (Monday-Sunday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing two (2) or more classes (does not have to be the same classes), the student will be ineligible for the following week. Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing more than one (1) class, the ineligibility continues for the next week. Students do not get another week of probation until they have worked themselves off of the ineligibility list by having one (1) or fewer failing grade averages. During a period of ineligibility, students are expected to attend practice sessions for the activities in which they are involved. The eligibility list will be generated at 8:00 a.m. on Mondays.
3. Academic requirements do not apply to:
 - a. Instructional field trips which are a part of the scheduled course learning experience; and
 - b. Activities or events which are a part of the student's grade requirements.

Section 5 "Team Selection" and "Playing Time"

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high

ideals and appropriate values, which shall include good citizenship in the school and in the community.

2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6 School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Laurel-Concord-Coleridge School and their guests may attend.
 - a. Students currently attending Laurel-Concord-Coleridge High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Laurel-Concord-Coleridge High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are younger than 16 or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. Some school dances may be restricted to students attending specified grades levels at Laurel-Concord-Coleridge School. For any dances at the middle school level, only students attending Laurel-Concord-Coleridge School in the grade(s) for which the dance is being held may attend.
 - d. Students who have been suspended from school or from extracurricular activities may not attend.
 - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
 - f. Rules for dances may restrict students and their guests from leaving the dance until the dance ends without written parental permission on a form provided.
 - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
 - h. Students are not permitted to attend a school dance if they are currently on the Failing List.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco, including electronic nicotine delivery systems, are prohibited. Anyone using prohibited substances or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. **Appropriate Attire:** Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty.

Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity and conduct standards:

- Only a senior girl shall be eligible to be Queen and only a Senior boy shall be eligible to be King.
- To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
- The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week. Crowning will be held at the fall sports event.

Section 7 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children:

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.

- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach
 - Expectations the coach has for your child
 - Locations and times of all practices and contests
 - Team requirements
 - Procedure should your child be injured
 - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
 - Concerns expressed directly to the coach
 - Notification of any schedule conflicts well in advance
 - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally and physically
 - Ways to help your child improve
 - Concerns about your child's behavior
 - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:

- Call to set up an appointment with the coach
- Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the activities director to set up a meeting with the director, coach, student, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noise makers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Student Fees Policy

The Board of Education of Laurel-Concord-Coleridge School has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District’s general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and

to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

1. Guidelines for non-specialized attire required for specified courses and activities.
Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

2. Personal or consumable items & miscellaneous
 - a. Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

- b. Courses
 - i. General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
 - ii. Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
 - iii. Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.
 - iv. Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
 - v. Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.
- 3. Extracurricular Activities—Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, may be required

to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

4. Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities for the current school year are further specified in Appendix “1.” Admission fees are charged for extracurricular activities and events.
5. Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.
6. Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.
7. Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.
8. Participation in before-and-after-school or Pre Kindergarten services. Students are responsible for fees required for participation in before-and-after-school or Pre Kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

- 9 Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.
10. Breakfast Lunch Programs
Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.
11. Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.
12. Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.
13. Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school. The Superintendent is authorized, after consultation with the Board President, to utilize funds from the Student Fee Fund to reduce the cost to students of certain activities that the Superintendent deems in the best interests of the District, upon terms and conditions established and implemented by the Superintendent.

Certification

On the 10th day of July, 2023, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such

public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Jeremy Christiansen
Superintendent or Other Authorized School Official

Appendix“1” to 2023-2024 Student Fees Policy of Laurel-Concord-Coleridge School—
Additional Specification of Required Materials and Fees

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None—necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class- related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.

Summer school courses	Classes offered during the summer, or at night, if any	\$50 to \$200 per class.
Copies, Lamination, FAX	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per Black & White page when charges apply. Fifteen cents (.15) per Color page when charges apply. Twenty-five cents (.25) per foot for Lamination when charges apply. Ten cents (.10) per page for FAX services when charges apply.
School Meals		Breakfast—\$2.30 (PreK-5) Breakfast—\$3.50 (Adults) Lunch—\$3.10 (PreK-5) Lunch—\$4.55 (Adults)

Generally, dollar amounts are stated in terms of “maximums.”

		Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt
Art and shop classes and special projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.

Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None—necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies, Lamination, FAX	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per Black & White page when charges apply. Fifteen cents (.15) per Color page when charges apply. Twenty-five cents (.25) per foot for Lamination when charges apply. Ten cents (.10) per page for FAX services when charges apply.
School Meals		Breakfast—\$2.40 (Grades 6-12) Breakfast—\$3.50 (Adults) Lunch—\$3.25 (Grades 5-12) Lunch—\$4.55 (Adults) Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers' education class: Current fee established by Northeast Community

		College, subject to a possible \$50 discount upon the terms and conditions established by the Superintendent. Other classes: Cost varies

Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required		
Athletic Programs				
Admission	Spectator fees for admission to events	\$6.00 per event maximum. Students may purchase an Activity Ticket for \$25.00 per year. High School students participating in NSAA activities receive a complimentary Activity Ticket.		
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to the student's physician or clinic.		
Athletic Participation Fee	Fee to participate in athletic programs.	In the event an athletic participation fee is charged, the fee will be \$50 per year maximum.		
Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:		
			Basketball	No additional

		Cross Country	No additional
		Football	Mouthpiece
		Golf	Golf bag & clubs
		Speech/Debate	Dress attire; copies of research
		Track	No additional
		Volleyball	Volleyball knee pads
		Wrestling	Wrestling head gear
		Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.	
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed \$50.00 per club.	
Marching Band and Musical Groups	Equipment and attire	Students will be responsible for the same costs as are set out for the athletic program.	

		Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to \$50.00. For High School Band Students an \$8.00 uniform cleaning fee is requested. For Junior High Band Students a \$7.00 uniform cleaning fee is requested. For High School Vocal students a \$6.00 choir robe cleaning fee is requested.
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$150.00.
Clubs/Organizations		
CTE Organizations FBLA, FCCLA, FFA, Skills Other Clubs/Organizations (e.g., Art Club, Science Club)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
National Honor Society	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Student Council	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Dance Team/Cheerleading	Uniforms range up to \$500.00. Camp attendance is optional.	Uniforms range up to \$500.00. Camp attendance is optional.

Social & Recognition Activities		
School plays, musicals and social activities	Admission to events	\$10.00 per play or activity
School Dances	Admission to prom, homecoming, etc.	Up to \$10.00 per event
Class Dues		Each of the four secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to the photo company.
Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students. Students earning participation in national-level competitions will be responsible to pay personal expenses. For such trips, the school district will pay for travel, meals, and lodging

		expenses.
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.

Article 10 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, religion, disability, age, sex, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or

lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
 601 East 12th Street, Room 353
 Kansas City, MO 64106
 (800) 368-1019 (voice), Fax (816) 426-3686
 (800) 537-7697 (telecommunications device for the deaf),
 or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
 Gateway Tower II
 400 State Avenue, Suite 905
 Kansas City, KS 66101
 (800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:

Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Diane Hanel
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Alan Gottula
Homeless student laws	Children who are homeless	Jeremy Christiansen

Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Section 3 Anti-Discrimination & Harassment Policy (4003, 5401)

Elimination of Discrimination

The Laurel-Concord-Coleridge School hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: Laurel-Concord-Coleridge School is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Laurel-Concord-Coleridge School will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay

adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;

- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Title IX Coordinator - Diane Hanel, 502 Wakefield St, Laurel, NE 68745
(402) 256-3133 diane.hanel@lccschool.org

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment

A. Complaint Procedure - Generally

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor or the principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

Diane Hanel

502 Wakefield Street, Laurel, NE 68745

402-256-3133

diane.hanel@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

(C) *Rights of the Parties*: The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision maker has considered the written questions of the parties, if any, the decision maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures to the respondent if the Decision-Maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in school suspension, out of school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.**

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are

expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The "Every Student Succeeds" Act of 2015 (ESSA) gives parents/guardians the right to request information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
- Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of ESSA.

Section 8 Student Privacy Protection

The "Every Student Succeeds" Act of 2015 (ESSA) requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the ESSA and related Board policy, as follows:

- Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
- Student surveys which involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
 - Political affiliations or beliefs of the student or the student's parent;
 - Mental or psychological problems of the student or the student's parent;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating or demeaning behavior;

- Critical appraisals of other individuals with whom the student has close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the students or the student's parent;
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Instructional materials. We will permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District policy is to not gather such information for such purposes.

Section 9 Parental Involvement

General - Parental/Community Involvement in Schools

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

- provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
- make textbooks, completed tests and other curriculum materials available for review by parents upon request;
- permit parents access to their child's records according to law and school policy;
- encourage parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
- permit parents to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
- notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
- encourage parents to express their concerns, share their ideas and advocate for their child's education.

Title I Parental Involvement

The District has a separate policy established pursuant to the "Every Student Succeeds" Act of 2015 (ESSA) relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children have been given the opportunity to

participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. that parents play an integral role in assisting their child's learning;
- b. that parents are encouraged to be actively involved in their child's education at school;
- c. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- d. the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

The "Every Student Succeeds" Act of 2015 (ESSA) requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Article 10 – EARLY CHILDHOOD PROGRAM

Section 1 Program Description

The Laurel-Concord-Coleridge Early Childhood Program will feature hands on learning opportunities for children ages 3-5 based on Creative Curriculum Guidelines as suggested by the State of Nebraska Department of Education as well as the Nebraska Early Learning Guidelines for Ages 3-5.

Our goals are to provide each child with a variety of developmentally appropriate activities that are designed to meet each child's individual needs; to help children recognize and use appropriate social skills; and provide a safe and secure environment.

Section 2 Accidents - Emergencies

When you enroll your child we ask you to complete and sign an "Authorization To Call A Physician" form. We need the following information it provides, such as:

1. The name of your family doctor.
2. The home phone number and business phone of both parents.
3. The name and phone number of a close friend or relative, in the event you cannot be reached.

If your child is injured at school, immediate first aid is applied and parents are notified. If parents are not available an emergency contact provided by the parent will be called. If that person is also not available, and the child's well being is in danger, the student may be taken to a physician or medical facility.

Section 3 Class Schedule

The class schedule will be determined annually based on the enrollment needs of students.

Section 4 Class Cancellations

We will follow the same weather delays/cancellations as Laurel-Concord-Coleridge School. Classes that are canceled will not be rescheduled. Classes that are dismissed early due to bad weather will not be rescheduled. When there is a late start for the Laurel-Concord-Coleridge School, morning classes will not be held.

Section 5 Communicable Disease Control

STUDENTS WHO ARE ILL SHOULD BE KEPT HOME UNTIL THEY ARE WELL.

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., chills/shivering, muscle aches, headache, sore throat, coughing or difficulty breathing, nausea or vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

When students are ill enough to be put on antibiotics they should usually stay at home for extra rest for 24 hours to allow their bodies to utilize the medicine to the utmost.

Section 6 Locked Doors

For safety purposes all doors in the elementary will be locked all day every day. You may enter the school through the Main Entrance located on the east side of the school.

Section 7 Eligibility

Laurel-Concord-Coleridge Early Childhood Program is offered to boys and girls who are toilet trained and are 3, 4, and 5 years of age. If your child will be 6 by January 1st, they should be enrolled in our kindergarten program.

Section 8 Emergency Evacuation Procedures For Fire/Tornado Drills Fire Drill

1. The fire warning is a continuous buzzer.
2. Move quietly and orderly with your class to the assigned exit.

Tornado Drill

In a tornado warning, Early Childhood students will move to the designated tornado station in the school building.

Section 9 Fees

Preschool tuition is based on the family's eligibility for the federal meals program.

Monday-Thursday (4 days per week):

\$100/month (full pay); \$50/month (reduced); \$0/month (free)

There is no refund given due to illness, absence or school days affected by weather cancellation. A monthly statement will be mailed home. Payment is due the 10th of each month. If payment is not received by the 10th, your child will not be able to continue to attend the Laurel-Concord-Coleridge Early Childhood Program. For information regarding free or reduced prices, contact the office for the necessary paperwork.

Section 10 Field Trips

Students may be involved in various field trips throughout the year. A signed permission slip is required for any field trip that will take students more than ten miles distance from the city of Laurel. This slip will be sent home with the student in advance of the field trip.

Section 11 Take Home Folder

Your child will bring home a blue take home folder. Please review your child's folder and write any comments you may have in it and return it the next day. The take home folder is a great way to communicate with your child's teacher and a safe place to attach bills, book orders, and changes in pick-up times or who is picking them up.

Section 12 Parents/Visitors/Volunteers

FOR THE SAFETY OF ALL OUR STUDENTS, ALL PARENTS/VISITORS/VOLUNTEERS MUST CHECK IN AT THE ELEMENTARY OFFICE.

1. Stop in the office when arriving at school.
2. Bring all items to the office that have been forgotten or are needed by the student in order that the office personnel can deliver it.
3. Call the office and request a return call from the teacher if information is needed.
4. Volunteers, please stop in the office when arriving and pick up a nametag.

Parents are encouraged to visit school. Classroom visits give parents the opportunity to observe their child's participation and provide insight into curricula, expectations, and classroom procedures. These visits will need to be set up prior with the building principal.

Section 13 Parties/Gifts

Three parties are part of the school program: Fall, Christmas, and Valentine's Day. If you would like to help with any parties, please let the office know.

A child's birthday is a very important day, and deserves special recognition. Such recognition is extended to the classroom. Party invitations may not be distributed in school unless all members of a classroom are invited.

The school encourages healthy treats for parties or birthdays. Healthy treats are foods that are not of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

In order to ensure the well-being and safety of all students, including those having allergies to specific foods and/or ingredients, all snacks and treats provided must be commercially prepared and pre-packaged with the ingredients and nutritional labels readily available for review. No homemade treats or snacks will be permitted.

Gifts to teachers are not required, nor are they encouraged. There will be no gift exchange or giving of gifts among students. Parents wishing to make a donation for classroom betterment or enhancement are encouraged to visit with the school principal.

Section 14 Release Of A Child

If anyone other than those specified on the emergency release form is allowed to pick up your child, you must inform the school before your child can be released.

Section 15 PreK Snack & Milk

Snack will be provided by the school district. Juice/Milk will be provided by the parent through the Laurel-Concord-Coleridge School. Juice/Milk costs \$0.50 per day. Juice/Milk tickets are available at the office. The cost is \$10.00 for 20 punches.

Article 11 – NON-DISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on basis of sex, disability, race (including skin color, hair texture, and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Article 12

BUSINESS OPERATIONS

Policy No. 3571

Meal Charge Policy

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided in writing to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

RECEIPT OF THE 2024-2025 STUDENT-FAMILY HANDBOOK

The 2024-2025 Student-Family Handbook of Laurel-Concord-Coleridge School is available on the internet at <http://www.lccschool.org/>.

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2024-2025 Student-Family Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

**Please sign and return this page to the Principal's Office
on or before Friday, August 30, 2024.**

RECEIPT OF 2024-2025 STUDENT-FAMILY HANDBOOK

This signed receipt acknowledges receipt of the 2024-2025 Student-Family Handbook of Laurel-Concord-Coleridge School. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used to respond to harassment or discrimination.

Date: _____

Student's Printed Name: _____

Student's Signature: _____

Parent or Legal Guardian's Printed Name: _____

Parent or Legal Guardian's Signature: _____

_____ I prefer a paper copy of the Student-Family Handbook be sent home for review.

Printed Name _____

Signature _____

LAUREL-CONCORD-COLERIDGE SCHOOL

**CLASSIFIED EMPLOYEES
HANDBOOK
2024-2025**



**Laurel-Concord-Coleridge School
502 Wakefield
PO Box 8
Laurel, NE 68745
402-256-3133**

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FOREWORD

Section 1 Intent of Classified Employees Handbook

Welcome to Laurel-Concord-Coleridge School. This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment agreement and the policies and regulations of the Board of Education. In reviewing this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for an employee agreement approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Section 2 Information About Laurel-Concord-Coleridge School

Laurel-Concord-Coleridge School, with school campuses located in the communities of Laurel and Coleridge, Nebraska, strives to provide quality education programs for the youth of our communities and the surrounding area. Laurel-Concord-Coleridge School implements an online student management program, which allows student and parent access to grades, attendance, lunch accounts, daily bulletins, etc. and communication with staff through email. LCC School takes pride in the collaborative partnerships developed with the cities of Laurel and Coleridge, Education Foundations, and the LCC Booster Club. These partnerships have resulted in expanded facilities for school and public patrons through the construction of a Fitness Center, the Laurel Community Learning Center, and the Laurel Athletic Complex.

Section 3 School Mission Statement

"Equipping students with skills for Life, Career, & Challenges!
In a Progressive, Rigorous, Inclusive Dynamic Environment!"

Outcomes

Content Mastery
Critical Thinking Collaboration
Communication Creativity
Citizenship

Beliefs

At Laurel-Concord-Coleridge School, we believe the strongest predictor of our success is a shared vision that by working together we will make a difference. All stakeholders have a valuable role and operate under the expectation that with mutual trust and respect, we will achieve our mission.

Section 4 Members of the Board of Education

Name	Contact Information
Carol Erwin, President	carol.erwin@lccschool.org
Jay Hall, Vice President	jay.hall@lccschool.org
Dustin Thompson, Secretary	dustin.thompson@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
Samuel Recob	samuel.recob@lccschool.org
Grant Settje	grant.settje@lccschool.org
Scott Taylor	scott.taylor@lccschool.org

Section 5 Administrative Staff

Name	Position	Location	Contact Information
Jeremy Christiansen	Superintendent	Central Office	jeremy.christiansen@lccschool.org
Diane Hanel	Principal	High School	diane.hanel@lccschool.org
Mark Leonard	Principal	Middle School	mark.leonard@lccschool.org
Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 6 Certified Staff

Name	Contact Information	Position
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts

Beckwith, Sarah	sarah.beckwith@lccschool.org	High School English
Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Cabanez Vince	vince.cabanez@lccschool.org	HS/MS Agriculture Education/FFA
Camargo, Jill	jill.camargo@lccschool.org	High/Middle School Spanish
Campbell, Melissa	melissa.campbell@lccschool.org	Preschool/Sped Interventionist
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
Conner, Quin	quin.conner@lccschool.org	Director of Activities & Transportation
Cross, Nicole	nicole.cross@lccschool.org	5th Grade
Cunningham, Patti	patti.cunningham@lccschool.org	Middle School Science
Depew, Eric	eric.depew@lccschool.org	Middle School Social Science
Fernau, Mandi	mandi.fermau@lccschool.org	1st Grade
Gottula, Alan	alan.gottula@lccschool.org	Guidance/Counseling/Teammates
Gould, Amy	amy.gould@lccschool.org	4th Grade
Granquist, Jean	jean.granquist@lccschool.org	Title 1/Interventionist
Hahne, Kati	kati.hahne@lccschool.org	High School Special Education
Hallman, Gaylene	gaylene.hallman@lccschool.org	High/Middle School Family/Consumer Sci
Hans, Shasta	shasta.hans@lccschool.org	EL/MS Art; Digital Media
Hansen, Gracie	ghansen@esu1.org	School Psychologist (ESU 1)
Harrington, Pat	pat.harrington@lccschool.org	High School Industrial Technology
Kesting, Jennifer	jennifer.kesting@lccschool.org	High School English
Kinkaid, Denise	denise.kinkaid@lccschool.org	3rd Grade
Kinkaid, Shane	shane.kinkaid@lccschool.org	High School Mathematics
Kvols, Ali	ali.kvols@lccschool.org	High School Mathematics
Lundahl, Jenni	jenni.lundahl@lccschool.org	High/Middle/Elem School Vocal Music
McCorkindale, Kim	kim.mccorkindale@lccschool.org	High School Science
Messersmith, Marcus	marcus.messersmith@lccschool.org	Technology Director
Mogensen, Erica	erica.mogensen@lccschool.org	Speech Language Pathologist
Nordby, Laura	laura.nordby@lccschool.org	HAL Facilitator/Instructional Coach
Parsons, Robert	robert.parsons@lccschool.org	Library/Media Specialist
Peters, Paxton	paxton.peters@lccschool.org	4th Grade
Promes, Ashley	ashley.promes@lccschool.org	Level III: Severe and Profound Sped
Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade
Remm, Marissa	marissa.remm@lccschool.org	1st & 2nd Reading and Math Specialist
Scoville, Lisa	lisa.scoville@lccschool.org	High School/Middle School Art
Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Provider

Sims, Nate	nate.sims@lccschool.org	High/Elem School Physical Education
Soden, Kelli	kelli.soden@lccschool.org	Middle School Special Education
Steinle, Kristina	kristina.steinle@lccschool.org	Early Childhood Program
Stephens, Zecharia	zecharia.stephens@lccschool.org	High School Social Science
Tanderup, Jenna	jenna.tanderup@lccschool.org	1st Grade
Tasler, Natasha	natasha.tasler@lccschool.org	Level III: Severe and Profound Sped
Troyer, Doris	doris.troyer@lccschool.org	Middle School Mathematics
VanMeter, Jennifer	jennifer.vanmeter@lccschool.org	Middle School Language Arts
Vollers, Meaghan	meaghan.vollers@lccschool.org	High School Science
Williamson, Carrie	carrie.williamson@lccschool.org	High School Business
Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten

Section 7 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Bartels, LuAnn	Library	Paraprofessional	luann.bartels@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Benson, Elizabeth	High School	Paraprofessional	elizabeth.benson@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Elementary	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christensen, Mindy	High School	Coach/Sponsor	mindy.christensen@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
Cunningham, Toby	HS/Middle/Elem	Transportation/Grounds	toby.cunningham@lccschool.org
Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
Ellwanger, Jon	HS/Elementary	Custodial Services	jon.ellwanger@lccschool.org
Feelhaver, Angie	Middle School	Level III Para	angie.feelhaver@lccschool.org
Folkers, Emma	Library	Paraprofessional	emma.folkers@lccschool.org
Foster, Jennifer	Elementary School	Paraprofessional	jennifer.foster@lccschool.org
Graf, Melissa	Middle School	Administrative Asst	melissa.graf@lccschool.org
Granquist, Megan	District Office	Administrative Asst	megan.granquist@lccschool.org
Greiner, Megan	District Office	Business Manager	megan.greiner@lccschool.org
Hall, Angie	MS/High School	Co-FFA Advisor	angie.hall@lccschool.org
Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org

Hartung, Melanie	High School	Coach/Sponsor	melanie.hartung@lccschool.org
Keifer, Julia	Middle School	Level III Para	julia.keifer@lccschool.org
Kleinschmit, Vicki	High School/Elem	Nutrition Services	vicki.kleinschmit@lccschool.org
Klug, Michelle	Elementary School	PK Paraprofessional	michelle.klug@lccschool.org
Koch, Chad	Middle School	Coach/Sponsor	chad.koch34@gmail.com
Koester, June	Elementary School	Administrative Asst	june.koester@lccschool.org
Kurtzhals, Susan	Middle School	Custodial Services	susan.kurtzhals@lccschool.org
Kvols, Julie	High School	Paraprofessional	julie.kvols@lccschool.org
Lundahl, Sherie	HS/Middle/Elem	TeamMates Program	sherie.lundahl@lccschool.org
McCart, Floyd	HS/Elementary	Nutrition Services	floyd.mccart@lccschool.org
Malcom, Conchita	High School/Elem	Nutrition Services	conchita.malcom@lccschool.org
Nordhues, Kayla	Middle School	Level III Para	kayla.nordhues@lccschool.org
Olson, Tiffany	District	Permanent Substitute	tiffany.olson@lccschool.org
Patefield, Christina	High School	Coach/Sponsor	christina.patefield@lccschool.org
Reifenrath, Cori	Elementary School	Paraprofessional	corinne.reifenrath@lccschool.org
Reifenrath, Raegan	High School	Paraprofessional	raegan.reifenrath@lccschool.org
Roberts, James	Bus Barn	Transportation Services	james.roberts@lccschool.org
Schmidt, Pix	HS/Elementary	Nutrition Services Dir	pix.schmit@lccschool.org
Schurman, Vanessa	District	Bright Horizons Asst Dir	vanessa.schurman@lccschool.org
Smith, Katie	Middle School	Level III Para	katie.smith@lccschool.org
Stark, Kenny	Bus Barn	Transportation Services	kenny.stark@lccschool.org
Stone, Trista	High School	Paraprofessional	trista.stone@lccschool.org
Suing, Carolyn	HS/Elementary	Nutrition Services	carolyn.suing@lccschool.org
Suing, Chuck	HS/Elementary	Custodial Services	chuck.suing@lccschool.org
Suing, Justin	HS/Elementary	Custodial Services	justin.suing@lccschool.org
Urwiler, Diane	Middle School	Paraprofessional	diane.urwiler@lccschool.org
Urwiler, Lois	High School	Administrative Asst	lois.urwiler@lccschool.org
Wemhoff, Ronnette	Middle School	Nutrition Services	ronnette.wemhoff@lccschool.org

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar

See School Calendar accessible as **Appendix E**.

Section 2 Daily Schedules

High School Daily Schedule

Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am
Period 4 - 10:35 am - 11:23 am
Period 5 - 11:26 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 (HR) - 1:40 pm - 1:58 pm
Period 8 - 2:01 pm - 2:49 pm
Period 9 - 2:52 pm - 3:40 pm

Wednesday Early Dismissal Schedule:

Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:30 am
Period 2 - 8:33 am - 9:02 am
Period 3 - 9:05 am - 9:34 am
Period 4 - 9:37 am - 10:06 am
Period 5 - 10:39 am - 10:38 am
Period 6 - 10:41 am - 11:10 am
Period 8 - 11:13 am - 11:42 am
Period 9 - 11:45 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 7 (HR) - 12:49 pm - 1:10 pm

Late Start Schedule:

No Breakfast

Shuttle - 9:35am
Period 1- 10:00 am - 10:32 am
Period 2- 10:35 am - 11:06 am
Period 3- 11:09 am - 11:40 am
Period 4 - 11:43 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 5 - 12:49 pm - 1:25 pm
Period 6 - 1:28 pm - 2:02 pm
Period 7 (HR) - 2:05 pm - 2:25 pm
Period 8 - 2:28 pm - 3:02 pm
Period 9 - 3:05 pm - 3:40 pm

Middle School
Daily Schedule

Period 1 – 8:00 am - 8:44 am

Period 2 –	8:47 am - 9:31 am
Period 3 –	9:34 am - 10:18 am
Period 4 –	10:21 am - 11:05 am
Period 5 –	11:08 am - 11:52 am
Period 6 –	11:55 am - 12:39 pm
LUNCH –	12:39 pm - 1:09 pm
Period 7 –	1:12 pm - 1:56 pm
Period 8 WIN –	1:59 pm - 2:28 pm
Period 9 –	2:31 pm - 3:15 pm
Period 10 –	3:15 pm - 3:37 pm

Early Dismissal Schedule:

Period 1 –	8:00 am - 8:27 am
Period 2 –	8:30 am - 8:57 am
Period 3 –	9:00 am - 9:27 am
Period 4 –	9:30 am - 9:57 am
Period 5 –	10:00 am - 10:27 am
Period 6 -	10:30 am - 10:57 am
Period 7 –	11:00 am - 11:27 am
LUNCH –	11:27 am - 11:57 am
Period 8 WIN –	11:58 am - 12:20 pm
Period 9 –	12:21 pm - 12:48 pm
Period 10 –	12:48 pm - 1:10 pm

Late Start Schedule:

Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

Elementary School

School Hours:

8:00 a.m. to 3:37 p.m. (Monday – Friday)
 8:00 am - 1:10 pm (Early Dismissal Days)
 10:00 am - 3:37 pm (Late Start Days)

Breakfast:

7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am -	K - 3rd Grade Lunch
11:30 am - 11:50 am -	K - 3rd Grade Recess
11:35 pm - 12:05 pm -	4th - 5th Grade Lunch
12:05 pm - 12:25 pm -	4th - 5th Grade Recess

Morning Recess:

9:30 am - 9:45 am	K - 2nd Grade Recess

Afternoon Recess:

2:25 pm - 2:45 pm	K - 2nd Grade Recess
2:45 pm - 3:00 pm	3rd - 5th Grade Recess

Section 3 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to 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 is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media, social media, and through the electronic messaging system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, Level III program, student activities). Some staff may be designated as required to come to school even in the event of a school closing.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given. If school is closed during the day staff will be notified and parents will be notified via media broadcast, social media, and the electronic messaging system. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions

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 not be

marked absent. You should treat the absence like any other excused absence for legitimate causes, provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in the 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.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

Classified employees may be asked in the spring whether they wish to continue in employment during the following school year. Should an employee wish to resign from employment the employee should give two weeks written notice of resignation to the Superintendent.

Classified employees are “at-will” employees, and may be terminated at any time by the school district. Notice of termination may be delivered by the administration or Board of Education. The Board of Education delegates to the Superintendent the authority to hire, suspend and dismiss non-certificated employees (employees in positions that do not legally require a teacher or administrative certificate) on behalf of Laurel-Concord-Coleridge School. The Board of Education reserves the authority to modify or reverse any such action taken by the Superintendent.

Section 2 Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, provide additional information about the position duties.

Employees are expected to devote full time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy or this handbook.

Section 5 Compensation

Compensation

Compensation is paid only as authorized by the Board of Education. The Board of Education annually approves a compensation and benefit schedule. Employees are paid on the 20th of the month, or the last preceding school day, if the 20th falls on a holiday or weekend. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of employment, employees may, at the option of the Board, be paid all compensation due in one lump sum.

Section 6 Benefits

Classified employees are provided benefits in accordance with the compensation and benefit schedule and Board policy. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued. Employees are responsible for informing the Superintendent's Office in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA, subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is incorporated into this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 7 Payroll and Payroll Deductions

Payroll deductions are made in accordance with law and elections made by employees.

Section 8 Expense Reimbursement

Access to use of a district vehicle will generally be provided for teachers required to drive during their regular scheduled working hours between two or more work sites. However, in the event that a district vehicle is not available, reimbursement for authorized mileage will be paid to these teachers. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Reimbursable mileage or other reimbursement expenses will be considered separate from compensation and be paid at the time of the next monthly board meeting after sufficient support documentation is provided.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Section 9 403(b) Salary Reduction Agreements

The District will cooperate with any employee who chooses to participate in an investment program under Internal Revenue Code Section 403(b) that has been approved by the Board of Education.

Section 10 Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "D" to this handbook.

Classified employees may be classified as either "exempt" or "non-exempt" for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are "non-exempt" are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense.

Non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1.5 times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations.

A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1.5 times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit

a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – ABSENCES FROM WORK

Section 1 Absence Procedures

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a Request for Leave using the online system to the employee's supervisor. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences

An employee who is unable to request advanced approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact the District's substitute caller, as well as their building Principal and/or their immediate supervisor before 7:00 am. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to the Principal's Office whether the employee will be able to return to work on the next duty day. For sick or bereavement leave occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

Returning from Absences

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 10 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Americans with Disabilities Act (ADA) Coordinator to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

Section 2 Paid Leave - Sick, Personal and Bereavement Leaves

Employees are provided with paid sick, personal, and bereavement leaves in accordance with Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Employees are to use sick leave when unable to work. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave.

Bereavement Leave - Absence from work will be allowed so that a classified employee may have up to three (3) consecutive workdays following the death of an immediate family member without loss of pay. This rule applies only to an immediate family member, defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforementioned relationships, as well as any person living within the same household with the employee.

A classified employee shall be granted one (1) workday without loss of pay for the purpose of attending the funeral of the employee's uncle, aunt, niece, nephew, cousin, and/or in-laws of these relationships.

Section 3 Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves as defined by the Board, the employee's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

Section 4 Leaves of Absence

An employee may apply to the Superintendent for a leave of absence from the employee's duties. The Superintendent considers such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except as may be required under applicable state or federal laws.

Section 5 Unpaid Leaves

The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

Section 6 Jury Duty Leave

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. The employee will be allowed time off for jury duty.

There will be no loss of salary or deduction in leave time for time spent in jury service. The District may at its discretion reduce salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Legal Reference:	§ 25-1640

Section 7 Family and Medical Leave Act

The Department of Labor has amended the Family and Medical Leave Act (FMLA) regulations effective on January 16, 2009. One of the changes involves the content of the general notice to be given to employees concerning rights and responsibilities under the FMLA.

The general notice information is to be included in employee handbooks. As such, we are providing the following information as an addendum to the District's existing employee handbooks.

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a 12-month period. A covered service-member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service-member medically unfit to perform his or her duties for which the service-member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Laurel-Concord-Coleridge School for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Laurel-Concord-Coleridge School within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make

reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Laurel-Concord-Coleridge School may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- ☐ Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- ☐ Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Jeremy Christiansen at (402) 256-3133.

Section 8 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school district. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable.

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333; 20 CFR Part 1002 (USERRA)

Section 9 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Legal Reference:	§ 48-234

Section 10 Subpoena to Testify Leave

An employee must promptly notify the employee's immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the school district, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use

available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the school district is not an opposing party in the legal matter.

Section 11 Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours during which the employee is not required to be present at work in the period between the time of the opening and closing of the polls; and (c) applies for voting leave prior to or on election day.

Voting leave will not be available to most employees because elections are typically scheduled for 8 a.m. to 8 p.m. Most employees are off duty on or before 6 p.m. If not off work by 6 p.m., the employee is usually not on duty before 10 a.m.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The employee's supervisor may specify the hours during which the employee may be absent for voting leave.

Legal Reference:	§ 32-922

Section 12 Injury Leave

A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Schools have differing starting and ending times for the student day. Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

Section 3 Leaving School

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office or their supervisor when leaving, and check back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

Section 4 Classroom and School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

Classroom Environment

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

Use of Cell Phones

Employees are not to use personal cell phones for any nonschool purpose during duty time. Cell phone usage is permitted during employees' personal lunch period, as well as during scheduled breaks.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using student vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

Checking Out of Equipment

All equipment must be checked out through the Principal's office. School equipment may be

used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. Employees shall not make purchases on behalf of the District without prior approval of the Principal.

Email

Employees may be assigned a school email address for purposes of intra-school and inter-school email correspondence. Employees should check for email throughout the duty day, and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

Employee Mailbox

Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the school day, if possible, and upon departure. If something requires an answer, employees are responsible for responding promptly. Employee mailboxes are to be limited to communications regarding school business.

Section 5 Supervision of Students

Proper supervision of students is an important responsibility. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not

to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.

- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with your language. Profanity or abusive language should not be used by you.
- Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students, note it in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches

Office administration should also be contacted before performing searches of students or their

belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to “bullying.” Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

Section 6 Dispensing Medication

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse’s office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District’s Safety and Security Management Plan and the District’s Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student’s name, name of medication, dosage needed, and time of dispensing the medication.

Section 7 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term “promptly” means “within a 24-hour period.”

According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger; Sexually abused; or
5. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform their principal or supervisor that they intend to make a report. A documentation form is available in each principal's office to assist staff in gathering the necessary reporting information. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Ethics Standards

The Laurel-Concord-Coleridge School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee:

Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board

members.

7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions, which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills:

In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques:

The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships:

Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements:

Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Work Agreement Obligations:

Employees shall adhere fully to the terms of a work agreement or appointment.

Section 2 Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3 Professional Boundaries

Professional Boundaries Between Employees and Students (Policy 4025)

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity.

Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, emailing a message about a student's grades).

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator

in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 4 Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Civility

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

Section 6 Notification of Arrest, etc.

Employees must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
 - a. The maximum penalty for the crime equals or exceeds six months incarceration;
 - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
 - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or

- relations with other employees of Laurel-Concord-Coleridge School;
- ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
- iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
- d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Laurel-Concord-Coleridge School, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

Section 7 Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process,

and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 8 Employees Complaints or Concerns

Employees are to inform their supervisor or the Superintendent of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their coworkers, supervisors, or superiors, (3) maintain close working relationships with their coworkers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9 Professional Attire

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual employees should that be necessary.

Section 10 Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

Employees are not required to notify the District of outside employment except: (1) employees who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) employees who have a work-related injury in order to comply with workers' compensation requirements.

Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while employees are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment employee will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including, but not limited to, cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sand-club, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switchblade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun or taser. An employee may possess an electronic safety device (e.g., taser) designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The employee must notify the Principal of such possession and secure the device so as to prevent student access or possession; and
8. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The employee must notify the Principal of such possession and secure the mace or other similar chemical agent so as to prevent student access or possession. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or

injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee's personal possession, as well as in an employee’s motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Employees have access to the District’s computer network and the Internet for the enhancement and support of student instruction and performance of their duties. Such access is subject to the following computer acceptable use policy:

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources as made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District’s technology resources is a privilege and not a right. The Superintendent or designee may develop appropriate user agreements and require that employees sign such user agreements as a condition of access to the technology resources. The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.
3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District’s mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses. The following are unacceptable uses of the technology resources:
 - a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
 - b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Incidental or de minimis personal use is not prohibited by this provision. This exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time.

The exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for personal use; or sending an email related to one’s own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the defeat of a ballot question.
- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,

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

addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

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

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

7. Monitoring. Use of the technology resources, including but not limited to Internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.

Sanctions. Violation of the policies and procedures concerning the use of the District's technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non permitted use.

Section 5 Use of School Facilities

An employee who is issued school keys is expected to not lose their keys and to not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

Section 6 Care of School Property

Employees are responsible for the proper care of all books, equipment, supplies and furniture

supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of School Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones should be for school purposes only. You will need to promptly log long distance calls and be responsible for any charges, which are for personal use.

Section 8 Visitors

Employees are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the Principal or supervisor. Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow procedures for being on District property, including checking in. Employees are not to bring their children to work with them in lieu of taking them to childcare.

Section 9 Salespersons

Employees need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the employee while engaged in the employee's duties except for such times as may be designated by the Superintendent or designee.

Employees must not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Employees must not use time for which the employee is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of these restrictions will be considered to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, employee desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The District exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items an employee wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse or backpack.

The District is not responsible for any personal property employees may bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video or audio surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Web Page

Bulletin boards and electronic media (web page) and other communication devices are maintained for the purposes of conveying information about the District's activities and programs and for educational purposes related to such activities and programs. The District's communication devices are designated as non-public forums, meaning that the devices are not open for public use.

Information posted or displayed on the District's communication devices may not include political advertising, communications promoting particular religious beliefs, controversial topics or positions not consistent with the mission of the District, or communications that promote activities not suitable for school-age children.

Any website links on the District's web page that are permitted to be posted shall not be considered to be endorsed or sponsored by the District. The District makes no representations or warranties of any kind with regard to any such links.

Section 13 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Employees are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than

an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Employees should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found

Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and workplace conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers’ association. Employees can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers’ association representative of the safety committee, (2) contact the President of the teachers’ association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which employees should follow include the following:

- Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
- Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
- Wipe up spills or report promptly to appropriate personnel. Do NOT assume someone else will do it.
- Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
- Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
- Do not use equipment if you are not familiar with it or operate machinery without proper training.

- Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
- Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
- Wear seatbelts when in vehicles where provided.
- Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and employee, when designated, while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas when designated.

Safe Driving

Employees 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. Employees will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid.

Employees who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices and are responsible for any injury or accident. Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. When transporting students or using a school vehicle, employees are not to use cell phones or otherwise engage in distracted driving. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Accidents

Every accident which results in a personal injury must be reported to the Principal or supervisor immediately. In the event the injury involves a student, the employee who is responsible for the supervision of the student is responsible for making the report. If the injury occurs in the presence of the employee, the employee is also responsible for making a report.

Workers Compensation

Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 7 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, religion, disability, age, sex,

pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
601 East 12th Street, Room 353
Kansas City, MO 64106
(800) 368-1019 (voice), Fax (816) 426-3686
(800) 537-7697 (telecommunications device for the deaf),
or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:

Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator

Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Diane Hanel
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Alan Gottula
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Section 3 Anti-Discrimination & Harassment Policy

Policy of Non-Discrimination

The policy of Laurel-Concord-Coleridge School is to not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in admission, access, or treatment with regard to its programs and activities or with regard to employment. The District and its staff shall comply with all applicable state and federal laws prohibiting discrimination.

Decisions with regard to employment, discharge, compensation, and terms and conditions of employment shall not be made based on race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status. There shall be no discrimination against an applicant or employee because of membership or activity in an employee organization or because of protected free speech activities.

Preventing Harassment and Discrimination

Laurel-Concord-Coleridge School is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Title IX Coordinator

Diane Hanel, 502 Wakefield St, Laurel, NE 68745

(402) 256-3133

diane.hanel@lccschool.org

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment

A. Complaint Procedure - Generally

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor or the principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

Diane Hanel

502 Wakefield Street, Laurel, NE 68745

402-256-3133

diane.hanel@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the

alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred).

(C) *Rights of the Parties:* The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District’s educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party’s advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly

summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision maker has considered the written questions of the parties, if any, the decision maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures to the respondent if the Decision-Maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in school suspension, out of school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.**

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the Complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent

to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.

6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Employees may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. An employee who violates this restriction shall be subject to disciplinary action up to and including termination. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 8 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such

information to carry out their duties.

APPENDIX A

Notice of COBRA Continuation Coverage Rights **** Continuation Coverage Rights Under COBRA****

Introduction

You are receiving this notice because you have recently become covered under a group health plan (the Plan). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.**

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they

would otherwise lose their group health coverage. For additional information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

What is COBRA Continuation Coverage?

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- ☐ Your hours of employment are reduced, or
- ☐ Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- ☐ Your spouse dies;
- ☐ Your spouse's hours of employment are reduced;
- ☐ Your spouse's employment ends for any reason other than his or her gross misconduct;
- ☐ Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- ☐ You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- ☐ The parent-employee dies;
- ☐ The parent-employee's hours of employment are reduced;
- ☐ The parent-employee's employment ends for any reason other than his or her gross misconduct;
- ☐ The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- ☐ The parents become divorced or legally separated; or
- ☐ The child stops being eligible for coverage under the plan as a "dependent child."

When is COBRA Coverage Available?

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, [*add if Plan provides retiree health coverage*: commencement of a proceeding in bankruptcy with respect to the employer,] or the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event.

You Must Give Notice of Some Qualifying Events

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to: District Business Manager - Megan Greiner (402-256-3133).

How is COBRA Coverage Provided?

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), your divorce or legal separation, or a dependent child's losing eligibility as a dependent child, COBRA continuation coverage lasts for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage generally lasts for only up to a total of 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage

If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if notice of the second qualifying event is properly given to the Plan. This extension may be available to the spouse and any dependent children receiving continuation coverage if the employee or former employee dies, becomes entitled to Medicare benefits (under Part A, Part B, or both), or gets divorced or legally separated, or if the dependent child stops being eligible under the Plan as a dependent child, but only if the event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

If You Have Questions

Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the district's Business Manager(s). For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa.

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

APPENDIX B

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT (FLSA)

APPENDIX B

MINIMUM WAGE NOTICE

APPENDIX C

FAMILY MEDICAL LEAVE ACT (FMLA) NOTICE

APPENDIX D

EQUAL EMPLOYMENT OPPORTUNITY NOTICE

APPENDIX E

SCHOOL CALENDAR

2024-2025

APPENDIX F

ORGANIZATIONAL CHART
ADMINISTRATIVE FUNCTIONS

**RECEIPT OF THE
2024-2025 CLASSIFIED EMPLOYEES HANDBOOK
OF LAUREL-CONCORD-COLERIDGE SCHOOL**

This signed receipt acknowledges receipt of the 2024-2025 Classified Employees Handbook of Laurel-Concord-Coleridge School.

This receipt acknowledges that it is understood:

- that I am to read and be familiar with the handbook,
- that I understand the handbook contains a disclaimer of contract,
- that I understand that the handbook includes the District's policies of non-discrimination

- and equity, and
- that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date of Signature: _____

Printed Name: _____

Employee's Signature: _____

Return to: Jeremy Christiansen, Superintendent

**PRINT, SIGN, AND RETURN THIS FORM
ON OR BEFORE FRIDAY, AUGUST 30, 2024.**

LAUREL-CONCORD-COLERIDGE SCHOOL

**FACULTY HANDBOOK
2024-2025**



**Laurel-Concord-Coleridge School
502 Wakefield
PO Box 8
Laurel, NE 68745
402-256-3133**

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FOREWORD

Section 1 Intent of Faculty Handbook

Welcome to Laurel-Concord-Coleridge School. This handbook is intended to be used by teachers and other certificated staff to provide general information about Laurel-Concord-Coleridge School and to serve as a guide to the District’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that relate to employment, including employment contracts, the negotiated agreement between the Laurel-Concord-Coleridge School and the Laurel-Concord-Coleridge Education Association, and the policies and regulations of the Board of Education. In reviewing this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a “contract” of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by 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 for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the school district.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Section 2 Information About Laurel-Concord-Coleridge School

Laurel-Concord-Coleridge School, with school campuses located in the communities of Laurel and Coleridge, Nebraska, strives to provide quality education programs for the youth of our communities and the surrounding area. All staff are trained in the Instructional Model developed by LCC. Laurel-Concord-Coleridge School implements an online student management program, which allows student and parent access to grades, attendance, lunch accounts, daily bulletins, etc. and communication with staff through email. LCC School takes pride in the collaborative partnerships developed with the cities of Laurel and Coleridge, Education Foundations, and the LCC Booster Club. These partnerships have resulted in expanded facilities for school and public

patrons through the construction of a Fitness Center, the Laurel Community Learning Center, and the Laurel Athletic Complex.

Section 3 School Mission Statement

“Equipping students with skills for Life, Career, & Challenges!
In a Progressive, Rigorous, Inclusive Dynamic Environment!”

Outcomes

Content Mastery
Critical Thinking Collaboration
Communication Creativity
Citizenship

Beliefs

At Laurel-Concord-Coleridge School, we believe the strongest predictor of our success is a shared vision that by working together we will make a difference. All stakeholders have a valuable role and operate under the expectation that with mutual trust and respect, we will achieve our mission.

Section 4 Members of the Board of Education

Name	Contact Information
Carol Erwin, President	carol.erwin@lccschool.org
Jay Hall, Vice President	jay.hall@lccschool.org
Dustin Thompson, Secretary	dustin.thompson@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
Samuel Recob	samuel.recob@lccschool.org
Grant Settje	grant.settje@lccschool.org
Scott Taylor	scott.taylor@lccschool.org

Section 5 Administrative Staff

Name	Position	Location	Contact Information
Jeremy Christiansen	Superintendent	Central Office	jeremy.christiansen@lccschool.org
Diane Hanel	Principal	High School	diane.hanel@lccschool.org
Mark Leonard	Principal	Middle School	mark.leonard@lccschool.org
Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 6 Certified Staff

Name	Contact Information	Position
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts
Beckwith, Sarah	sarah.beckwith@lccschool.org	High School English
Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Cabanez Vince	vince.cabanez@lccschool.org	HS/MS Agriculture Education/FFA
Camargo, Jill	jill.camargo@lccschool.org	High/Middle School Spanish
Campbell, Melissa	melissa.campbell@lccschool.org	Preschool/Sped Interventionist
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
Conner, Quin	quin.conner@lccschool.org	Director of Activities & Transportation
Cross, Nicole	nicole.cross@lccschool.org	5th Grade
Cunningham, Patti	patti.cunningham@lccschool.org	Middle School Science
Depew, Eric	eric.depew@lccschool.org	Middle School Social Science
Fernau, Mandi	mandi.fermau@lccschool.org	1st Grade
Gottula, Alan	alan.gottula@lccschool.org	Guidance/Counseling/Teammates
Gould, Amy	amy.gould@lccschool.org	4th Grade
Granquist, Jean	jean.granquist@lccschool.org	Title 1/Interventionist
Hahne, Kati	kati.hahne@lccschool.org	High School Special Education
Hallman, Gaylene	gaylene.hallman@lccschool.org	High/Middle School Family/Consumer Sci
Hans, Shasta	shasta.hans@lccschool.org	EL/MS Art; Digital Media
Hansen, Gracie	ghansen@esu1.org	School Psychologist (ESU 1)
Harrington, Pat	pat.harrington@lccschool.org	High School Industrial Technology
Kesting, Jennifer	jennifer.kesting@lccschool.org	High School English
Kinkaid, Denise	denise.kinkaid@lccschool.org	3rd Grade
Kinkaid, Shane	shane.kinkaid@lccschool.org	High School Mathematics
Kvols, Ali	ali.kvols@lccschool.org	High School Mathematics
Lundahl, Jenni	jenni.lundahl@lccschool.org	High/Middle/Elem School Vocal Music
McCorkindale, Kim	kim.mccorkindale@lccschool.org	High School Science
Messersmith, Marcus	marcus.messersmith@lccschool.org	Technology Director
Mogensen, Erica	erica.mogensen@lccschool.org	Speech Language Pathologist
Nordby, Laura	laura.nordby@lccschool.org	HAL Facilitator/Instructional Coach
Parsons, Robert	robert.parsons@lccschool.org	Library/Media Specialist
Peters, Paxton	paxton.peters@lccschool.org	4th Grade
Promes, Ashley	ashley.promes@lccschool.org	Level III: Severe and Profound Sped
Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade

Remm, Marissa	marissa.remm@lccschool.org	1st & 2nd Reading and Math Specialist
Scoville, Lisa	lisa.scoville@lccschool.org	High School/Middle School Art
Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Provider
Sims, Nate	nate.sims@lccschool.org	High/Elem School Physical Education
Soden, Kelli	kelli.soden@lccschool.org	Middle School Special Education
Steinle, Kristina	kristina.steinle@lccschool.org	Early Childhood Program
Stephens, Zecharia	zecharia.stephens@lccschool.org	High School Social Science
Tanderup, Jenna	jenna.tanderup@lccschool.org	1st Grade
Tasler, Natasha	natasha.tasler@lccschool.org	Level III: Severe and Profound Sped
Troyer, Doris	doris.troyer@lccschool.org	Middle School Mathematics
VanMeter, Jennifer	jennifer.vanmeter@lccschool.org	Middle School Language Arts
Vollers, Meaghan	meaghan.vollers@lccschool.org	High School Science
Williamson, Carrie	carrie.williamson@lccschool.org	High School Business
Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten

Section 7 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Bartels, LuAnn	Library	Paraprofessional	luann.bartels@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Benson, Elizabeth	High School	Paraprofessional	elizabeth.benson@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Elementary	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christensen, Mindy	High School	Coach/Sponsor	mindy.christensen@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
Cunningham, Toby	HS/Middle/Elem	Transportation/Grounds	toby.cunningham@lccschool.org
Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
Ellwanger, Jon	HS/Elementary	Custodial Services	jon.ellwanger@lccschool.org
Feelhaver, Angie	Middle School	Level III Para	angie.feelhaver@lccschool.org
Folkers, Emma	Library	Paraprofessional	emma.folkers@lccschool.org
Foster, Jennifer	Elementary School	Paraprofessional	jennifer.foster@lccschool.org
Graf, Melissa	Middle School	Administrative Asst	melissa.graf@lccschool.org
Granquist, Megan	District Office	Administrative Asst	megan.granquist@lccschool.org

Greiner, Megan	District Office	Business Manager	megan.greiner@lccschool.org
Hall, Angie	MS/High School	Co-FFA Advisor	angie.hall@lccschool.org
Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org
Hartung, Melanie	High School	Coach/Sponsor	melanie.hartung@lccschool.org
Keifer, Julia	Middle School	Level III Para	julia.keifer@lccschool.org
Kleinschmit, Vicki	High School/Elem	Nutrition Services	vicki.kleinschmit@lccschool.org
Klug, Michelle	Elementary School	PK Paraprofessional	michelle.klug@lccschool.org
Koch, Chad	Middle School	Coach/Sponsor	chad.koch34@gmail.com
Koester, June	Elementary School	Administrative Asst	june.koester@lccschool.org
Kurtzhals, Susan	Middle School	Custodial Services	susan.kurtzhals@lccschool.org
Kvols, Julie	High School	Paraprofessional	julie.kvols@lccschool.org
Lundahl, Sherie	HS/Middle/Elem	TeamMates Program	sherie.lundahl@lccschool.org
McCart, Floyd	HS/Elementary	Nutrition Services	floyd.mccart@lccschool.org
Malcom, Conchita	High School/Elem	Nutrition Services	conchita.malcom@lccschool.org
Nordhues, Kayla	Middle School	Level III Para	kayla.nordhues@lccschool.org
Olson, Tiffany	District	Permanent Substitute	tiffany.olson@lccschool.org
Patefield, Christina	High School	Coach/Sponsor	christina.patefield@lccschool.org
Reifenrath, Cori	Elementary School	Paraprofessional	corinne.reifenrath@lccschool.org
Reifenrath, Raegan	High School	Paraprofessional	raegan.reifenrath@lccschool.org
Roberts, James	Bus Barn	Transportation Services	james.roberts@lccschool.org
Schmidt, Pix	HS/Elementary	Nutrition Services Dir	pix.schmit@lccschool.org
Schurman, Vanessa	District	Bright Horizons Asst Dir	vanessa.schurman@lccschool.org
Smith, Katie	Middle School	Level III Para	katie.smith@lccschool.org
Stark, Kenny	Bus Barn	Transportation Services	kenny.stark@lccschool.org
Stone, Trista	High School	Paraprofessional	trista.stone@lccschool.org
Suing, Carolyn	HS/Elementary	Nutrition Services	carolyn.suing@lccschool.org
Suing, Chuck	HS/Elementary	Custodial Services	chuck.suing@lccschool.org
Suing, Justin	HS/Elementary	Custodial Services	justin.suing@lccschool.org
Urwiler, Diane	Middle School	Paraprofessional	diane.urwiler@lccschool.org
Urwiler, Lois	High School	Administrative Asst	lois.urwiler@lccschool.org
Wemhoff, Ronnette	Middle School	Nutrition Services	ronnette.wemhoff@lccschool.org

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar

See School Calendar accessible as **Appendix D**.

Section 2 Daily Schedules

High School

Daily Schedule

Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am
Period 4 - 10:35 am - 11:23 am
Period 5 - 11:26 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 (HR) - 1:40 pm - 1:58 pm
Period 8 - 2:01 pm - 2:49 pm
Period 9 - 2:52 pm - 3:40 pm

Wednesday Early Dismissal Schedule:

Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:30 am
Period 2 - 8:33 am - 9:02 am
Period 3 - 9:05 am - 9:34 am
Period 4 - 9:37 am - 10:06 am
Period 5 - 10:39 am - 10:38 am
Period 6 - 10:41 am - 11:10 am
Period 8 - 11:13 am - 11:42 am
Period 9 - 11:45 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 7 (HR) - 12:49 pm - 1:10 pm

Late Start Schedule:

No Breakfast

Shuttle - 9:35am
Period 1- 10:00 am - 10:32 am
Period 2- 10:35 am - 11:06 am
Period 3- 11:09 am - 11:40 am
Period 4 - 11:43 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 5 - 12:49 pm - 1:25 pm
Period 6 - 1:28 pm - 2:02 pm
Period 7 (HR) - 2:05 pm - 2:25 pm
Period 8 - 2:28 pm - 3:02 pm
Period 9 - 3:05 pm - 3:40 pm

Middle School
Daily Schedule

Period 1 –	8:00 am - 8:44 am
Period 2 –	8:47 am - 9:31 am
Period 3 –	9:34 am - 10:18 am
Period 4 –	10:21 am - 11:05 am
Period 5 –	11:08 am - 11:52 am
Period 6 –	11:55 am - 12:39 pm
LUNCH –	12:39 pm - 1:09 pm
Period 7 –	1:12 pm - 1:56 pm
Period 8 WIN –	1:59 pm - 2:28 pm
Period 9 –	2:31 pm - 3:15 pm
Period 10 –	3:15 pm - 3:37 pm

Early Dismissal Schedule:

Period 1 –	8:00 am - 8:27 am
Period 2 –	8:30 am - 8:57 am
Period 3 –	9:00 am - 9:27 am
Period 4 –	9:30 am - 9:57 am
Period 5 –	10:00 am - 10:27 am
Period 6 -	10:30 am - 10:57 am
Period 7 –	11:00 am - 11:27 am
LUNCH –	11:27 am - 11:57 am
Period 8 WIN –	11:58 am - 12:20 pm
Period 9 –	12:21 pm - 12:48 pm
Period 10 –	12:48 pm - 1:10 pm

Late Start Schedule:

Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

Elementary School

School Hours:

8:00 a.m. to 3:37 p.m. (Monday – Friday)
8:00 am - 1:10 pm (Early Dismissal Days)
10:00 am - 3:37 pm (Late Start Days)

Breakfast:

7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am - K - 3rd Grade Lunch

11:30 am - 11:50 am - K - 3rd Grade Recess

11:35 pm - 12:05 pm - 4th - 5th Grade Lunch

12:05 pm - 12:25 pm - 4th - 5th Grade Recess

Morning Recess:

9:30 am - 9:45 am K - 2nd Grade Recess

Afternoon Recess:

2:25 pm - 2:45 pm K - 2nd Grade Recess

2:45 pm - 3:00 pm 3rd - 5th Grade Recess

Section 3 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to 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 is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media, social media, and through the electronic messaging system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, Level III program, student activities). Some staff may be designated as required to come to school even in the event of a school closing.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given. If school is closed during the day staff will be notified and parents will be notified via media broadcast, social media, and the electronic messaging system. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions

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 not be marked absent. You should treat the absence like any other excused absence for legitimate causes, provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in the 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.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Section 4 Contract Days

Teachers are contracted for 185 contract days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the administration.

Section 5 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by Laurel-Concord-Coleridge School when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before or such other date on or after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment or termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment the teacher should give written notice of

resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after March 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-829.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation

Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement

Changes in a teacher's placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before

September 1 of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Salary Payments

Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or weekend day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Contract Pay

Extended duty for any teacher beyond the number of contract days established by the Superintendent for the school year shall be paid at 1/185 of schedule placement on a per diem basis for such teacher's extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such an election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the

negotiated agreement.

Section 9 Expense Reimbursement

Access to use of a district vehicle will generally be provided for teachers required to drive during their regular scheduled working hours between two or more work sites. However, in the event that a district vehicle is not available, reimbursement for authorized mileage will be paid to these teachers. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered in to a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the

employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – ABSENCES FROM WORK

Section 1 Paid Leave - PTO, Sick and Personal Leaves

Paid Time Off (PTO) Leave and Accrued Sick Leave

1. At the beginning of the first year a teacher is employed by the school district, that teacher shall be credited with a twelve (12) day PTO leave allowance. The teacher shall be given twelve (12) PTO days each of the following years.

2. The PTO allowance shall be used for personal leave and for absences caused by illness or physical disability of the teacher or immediate family.

3. At the beginning of the 2024-2025 and 2025-2026 school years, a teacher's accrued sick leave balance will reflect the balance recorded at the conclusion of the 2023-2024 and 2024-2025 school years, respectively. A teacher's accrued sick leave balance has a forty-five (45) day limitation.

4. All PTO days must be used before any leave can be used from the teacher's sick leave accrual.

5. At the end of the school year, any PTO days remaining will transfer into the teacher's sick leave accrual until the teacher reaches the established maximum sick leave accrual (45 days).

6. At year end, in June, any unused PTO days remaining after transfer to sick leave accrual (above and beyond 45) will be paid at the rate of \$100 per day.

7. Leave taken on scheduled teacher in-service days will be deducted at double PTO daily/hourly rate.

8. A single deduction allowance will be made each year, per teacher's discretion, for an occurrence missed pertaining to Item 7.

9. Personal leave taken beyond the credited PTO leave must be approved by the Superintendent and will result in salary deduction at 1/185th of the teacher's total compensation package.

10. PTO leave may be taken in hourly increments.

11. The Superintendent shall furnish each teacher a written statement at the beginning of each school year setting forth the total of PTO credit and accrued sick leave credit.

12. Upon retirement, any unused, accrued sick leave days will be paid in June, at 1/2 rate of the current substitute teacher daily rate.

Sick Leave Bank - Beginning with the 1996-97 school year all certified staff members may participate in a voluntary sick leave bank. See Schedule "E" in the Negotiated Agreement. Modifications to the sick leave bank may be made with the mutual consent of the Board and the Association.

Professional Leave – Teachers shall be granted professional leave at the discretion of the administration. No salary deductions shall be made for professional leave.

Sick Leave Accrual

At the beginning of each school year, a teacher's accrued sick leave balance will reflect the balance recorded at the conclusion of the previous school year. A teacher's accrued sick leave balance has a forty-five (45) day limitation. All PTO days must be used before any leave can be used from the teacher's sick leave accrual. At the end of the school year, any PTO days remaining will transfer into the teacher's sick leave accrual until the teacher reaches the established maximum sick leave accrual (45 days).

Sick leave is a paid workday when the employee may be absent from duties. Sick days are only available when the employee is unable to perform assigned duties due to the illness or temporary disability of the employee or due to the employee needing to care for a member of the employee's immediate family who is ill or has a serious health condition. An immediate family member is defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforementioned relationships, as well as any person living within the same household with the employee.

Employees are to use sick leave when unable to work. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave. A note from a health care professional may be required and requested by administration to verify and approve employee absences designated as sick leave.

Bereavement Leave

Absence from work will be allowed so that the employee may have (5) consecutive workdays following the death of an immediate relative without loss of pay. An immediate family member is defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforementioned relationships, as well as any person living within the same household with the employee.

The employee shall be granted three (3) consecutive workdays without loss of pay for the purpose of attending the funeral of the employee's relative who is not an immediate family member (e.g., uncle, aunt, niece, nephew, cousin, and/or in-laws of these relationships).

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's paid leaves as defined in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator (e.g. one day missed = 185 of total salary and fringe benefits).

Section 3 Unpaid Leaves

Laurel-Concord-Coleridge School complies with laws that require leaves to be allowed without loss of pay, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

Discretionary Leave of Absence

An employee may apply to the Board for a leave of absence from duties. The Board will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one leave year. All discretionary leaves shall be without pay except as may be individually negotiated.

Section 4 Jury Duty Leave

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. The employee will be allowed time off for jury duty.

There will be no loss of salary or deduction in leave time for time spent in jury service. The school district may at its discretion reduce salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Legal Reference:	§ 25-1640

Section 5 Family and Medical Leave Act

The Department of Labor has amended the Family and Medical Leave Act (FMLA) regulations effective on January 16, 2009. One of the changes involves the content of the general notice to be given to employees concerning rights and responsibilities under the FMLA.

The general notice information is to be included in employee handbooks. As such, we are providing the following information as an addendum to the District's existing employee handbooks.

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a 12-month period. A covered service-member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service-member medically unfit to perform his or her duties for which the service-member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Laurel-Concord-Coleridge School for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Laurel-Concord-Coleridge School within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Laurel-Concord-Coleridge School may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Jeremy Christiansen at (402) 256-3133.

Section 6 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school district. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable.

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333; 20 CFR Part 1002 (USERRA)

Section 7 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the

same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Legal Reference:	§ 48-234

Section 8 Subpoena to Testify Leave

An employee must promptly notify the employee's immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the school district, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the school district is not an opposing party in the legal matter.

Section 9 Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours during which the employee is not required to be present at work in the period between the time of the opening and closing of the polls; and (c) applies for voting leave prior to or on election day.

Voting leave will not be available to most employees because elections are typically scheduled for 8 a.m. to 8 p.m. Most employees are off duty on or before 6 p.m. If not off work by 6 p.m., the employee is usually not on duty before 10 a.m.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The employee's supervisor may specify the hours during which the employee may be absent for voting leave.

Legal Reference:	§ 32-922

Section 10 Injury Leave

A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend eight hours on-site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required eight hours. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site workday as 7:45 am - 3:45 pm. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building,

being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare weekly lesson plans that identify the State Standards. Lesson plans are to be completed and uploaded to Common Curriculum by Monday morning at 8:00 am. Lesson plans, class rosters, etc. should be kept in a place in which the plan book will be readily available in the teacher's absence.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plan book must give specific reference to other instructional sources immediately available which will enhance the instructional lesson. A substitute folder should be maintained and at minimum should include daily schedules, assigned duties, seating charts, safety or emergency procedures, and any other notes that would be helpful to a substitute teacher or other staff member not familiar with the classroom routines and procedures.

Section 5 Daily Class Records

Every teacher is required to keep a complete and easily understandable record of the attendance and achievement of every student in PowerSchool. These class records must be kept current and a complete report of all recorded grades for each student needs to be updated on a weekly basis. Be sure that you test frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents. Upon request a student's individual record shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Teachers who return to Laurel-Concord-Coleridge School and who wish to refer to the previous

year's class record book may request the PowerSchool records.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedures in the performance of their duties:

Textbook and Room Inventory

All school purchased materials must be inventoried with the building bookkeeper or administrative assistant. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

Classroom Environment

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

Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time without administration approval.

Teachers are not to use wireless cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Cell phones will not be used while the vehicle is in motion.

Use of Paraprofessionals

Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraprofessionals may be used to assist the 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, and preparing bulletin boards. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the

administration for approval.

Use of Student Aides

Student aides are to be directly supervised by the teacher 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 teacher 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 teacher without another adult present after the end of regular teacher duty hours.

Checking Out of Equipment

All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee.

Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

Email

Each teacher will be assigned a school email address for purposes of intra-school and inter-school email correspondence. Teachers should check for email throughout the day, and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the District's email system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

Teacher Mailbox

Each teacher will be assigned a mailbox located in the Elementary Building (Teacher Workroom), Middle School Building (Principal Office), and High School Building (Principal's Office). Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.

Teachers Meetings

Teachers' meetings will be scheduled and announced by building principals. All designated teachers are expected to be present for such scheduled meetings, unless they are absent from school for good cause or have made prior arrangements.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision

- Report to all duty assignments on time.

- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited at Laurel-Concord-Coleridge School. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
- Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

Office administration should also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the principal.

2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the designated procedures for the building. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term “promptly” means “within a 24-hour period.”

According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused or sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. A documentation form is available in each principal’s office to assist staff in gathering the necessary reporting information. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the teacher’s responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker or an administrator will help you.

Section 11 Curriculum – Assessments

State Assessments

Laurel-Concord-Coleridge School has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

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

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

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

Achieving Valid Assessment Results

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

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

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
 - ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.
- b. Teaching for Success on Assessments. It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.
 - i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously

- taught is appropriate.
 - ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.
 - c. Conditions for Successful Assessments.
 - i. Communication. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
 - ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.
 - iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
 - d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
 - e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
 - f. Student Answers. Assessments are to reflect the students' work as submitted by

the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all “bubble” sheet assessments and completely erase mistaken answers and extra marks on “bubble” sheet assessments). Educators are not to change answers on a student’s assessment sheet or otherwise participate in the submission of false or misleading assessment results.

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

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Laurel-Concord-Coleridge School expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards, which certificated employees are expected to adhere to, include those set forth below. References to “educator” shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship.

The educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all.

The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, national origin, religion, disability, age, sex, or other protected category.

- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions, which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations

Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model

Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest, etc.

Employees must notify the Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
 - a. The maximum penalty for the crime equals or exceeds six months incarceration;
 - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
 - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or relations with other employees of Laurel-Concord-Coleridge School;
 - ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
 - iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
 - d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Laurel-Concord-Coleridge School, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

B. Civility

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Laurel-Concord-Coleridge School. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

C. Visitors to Employees

Employees are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the Superintendent or designee. Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow posted procedures for being on Laurel-Concord-Coleridge School's property. Employees are not to bring their children to work with them in lieu of taking them to childcare.

D. Tobacco

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including, but not limited to, cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Legal Reference:	§§ 71-5716 to 71-5734

E. Complaints or Concerns of Employees

Employees are to inform Laurel-Concord-Coleridge School of any complaints or concerns about the operations of Laurel-Concord-Coleridge School using the established chain of command (immediate supervisor, next higher level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of Laurel-Concord-Coleridge School and a duty of all of the District's employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their office, department, or position, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All employee official communications must be accurate, demonstrate sound judgment, and promote Laurel-Concord-Coleridge School's mission. Employees must ensure that all applicable laws and regulations are followed by Laurel-Concord-Coleridge School and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of Laurel-Concord-Coleridge School.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

Laurel-Concord-Coleridge School will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Administrator or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students (Policy 4025)

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional

boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, emailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational

purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

- The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
- The teacher is not to provide private tutoring in a school building.
- The teacher is not to provide private tutoring during duty time.
- The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Safe Transportation

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Laurel-Concord-Coleridge School Board of Education is committed to providing a quality education for all Laurel-Concord-Coleridge School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the instructional model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration. LCC School has adopted an Instructional Model defining those domains, components and elements of effective teaching practices. All teachers are expected to be familiar with and strive toward continued development of their teaching skills using the Instructional Model as a guide and self-assessment. The school district provides support to teachers through an Instructional Coach position.

Section 4 Measuring and Reporting Academic Achievement Grades and Grading

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. It is required that the teacher record at least one grade per week. It is generally preferable to give numerical grades for tests, quizzes, and daily work. Grades must be recorded for all curricular areas.

Recording Grades

Each teacher shall record grades in PowerSchool. A sufficient number of grades must be recorded in the grade book to justify all quarter and/or semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales

Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades 5-12:

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through, and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.

Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

Elementary Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades **3rd - 5th in the following areas: ELA, Reading, and Spelling.**

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through, and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.

Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.
Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

K-2 Grading Scale

This scale will be used for grades **Kindergarten - 2nd grade** in the following areas: **Reading, Language Arts, and Handwriting**

Outstanding	96-100	O	Work is consistently excellent. Student is consistently giving optimum effort
Superior	90-95	S+	
Satisfactory	84-89	S	Work is generally good. Student applies herself/himself most of the time.

Low Satisfactory	77-83	S-	
Needs Improvement	70-76	N	Work is not done well. Student displays minimum effort.
Unsatisfactory	0-69	U	Work is unacceptable for grade standards.

Standards-Based Grading Scale

Students will receive a grade of 1-4 in the following areas: **K-5 Math, Music, PE, and Art, K-5 Social Studies, K-5 Science, and K-5 Work Habits.** Grading is based on your child's performance based on Nebraska State Standards. A grade of 3 indicates that your child is meeting state standards and on track.

Grading Assignment	Academic Grade Description	Participation Grades Descriptions
1	Not Meeting Nebraska State Standards Requirements	Student does not give any effort and does not participate.
2	Approaching Nebraska State Standards Requirements	Student gives minimal effort.
3	Meeting Nebraska State Standards Requirements	Student participates and generally gives best effort.
4	Exceeding Nebraska State Standards Requirements	Student is consistently giving optimum effort.

The preceding grade scales are expected to be used according to the following guidelines:

- No other grade scales are to be used on official records or reports.
- "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
- The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
- Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

Homework Policy for Grades K-5

Purpose of Homework: Homework is an important part of the educational process, designed to reinforce classroom learning, foster independent study habits, and encourage a love of learning. It should be meaningful, manageable, and tailored to the developmental level of the students.

General Guidelines:

1. **Assignments:** Homework will be assigned to be appropriate to the age and abilities of the students. The amount of homework will increase gradually from kindergarten through 5th grade.
2. **Maximum Time Expectations:**
 - Kindergarten - 2nd Grade: None
 - i. Parents are encouraged to read at home.
 - ii. Homework may be sent home upon request if a student is going to be gone, or may be sent if a child misses an excessive amount of school.
 - Grades 3-4: 20-30 minutes per day.
 - Grade 5: 30-50 minutes per day.

Recess Policy Related to Homework:

- Students will not be required to miss recess to complete homework or assignments, unless other options are exhausted. Recess is a vital part of the school day that supports physical health, social skills, and cognitive development. In cases where homework is incomplete, teachers will provide a designated time during the school day, outside of recess, for students to finish their assignments. If necessary, students may miss a small portion of recess time to complete school work, however, this will only be used when other options are exhausted.
- Maximum amount of time that may be missed per day to complete assignments or homework per grade level:
 - K-2nd - May miss up to half of one recess / per day
 - 3rd - 5th May miss up to half of 2 recesses / per day

Parental Involvement: Parents are encouraged to support their child's learning and their child's homework efforts by providing a quiet space for homework, establishing a regular homework routine, encouraging their child, and communicating with teachers about any homework concerns or difficulties.

If homework is exceeding timelines established above (10 mins per grade level), please let your child's teacher know.

Teacher Responsibilities:

- Ensure that homework is purposeful and not excessively time-consuming.
- Communicate clearly about homework expectations and due dates.
- Provide feedback on completed homework.
- Be available to discuss homework-related issues with students and parents.

Student Responsibilities:

- Complete homework to the best of their ability.
- Ask for help when needed.
- Turn in assignments on time.
- Balance homework with other activities and responsibilities. Homework should not take more than 10 mins per grade level. Let your teacher know if you need help.

This homework policy is designed to ensure that students benefit from homework without it negatively impacting their well-being or recess time. We believe in the importance of balancing academic responsibilities with physical activity and social interaction during recess.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit

Some students in certain situations may qualify for less than the number of credits normally granted for a course. Late entry or a serious injury at an awkward point in the semester would be a couple of examples. All cases of reduced credit should be recorded on a "Reduced Credit/Error Summary" form and be approved by the Principal.

Transfer Grades

A student transferring into Laurel-Concord-Coleridge School at the 15 to 18 week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the Principal.

Reports to Parents

Grades and credit are assigned on a quarter (9 weeks) for Grades K-5 and a semester basis (18 weeks) for Grades 6-12. Reports are sent to parents at established intervals throughout the school year.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All semester grades (Grades 6-12) are calculated on a cumulative basis; i.e., the grade given at the end of the first semester represents an evaluation of work done during that semester.

The end-of-quarter (K-5) and end-of-semester (6-12) reports are directed to parents, not to

students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, notes should be sent to parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes which are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of grade reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Section 5 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held twice during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed within five (5) days of the date of the Parent-Teacher conference.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work

place or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including, but not limited to, cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sand-club, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;

7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun or taser. A teacher may possess an electronic safety device (e.g., taser) designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The teacher must notify the Principal of such possession and secure the device so as to prevent student access or possession; and
8. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The teacher must notify the Principal of such possession and secure the mace or other similar chemical agent so as to prevent student access or possession. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the Internet, teachers are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.

4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
7. Teachers will not attempt to login to the system as a system administrator.
8. Teachers understand that the intended use of all computer equipment is to meet instructional objectives.
9. Teachers will not waste or take supplies, such as paper, printer ribbons, toner, and diskettes that are provided by the District.
10. Teachers will not use the network for financial gain or for any commercial or illegal activity.
11. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
12. The District will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the District's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The teacher is solely responsible for any such charges. The teacher's acceptance of an email account is an acceptance of the teacher's agreement to indemnify the District for any expenses, including legal fees, arising out of the teacher's use of the system in violation of the agreement.
13. The Internet will be supplied for your use on an "as is, as available" basis. The District does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.
14. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
15. The District reserves the right to refuse posting of files, and to remove files.
16. The District further reserves the right to inspect a teacher's computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.
17. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
18. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the

permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to, the immediate suspension or termination of the teacher's Internet account and computer privileges, reprimand, suspension, or termination.

Section 5 Use of School Facilities

Teachers will be issued keys to the school. Teachers are expected to not lose their keys and to not allow others to have access to or to use their keys. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Teachers and immediate family (under 12 years of age must be supervised) may use designated school/community fitness facilities for personal use through the school/community membership agreement. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of School Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones should be for school purposes only. You will need to promptly log long distance calls and be responsible for any charges, which are for personal use.

Section 8 Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the Principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not

to bring their children to school with them in lieu of taking them to childcare.

Section 9 Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video or audio surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Announcements

Bulletin boards and digital displays are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 13 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Teachers should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and workplace

conditions. A representative from each bargaining group, plus representatives appointed by administration, serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

- Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
- Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
- Wipe up spills or report promptly to appropriate personnel. Do NOT assume someone else will do it.
- Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
- Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
- Do not use equipment if you are not familiar with it or operate machinery without proper training.
- Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
- Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
- Wear seatbelts when in vehicles where provided.
- Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles

Teachers 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. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers 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. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, religion, disability, age, sex, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
601 East 12th Street, Room 353
Kansas City, MO 64106
(800) 368-1019 (voice), Fax (816) 426-3686
(800) 537-7697 (telecommunications device for the deaf),
or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:

Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

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

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination

The Laurel-Concord-Coleridge School hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: Laurel-Concord-Coleridge School is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Laurel-Concord-Coleridge School will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age,

pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

**Diane Hanel, Title IX Coordinator
502 Wakefield St, Laurel, NE 68745
(402) 256-3133
diane.hanel@lccschool.org**

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment

A. Complaint Procedure - Generally

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor or the principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

Diane Hanel
502 Wakefield Street, Laurel, NE 68745
402-256-3133
diane.hanel@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of

the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?).

(C) *Rights of the Parties:* The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District’s educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party’s advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision maker has considered the written questions of the parties, if any, the decision maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures to the respondent if the Decision-Maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in school suspension, out of school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.**

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing

the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of

- the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
 6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
 7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The "Every Student Succeeds" Act of 2015 (ESSA) gives parents/guardians the right to request information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
- Whether the parent/guardian's child has been assigned, or has been taught for four or

more consecutive weeks, by a teacher who does not meet the requirements of ESSA.

Section 8 Student Privacy Protection

The “Every Student Succeeds” Act of 2015 (ESSA) requires the District to protect the privacy of students. Further information about student privacy and the District’s policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the ESSA and related Board policy, as follows:

- Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
- Student surveys which involve “sensitive” matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to “opt-out” their child from the survey. Sensitive matters include:
 - Political affiliations or beliefs of the student or the student’s parent;
 - Mental or psychological problems of the student or the student’s parent;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating or demeaning behavior;
 - Critical appraisals of other individuals with whom the student has close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the students or the student’s parent;
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Instructional materials. We will permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District policy is to not gather such information for such purposes.

Section 9 Parental Engagement

General - Parental/Community Engagement in Schools

The District’s policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

- provide parents timely information about their child’s progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student’s academic and behavioral needs;
- make textbooks, completed tests and other curriculum materials available for review by parents upon request;

- permit parents access to their child's records according to law and school policy;
- encourage parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
- permit parents to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
- notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
- encourage parents to express their concerns, share their ideas and advocate for their child's education.

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

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

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

and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Section 10 Homeless Students

The "Every Student Succeeds" Act of 2015 (ESSA) requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Notice of COBRA Continuation Coverage Rights ** Continuation Coverage Rights Under COBRA**

Introduction

You are receiving this notice because you have recently become covered under a group health plan (the Plan). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.**

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they would otherwise lose their group health coverage. For additional information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary

Plan Description or contact the Plan Administrator.

What is COBRA Continuation Coverage?

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a “qualifying event.” Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a “qualified beneficiary.” You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- ☐ Your hours of employment are reduced, or
- ☐ Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- ☐ Your spouse dies;
- ☐ Your spouse’s hours of employment are reduced;
- ☐ Your spouse’s employment ends for any reason other than his or her gross misconduct;
- ☐ Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- ☐ You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- ☐ The parent-employee dies;
- ☐ The parent-employee’s hours of employment are reduced;
- ☐ The parent-employee’s employment ends for any reason other than his or her gross misconduct;
- ☐ The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- ☐ The parents become divorced or legally separated; or
- ☐ The child stops being eligible for coverage under the plan as a “dependent child.”

When is COBRA Coverage Available?

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, *[add if*

Plan provides retiree health coverage: commencement of a proceeding in bankruptcy with respect to the employer,] or the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event.

You Must Give Notice of Some Qualifying Events

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to: District Business Manager - Megan Greiner (402-256-3133).

How is COBRA Coverage Provided?

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), your divorce or legal separation, or a dependent child's losing eligibility as a dependent child, COBRA continuation coverage lasts for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage generally lasts for only up to a total of 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage

If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if notice of the second qualifying event is properly given to the Plan. This extension may be available to the

spouse and any dependent children receiving continuation coverage if the employee or former employee dies, becomes entitled to Medicare benefits (under Part A, Part B, or both), or gets divorced or legally separated, or if the dependent child stops being eligible under the Plan as a dependent child, but only if the event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

If You Have Questions

Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the district's Business Manager(s). For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa.

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

APPENDIX A **EMPLOYEE RIGHTS UNDER THE** **FAIR LABOR STANDARDS ACT (FLSA)**

APPENDIX A **MINIMUM WAGE NOTICE**

APPENDIX B **FAMILY MEDICAL LEAVE ACT (FMLA) NOTICE**

APPENDIX C **EQUAL EMPLOYMENT OPPORTUNITY NOTICE**

APPENDIX D
SCHOOL CALENDAR
2024-2025

APPENDIX E
ORGANIZATIONAL CHART
ADMINISTRATIVE FUNCTIONS

APPENDIX F
CONCUSSION AWARENESS
RETURN TO LEARN & RETURN TO PLAY PROTOCOLS
RECEIPT OF THE 2024-2025 FACULTY HANDBOOK
OF LAUREL-CONCORD-COLERIDGE SCHOOL

This signed receipt acknowledges receipt of the 2024-2025 Faculty Handbook of Laurel-Concord-Coleridge School.

This receipt acknowledges that it is understood:

- that I am to read and be familiar with the handbook,
- that I understand the handbook contains a disclaimer of contract,
- that I understand that the handbook includes the District's policies of non-discrimination and equity, and
- that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date of Signature: _____

Printed Name: _____

Teacher's Signature: _____

Return to: Jeremy Christiansen, Superintendent

**PRINT, SIGN, AND RETURN THIS FORM
ON OR BEFORE FRIDAY, AUGUST 30, 2024.**

Notes on Handbook Changes_2024-2025

Student and Family Handbook

- Annual Updates - Personnel, Calendars, Schedules
- Section 4 (pg. 15) - Arrival at School/Dismissal from School
 - Added - Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating unless otherwise specified by school personnel.
- Section 4 (pg. 18) - Lockers
 - Added - Each student (Grades 3-12) will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination or key padlock. Students must turn in an extra key or the combination code to the office. Locks are available for students to borrow at the school office.
- Section 2 (pg. 22) - Attendance and Absences
 - Added - Unexcused absence is defined as any absence that the parent/guardian has not authorized and does not conform to the excused absence as defined. A student is unexcused when the parent does not notify the office to excuse the student.
- Section 3 (pg. 23) - Homework and/or Make-up Work
 - Amended and Added -
 - It is the student's responsibility to obtain the missed information and classwork from his/her teachers. This includes all tests and quizzes missed. The student will have one (1) day to make up the work for each day of absence.
 - EXAMPLE: If a student is absent for 3 days, their make-up work will be due on the fourth (4th) day back in school.
 - If the student knows about an assignment in advance, the work should be completed by the original due date.
 - EXAMPLE: On Monday the teacher assigns a project due for Friday, If a student then misses school during the week, they are still required to submit the project on Friday unless the instructor allows the student an extension.

Homework Policy for Grades K-5

Purpose of Homework: Homework is an important part of the educational process, designed to reinforce classroom learning, foster independent study habits, and encourage a love of learning. It should be meaningful, manageable, and tailored to the developmental level of the students.

General Guidelines:

1. **Assignments:** Homework will be assigned to be appropriate to the age and abilities of the students. The amount of homework will increase gradually from kindergarten through 5th grade.
2. **Maximum Time Expectations:**
 - Kindergarten - 2nd Grade: None
 - i. Parents are encouraged to read at home.
 - ii. Homework may be sent home upon request if a student is going to be gone, or may be sent if a child misses an excessive amount of school.
 - Grades 3-4: 20-30 minutes per day.
 - Grade 5: 30-50 minutes per day.

Recess Policy Related to Homework:

- Students will not be required to miss recess to complete homework or assignments, unless other options are exhausted. Recess is a vital part of the school day that supports physical health, social skills, and cognitive development. In cases where homework is incomplete, teachers will provide a designated time during the school day, outside of recess, for students to finish their assignments. If necessary, students may miss a small portion of recess time to complete school work, however, this will only be used when other options are exhausted.
- Maximum amount of time that may be missed per day to complete assignments or homework per grade level:
 - Kdg-2nd - May miss up to half of one recess per day
 - 3rd - 5th - May miss up to half of two recesses per day

Parental Involvement: Parents are encouraged to support their child's learning and their child's homework efforts by providing a quiet space for homework, establishing a regular homework routine, encouraging their child, and communicating with teachers about any homework concerns or difficulties.

If homework is exceeding timelines established above (10 mins per grade level), please let your child's teacher know.

Teacher Responsibilities:

- Ensure that homework is purposeful and not excessively time-consuming.
- Communicate clearly about homework expectations and due dates.
- Provide feedback on completed homework.
- Be available to discuss homework-related issues with students and parents.

Student Responsibilities:

- Complete homework to the best of their ability.
- Ask for help when needed.
- Turn in assignments on time.
- Balance homework with other activities and responsibilities. Homework should not take more than 10 mins per grade level. Let your teacher know if you need help.

This homework policy is designed to ensure that students benefit from homework without it negatively impacting their well-being or recess time. We believe in the importance of balancing academic responsibilities with physical activity and social interaction during recess.

- Section 5 (pg. 26) - Truancy
 - Added - Absences/Loss of Credit - For High School Students
 - Any student who is absent from class more than six (6) times in one (1) semester may lose credit for that class and/or be required to make up time. Absences that are for school sponsored activities are not counted against the student. Absences excused by a doctor, dentist, counselor, or for court appearances or funerals will not be counted toward the total of 6 absences per period.
 - Parents/guardians will be notified by mail when their child reaches four (4) absences for any one period during the semester. Parents/guardians do not need to contact the school when they reach the 4-absence notice letter. Parents/guardians will be notified by mail, once again, if their child reaches six (6) absences for any one period during the semester. At this point, the principal will contact the parents to discuss their child's attendance and possible ramifications for exceeding the 6-day attendance policy.
 - Any absences that aren't properly excused will be made up in Saturday school or summer school if the student wants to receive credit for the class.

<u>Absences</u>	<u>Summer School/Saturday School</u>
0-6	None
7-8	1 day
9-10	3 days
11-12	4 days
13 or more	5 days

- Section 1 (pg. 28) - Grading System
 - Added -
 - **Elementary Grading System**
 - Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point

average from a percent for grades **3rd - 5th in the following areas: ELA, Reading, and Spelling.**

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through, and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.
Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

K-2 Grading Scale

This scale will be used for grades **Kindergarten - 2nd grade** in the following areas:
Reading, Language Arts, and Handwriting

Outstanding	96-100	O	Work is consistently excellent. Student is consistently giving optimum effort
Superior	90-95	S+	
Satisfactory	84-89	S	Work is generally good. Student applies herself/himself most of the time.
Low Satisfactory	77-83	S-	
Needs Improvement	70-76	N	Work is not done well. Student displays minimum effort.
Unsatisfactory	0-69	U	Work is unacceptable for grade standards.

Standards-Based Grading Scale (K-5)

- Students will receive a grade of 1-4 in the following areas: **K-5 Math, Music, PE, and Art, K-5 Social Studies, K-5 Science, and K-5 Work Habits**. Grading is based on your child's performance based on Nebraska State Standards. A grade of 3 indicates that your child is meeting state standards and on track.

Grading Assignment	Academic Grade Description	Participation Grades Descriptions
1	Not Meeting Nebraska State Standards Requirements	Student does not give any effort and does not participate.
2	Approaching Nebraska State Standards Requirements	Student gives minimal effort.
3	Meeting Nebraska State Standards Requirements	Student participates and generally gives best effort.
4	Exceeding Nebraska State Standards Requirements	Student is consistently giving optimum effort.

- Section 2 (pg. 31) - Graduation Requirements
 - Added - Students must complete one five-credit high school course in personal finance or financial literacy. This credit will be applied to minimum credit

requirements established for Social Studies or Electives. Students must also complete one five-credit high school course in computer science. This credit will be applied to credit requirements established for Electives.

- Section 14 (pg. 38) - Dual Credit Courses
 - Amended to -

A dual credit course is a college class offered to junior and senior high school students who have a 3.0 cumulative average or better.

A dual credit course, upon successful completion, the student accrues both high school credit towards a high school diploma and postsecondary credits that may lead to a certificate, associate's degree or bachelor's degree. Dual credit courses could include the following:

- Classes taught in the high school during the day, by the high school teacher.
- Online classes taught by dually certified instructors at a college and taught for early entry.
- Students who will be 16 years of age in the current school year may enroll in the CNA class during the second semester of their 10th grade year.

Online College Credit Only classes may also be taken during the regular school day.

Note: Students are responsible for the tuition of these courses.

- Section 3 Student Conduct Expectations (pg. 60) - Possession and Use of Electronic Devices
 - Amended to -
 - A student is permitted to possess and use electronic devices before school hours (high school and middle school), at lunchtime (high school only), at their locker during passing periods (high school only), and after school hours (high school and middle school), provided that the student not commit any abusive use of the device (see paragraph (4)(a)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
- Section 3 Student Conduct Expectations (pg. 60) - Possession and Use of Electronic Devices
 - Added -
 - i. **K-5 Electronic Devices**
 1. No electronic devices, including cell phones and smart watches, are allowed to be used or worn during the school day. Students are asked to keep electronic devices in their bookbags. Students may access their devices before or after school, if needed. Parents are encouraged to call the school to leave a message for their child. No cell phones will be allowed on field trips, unless required for a medical need or other extenuating circumstance. Field trip sponsors will have emergency contact information and will communicate with parents if needed. Parents are encouraged to

call the school if their child is on a field trip and they need to leave a message with their student so the school can contact the appropriate field trip sponsor.

- Section 3 Student Conduct Expectations (pg. 61) - Violations (Third and Subsequent)
 - Added -

The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Administration will determine the duration of any such consequence(s).

- Section 9 (pg. 86) Student Fees Policy
 - Updated meal program costs
- Section 7 (pg. 107) Eligibility
 - Amended due to state statute change - If your child will be 6 by January 1st, they should be enrolled in our kindergarten program.

Activities Handbook

- Section 4 (pg 10) - Academic Standards
 - Amended eligibility (probationary period and ineligibility period) to Tuesday-Monday with ineligibility list generated each week on Tuesdays (9:00am).

Faculty Handbook

- Annual Updates - Personnel, Calendars, Schedules
- Updates as found in the 2024-2025 Negotiated Agreement
- Section 4 (pg. 24) - Lesson Plans
 - Added - A substitute folder should be maintained and at minimum should include daily schedules, assigned duties, seating charts, safety or emergency procedures, and any other notes that would be helpful to a substitute teacher or other staff member not familiar with the classroom routines and procedures.
- Updated Grading System as described in Student and Family Handbook
- Updated Annual Notices (Appendices)

Classified Employees Handbook

- Annual Updates - Personnel, Calendars, Schedules
- Updated Annual Notices (Appendices)

LAUREL - CONCORD - COLERIDGE SCHOOL

Activity Handbook 2024-2025

Section 1 Extracurricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Extracurricular Activity Code of Conduct

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

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

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

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

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

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

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

Where is the Code of Conduct Applicable: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing, or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, or inhalant. (Note: Refer to “Drug and Alcohol Violations” for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student’s health and safety or a danger to the health and safety of others or repeated violations of dress and grooming

standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

15. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

Consequences.

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

Students may be suspended from participation in extracurricular competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor.

When Suspensions Begin.

All suspensions begin as soon as it has been determined that a violation has occurred and after the determination by school officials of the sanction to be imposed. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served. In the event of any uncertainty or disagreement, the Superintendent shall make the final determination on when a suspension begins and ends.

Letters and Post-Season Honors.

A student who commits a Code of Conduct violation is:

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

Tobacco, Alcohol and Drug Violations

Meaning of Terms.

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

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

Possession includes having control of the substance or on one's person.

Determining a Tobacco, Alcohol or Drug Violation Has Occurred.

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student self-reports and/or admits to violating the Code of Conduct.
4. When a student is witnessed by a paid employee of the school district who actually saw the student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person.
5. When school officials otherwise find sufficient reliable and credible evidence to support a determination that a violation has occurred.

Consequences for Possession or Use of Tobacco, Alcohol, and/or Drugs.

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

Whenever a student violates the Code of Conduct by possession or consumption of tobacco, alcohol, and/or drugs, there are two possible consequences for the action. The consequence to be enforced is determined by whether the violation is Self-Reported by the student or if the violation is Not Self-Reported by the student but is reported by a law enforcement official, a matter of public record, or is witnessed by a paid employee of the school district.

To be considered Self-Reported, the student must report the violation to the High School Principal, Superintendent, or a Coach/Sponsor within 72 hours of the violation. A violation may also be considered Self-Reported if the student admits and takes responsibility for her/his actions upon initial interview/questioning by a school official. Self-Reporting is only applicable to a student whose violation occurs off school grounds, not at a school function or event, and not in a school vehicle. The intent of self-reporting is to encourage personal responsibility for one's actions in a truthful manner. The consequences for students who take responsibility for their actions will be less.

The term "witnessed" shall mean to have actually seen a student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person, or to have been under the influence of the same.

Students who have violated the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, but do not have a subsequent violation for a full calendar year (365-calendar days), shall have previous violations removed from consideration and enforcement of consequences. This allows students who make mistakes the opportunity to learn and to modify their actions. However, students who accumulate three or more violations of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, during their high school enrollment, will have prior accumulated violations considered in determination of consequences.

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

1. First Violation: For a first violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, the following consequences apply:
 - a. Self-Reported Violation: 14-calendar day suspension from activities
 - b. Not Self-Reported Violation: 21-calendar day suspension from activities
 - c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.
2. Second Violation: For a second violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, and occurring within 365-calendar days of the first violation, the following consequences apply:
 - a. Self-Reported Violation: 42-calendar day suspension from activities
 - b. Not Self-Reported Violation: 63-calendar day suspension from activities
 - c. Reduction for Participation in Chemical Dependency Program: (This option is provided only one time and only for a second violation.) If the student and parents agree to participate in a school-approved program for chemical dependency, the activities suspension will be reduced to 21-calendar days. The program must be

administered by a certified alcohol and drug abuse counselor or agency and be approved in advance by the school authorities. The student must successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the High School Principal, or designee, within 21 calendar days of the violation. Failure to participate and successfully complete the approved chemical dependency program will cause the participating student to be suspended from extracurricular activities for the remainder of the second violation consequence. All costs associated with the program are the responsibility of the student/parent or guardian.

d. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

3. Third and Subsequent Violation(s): A third and any subsequent violations shall result in 270- or 365-calendar day suspensions from activities even if the subsequent violation(s) do not occur within the past full calendar year (365-calendar days).
 - a. Self-Reported Violation: 270-calendar day suspension from activities
 - b. Not Self-Reported Violation: 365-calendar day suspension from activities
 - c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.
4. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing and may be established at the discretion of the administration. The Superintendent shall have the authority to determine what constitutes a more serious violation and may develop guidelines to implement consistent discipline in accordance with this section.

Steroid Offenses.

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

1. First Violation: 28-calendar days
2. Second or Any Subsequent Offense: 365-calendar days.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the violation(s) and suspension will conduct a reasonable investigation of the facts and circumstances and determine whether a violation occurred. The investigation will be initiated within 72 hours of the school official(s) becoming aware of a student's potential violation.
2. Meeting. Prior to determination of a violation and prior to commencement of the suspension, the school official considering the suspension, or their designee, will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. If the alleged violation occurred off school grounds, not at a school function or event, or not in a school vehicle, the student's parent or guardian will be contacted and provided the opportunity to attend or participate in such meeting.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a Self-Report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student and parent/guardian (as applicable) is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee, will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
 - c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents, or guardian.

- iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures.
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

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

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

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

Section 4 Academic Standards

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

1. Be enrolled in at least 20 credit hours in the semester of participation.
 - a. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District’s extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. The District’s Activities Director

will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in any semester. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws. Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

2. To be eligible to participate in extracurricular activities, after the second week of each semester, a student's semester grade must be passing in all but one (1) subject area. Any student failing more than one (1) course will be placed on academic probation for one (1) week (Tuesday-Monday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing two (2) or more classes (does not have to be the same classes), the student will be ineligible for the following week. Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing more than one (1) class, the ineligibility continues for the next week. Students do not get another week of probation until they have worked themselves off of the ineligibility list by having one (1) or fewer failing grade averages. During a period of ineligibility, students are expected to attend practice sessions for the activities in which they are involved. The eligibility list will be generated at 9:00 a.m. on Tuesdays.
3. Academic requirements do not apply to:
 - a. Instructional field trips which are a part of the scheduled course learning experience; and
 - b. Activities or events which are a part of the student's grade requirements.

Section 5 “Team Selection” and “Playing Time”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6 School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Laurel-Concord-Coleridge School and their guests may attend.
 - a. Students currently attending Laurel-Concord-Coleridge High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Laurel-Concord-Coleridge High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are younger than 16 or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. Some school dances may be restricted to students attending specified grades levels at Laurel-Concord-Coleridge School. For any dances at the middle school level, only students attending Laurel-Concord-Coleridge School in the grade(s) for which the dance is being held may attend.
 - d. Students who have been suspended from school or from extracurricular activities may not attend. Students who are currently on the academic failing list also may not attend.
 - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
 - f. Rules for dances may restrict students and their guests from leaving the dance until the dance ends without written parental permission on a form provided.
 - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco, including electronic nicotine delivery systems, are prohibited. Anyone using prohibited substances or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change

the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty. Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the “royalty” for the Homecoming shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity and conduct standards:

- Only a senior girl shall be eligible to be Queen and only a Senior boy shall be eligible to be King.
- To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
- The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week. Crowning will be held at the fall sports event deemed to have the largest attendance.

Section 7 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents’ Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child’s athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don’t coach them. It’s tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be “out there trying,” to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.

- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Locker Decorations and Treats:

The school will not post non-school activity locker decorations or hand out locker treats to students for non-school related activities. We encourage parents to bring school activity treats to practice the night before or they may be dropped off at the school office. Parents may decorate the outside of lockers for school activities; however, parents are not allowed to put treats into lockers.

Communicating with the coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach
 - Expectations the coach has for your child
 - Locations and times of all practices and contests
 - Team requirements
 - Procedure should your child be injured
 - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents:
 - Concerns expressed directly to the coach
 - Notification of any schedule conflicts well in advance
 - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally, and physically
 - Ways to help your child improve
 - Concerns about your child's behavior
 - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - When appropriate, students should discuss concerns directly with the coach.
 - Call to set up an appointment with a parent, the student, and the coach present.

- Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution). An interval of at least 24 hours should occur between any incident and the desired meeting to discuss the incident.
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the activities director to set up a meeting with the activities director, coach, student, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by the NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noise makers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Concussion Protocol and Return to Learn/Return to Play

Laurel-Concord-Coleridge school staff and coaches will follow all applicable state laws and LCC School Board policies on concussions. Concussion protocols including Return to Learn policies are outlined in the staff handbook.

Section 10 Letter Award Requirements

AWARD SYSTEM

An athlete upon meeting the stated requirements for a varsity sport shall receive a monogram award and a certificate of merit. The monogram award will be given only once. A certificate of merit will be given for each subsequent qualification. An athlete must complete the season in good standing to qualify for a monogram award.

Awards Requirements:

1. Boys Basketball

- a. Granted for participation in one-fourth the total quarters in a single season. (Varsity competition).
- b. Granted to senior varsity squad members for loyal service.
- c. Granted for performance of unusual merit upon recommendation of coaches.

2. Football

- a. Granted for participation in half of the total number of quarters.
- b. Granted to a member of the starting offensive or defensive units for 4 ball games.
- c. Granted to senior squad members for loyal service.
- d. Granted to student aides for 2 years of service.
- e. Granted for performance of unusual merit upon recommendation of coaches.

3. Girls Basketball

- a. Granted for participation in one-fourth the total number of quarters. (Varsity competition).
- b. Granted to seniors for participation during their four years of eligibility upon recommendation of the coaches.
- c. Granted for performance of unusual merit at recommendation of the coaches.

4. Volleyball

- a. Granted to varsity starter for 5 games or make an entry into half the total games in the varsity season.
- b. Granted to senior squad members for 2 consecutive years of participation.
- c. Granted for performance of unusual merit upon recommendation of coaches.

5. Boys/Girls Track-- ACCUMULATE 200 Points

a. Major Meets - (5) or more schools (includes District and Conference)

1st place	150 points	Relays 100 points
2nd place	140 points	Relays 80 points
3rd place	120 points	Relays 60 points
4th place	90 points	Relays 50 points
5th place	70 points	Relays 40 points
6th place	50 points	Relays 20 points

b. Quadrangular - (4) schools

1st place	110 points	Relays 70 points
2nd place	90 points	Relays 50 points
3rd place	70 points	Relays 30 points
4th place	50 points	
5th place	35 points	
6th place	20 points	

c. Triangular - (3) schools

1st place	50 points	Relays 25 points
2nd place	30 points	Relays 20 points
3rd place	20 points	
4th place	10 points	

d. Dual - (2) schools

1st place	40 points	Relays 20 points
2nd place	25 points	
3rd place	15 points	

e. State Meet If you place 200 points

STIPULATIONS

1. If 200 points are not earned in one season, those that are earned will be carried over to the following year.
2. Breaking a school record will be worth an automatic 150 points.
3. If for any reason other than illness or injury a person quits track or becomes ineligible for competition, he or she will lose all points earned to that date.
4. A person reporting regularly to practice and abiding by training rules, on the judgment of the coaches, shall receive (20) points towards their letter.
5. Only 90 points earned in a JV meet may be applied toward a letter.
6. Missing a meet or practice automatically deducts 50 points from a letter.
7. Letter may be granted for performance of unusual merit upon recommendation of coaches.

6. Golf

- a. Granted for medalizing in a major meet.
- b. Granted to top six/seven golfers with best season average.
- c. Granted to seniors for participation during their four years of eligibility upon recommendation of the coach.
- d. Granted for performance of unusual merit upon recommendation of coaches.

7. Wrestling

- a. Granted for competing in four varsity major meets.
- b. Granted for medalizing in a major meet.
- c. Granted to seniors for participation during their four years of eligibility upon recommendation of the coaches.
- d. Granted for performance of unusual merit upon recommendation of coaches.

8. Cross Country

- a. Granted to a squad member who medals at a major meet.
- b. Granted if the team finishes in the top 50% of the teams entered in a major meet. (Includes all seniors participants).
- c. Granted to the athlete who has competed for 4 years.
- d. Granted for performance of unusual merit upon recommendation of coaches.

9. One-Act Play

The guidelines for One-Act Play will be determined and distributed to the students involved.

10. Speech

The guidelines for Speech will be determined and distributed to the students involved.

11. Vocal Music

The guidelines for Vocal Music will be determined and distributed to the students involved.

12. Instrumental Music

The guidelines for Instrumental Music will be determined and distributed to the students involved.

13. Dance - Bear Squad and Cheerleading

- a. Granted to squad members that adhere to team rules and regulations.
- b. Granted to Squad members that perform at scheduled performances.
- c. Granted to members that perform at scheduled competitions.
- d. Letter may be granted for performance of unusual merit upon recommendation of coaches.

**RECEIPT OF LAUREL-CONCORD-COLERIDGE SCHOOL
2024-2025 ACTIVITY HANDBOOK**

We acknowledge receipt of the 2024-2025 Activity Handbook.

We agree to abide by the extracurricular activity code of conduct set forth in the handbook and the other rules and regulations set forth in the handbook.

We agree to read the handbook. In the event we have a question on the meaning of any of the material in the handbook, we understand that we can request a conference with the Principal or the Activities Director to get an explanation.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature

NOTICE OF AMENDED BUDGET HEARING AND AMENDED BUDGET SUMMARY

Laurel-Concord-Coleridge School (14-0054) in Cedar County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 13th day of August, 2024, at 7:00 pm, at the Middle School Board Conference Room, LCC School, in Coleridge, NE, for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to amending the budget which was originally adopted on the 11th day of September 2023. Actual expenditures for the current fiscal year will exceed budgeted expenditures for the School Nutrition Fund and the Activities Fund unless the current fiscal year budget of expenditures is revised. The School Nutrition Fund has additional expenditures related to school kitchen equipment purchases. The Activities Fund has additional expenditures related to the purchase and construction of the greenhouse. NO ADDITIONAL TAX DOLLARS ARE REQUIRED FOR THESE BUDGET AMENDMENTS. The budget detail is available at the office of the Superintendent during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>.

AMENDED BUDGET

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2021-2022 (1)	2022-2023 (2)	2023-2024 (3)			
General	\$ 8,089,282.00	\$ 8,671,934.00	\$ 10,590,631.00	\$ 575,000.00	\$ 4,540,631.00	\$ 6,691,919.00
Depreciation	\$ 100,084.00	\$ 436,853.00	\$ 459,454.00		\$ 459,454.00	
Employee Benefit	\$ 66,835.00	\$ 72,865.00	\$ 79,114.00		\$ 79,114.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 271,784.00	\$ 330,253.00	\$ 445,366.00		\$ 445,366.00	
School Nutrition	\$ 382,128.00	\$ 419,415.00	\$ 500,000.00		\$ 500,000.00	
Bond	\$ 115,503.00	\$ 1,131,486.00	\$ 1,534,398.00		\$ 584,398.00	\$ 959,596.00
Special Building	\$ 4,431,491.00	\$ 17,165,686.00	\$ 10,258,120.00		\$ 9,183,120.00	\$ 1,085,859.00
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -		\$ -	\$ -
Cooperative	\$ 160,708.00	\$ 28,878.00	\$ 295,400.00		\$ 295,400.00	
Student Fee	\$ 550.00	\$ 4,444.00	\$ 10,176.00		\$ 10,176.00	
TOTALS	\$ 13,618,365.00	\$ 28,261,814.00	\$ 24,172,659.00	\$ 575,000.00	\$ 16,097,659.00	\$ 8,737,374.00

ORIGINAL BUDGET

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2021-2022 (1)	2022-2023 (2)	2023-2024 (3)			
General	\$ 8,089,282.00	\$ 8,671,934.00	\$ 10,590,631.00	\$ 575,000.00	\$ 4,540,631.00	\$ 6,691,919.00
Depreciation	\$ 100,084.00	\$ 436,853.00	\$ 459,454.00		\$ 459,454.00	
Employee Benefit	\$ 66,835.00	\$ 72,865.00	\$ 79,114.00		\$ 79,114.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 271,784.00	\$ 330,253.00	\$ 323,366.00		\$ 323,366.00	
School Nutrition	\$ 382,128.00	\$ 419,415.00	\$ 470,000.00		\$ 470,000.00	
Bond	\$ 115,503.00	\$ 1,131,486.00	\$ 1,534,398.00		\$ 584,398.00	\$ 959,596.00
Special Building	\$ 4,431,491.00	\$ 17,165,686.00	\$ 10,258,120.00		\$ 9,183,120.00	\$ 1,085,859.00
Qualified Capital	\$ -	\$ -	\$ -		\$ -	
Cooperative	\$ 160,708.00	\$ 28,878.00	\$ 295,400.00		\$ 295,400.00	
Student Fee	\$ 550.00	\$ 4,444.00	\$ 10,176.00		\$ 10,176.00	
TOTALS	\$ 13,618,365.00	\$ 28,261,814.00	\$ 24,020,659.00	\$ 575,000.00	\$ 15,945,659.00	\$ 8,737,374.00

RESOLUTION APPROVING STAFF TRAININGS

WHEREAS, the School District is required by various state and federal laws to train staff on numerous topics; and,

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District's planned training requirements for the 2024-2025 school year comply with LB 1329's requirements, and to ensure the Board of Education is aware of and approves of other required staff trainings during the 2024-2025 school year, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. § 79-3603	ESU 1; Ashley Promes	ESU 1 – 1 hour CPI – 3 to 8 hrs
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	Vector Solutions (online)	34 mins
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	Brandi Settje/LMHP	20 mins
Concussion Awareness	Neb. Rev. Stat. § 71-9104	Arianne Conley/Nurse	20 mins
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	Building Principals; School Safety Team	10 mins
Tornado Drills	Neb. Rev. Stat. § 2,144(8)	Building Principals; School Safety Team	10 mins
Intruder Drills	Neb. Rev. Stat. § 79-2,144(5); NDE Rule 10.011.01B	Building Principals; School Safety Team	30 mins (staff); 8 hours (Safety Team)
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance (https://www.education.ne.gov/)	Vector Solutions (online)	25 mins

	<u>safety/staff-development-and-resources-for-teachers/</u>		
Pupil Transportation Drivers	NDE Rule 91.003.02	UNK Safety Center; Vector Solutions (online); Director of Transportation	2 hours (bus drivers); 115 mins (staff)
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code § 1681	ESU 3 Title IX Training; NCSA; School Legal Counsel	25 mins (staff); 3 hours (admin)
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Epilepsy Foundation	30 mins
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	District Administration	20 mins
Seclusion & Restraints	Rule 10, Code Section 011: School Environment (011.01E)	Ashley Promes	CPI – 3 to 8 hrs
Blood Born Pathogens	Department of Labor: Occupational Safety and Health Administration, Standard 29 CFR 1910.1030	Arianne Conley/Nurse	25 mins (identified staff)
Medication Administration		Arianne Conley/Nurse	25 mins (identified staff)
Child Abuse/Neglect Reporting	State Statute 28-711	District Administration	15 mins

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this ____ day of _____, 2024.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

Secretary



School District Plans, Policies, and Annual Trainings' Requirements

**Important or Highlighted - May Not Be An All-Inclusive List*

Date Completed:	<u>Behavioral Intervention Training and Teacher Support Act</u> Neb. §§ 79-3602 & 79-3603 • Required - Neb. §§ 79-3602 & 79-3603: ○ Educational Service Unit Coordinating Council (ESUCC) ensures training is available statewide with a system of support for teachers in place (2024-25 school year) ○ School districts ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training (beginning in school year 2026-27) and have behavioral awareness review training at least once every 3 years thereafter ○ On or before July 1, 2025, and on or before July 1 of each year thereafter, each school district shall submit a behavioral awareness training report to the ESUCC • Required - Neb. §§ 79-3602 & 79-3603: ○ Each school district designates one or more school employees as a behavioral awareness point of contact for each school building or other division as determined by such school district (2023-24 school year) ○ Each point of contact must be trained in behavioral awareness and have knowledge of community service providers and other resources that are available for the students and families in their school district ○ Each school district lists their point of contact(s) on the district website and in any school directory for the school(s) the contact serves • Required Training: Behavioral Awareness Training for administrators, teachers, paraprofessionals, school nurses, and counselors; Behavioral Awareness Training for the district "Point of Contact(s)" • <i>See Mandated Times for Training section below</i> • Resources: ○ Nebraska Department of Education - CSSS: Training Resources • Reference: ○ Neb. §§ 79-3602 & 79-3603
Date Completed:	<u>Bullying</u> Statute: 79-2, 137; Rule 10, Code Section 011: School Environment (011.01F) • Required: Policy and Comprehensive Training/Education Plan ○ Training and instruction of all groups (certified, non-certified staff, students, parents/community, volunteers, etc.) with a comprehensive training/education plan that should be updated annually • Required Training: Introductory staff development provides awareness of bullying and can be conducted through direct presentations, meetings, role plays, video resources, literature, etc. • References: ○ Rule 10, page 3 ○ Nebraska Department of Education - CSSS: Staff Development & Resources for Teachers



 Date Completed:	<u>Concussion Awareness</u> Concussion Awareness Act • Required: Protocols and Practice for <i>Removal from Play, Return to Plan, and Return-to-Learn</i> • Required Training: All coaches, youth athletes, and their parents or guardians must be provided with education about the risks and symptoms • Reference: ◦ Department of Health and Human Services
 Date Completed:	<u>Dating Violence Prevention</u> See also: Title IX as dating violence is included in the definition of sexual harassment State Statute 79-2, 141 Rule 10, Code Section 011: School Environment (011.01G) • Required: Policy, Published policy in School District Handbook or similar manual or publication • Required Training: <i>Staff that are deemed appropriate by a school district's administration</i> and shall include, but not be limited to, basic awareness of dating violence, warning signs of dating violence, and the school district's dating violence policy • <i>See Mandated Times for Training section below</i> • References: ◦ Nebraska Department of Education - CSSS: Dating Violence Prevention ◦ NE State Board of Education
 Date Completed:	<u>Driver Qualifications and Operational Procedures</u> Title 92, Chapter 91 • Required: To be a Pupil Transportation Driver (003.02) ◦ Eligibility (003.02A, A1, A2, A3, A4) ◦ Specific Vehicle Operator's License (003.02B) ◦ Initial Training Requirements for Qualification (003.02C, C1, C2, C3) ◦ <i>Requirements</i> for an individual to Maintain Status (003.02D) • Required: Employer Responsibilities (003.03) and Procedures & Safety (004 & 005) ◦ Must include having a valid Medical Examiner's Certificate, driving records annually obtained from the Nebraska Department of Motor Vehicles, and a criminal history record that includes information from the Nebraska State Patrol for all individuals that are to be employed as pupil transportation vehicle drivers ◦ Procedures & operating regulations are in place & followed (004.01-004.07M / 005.01-005.03A) • Required Training: Employers shall annually provide a minimum of two (2) hours of inservice training for all pupil transportation vehicle drivers that, at a minimum, include emergency evacuations, loading/unloading, student management, vehicle inspections and the school's Safe Pupil Transportation Plan (003.02E) • Reference: Title 92, Chapter 91
 Date Completed:	<u>School Safety and Security Plan</u> Statute: 79-2, 144; Rule 10, Code Section 011: School Environment (011.01B, C, and D) • Required: A Plan, a Committee, and an Annual Review and Site Visit • Required Training: Fire Drills, Tornado Drills, Intruder Drill • References: ◦ Rule 10, page 3 ◦ Nebraska Department of Education - Nebraska School Safety Vision



 Date Completed:	<u>School Safety and Security Reporting System</u> Nebraska Statute 79-2, 144 • Required: The Nebraska Department of Education must undertake certain efforts (<i>e.g., establish a Safe2HelpNE report line statewide, track and evaluate the effectiveness and usage of the Safe2HelpNE report line, appoint state school security director, adopt and promulgate rules and regulations to carry out the School Safety and Security Reporting System Act</i>) • Required Training: NDE must provide training for the members of any threat assessment team serving a public or nonpublic school. • Reference: Nebraska State Statute 79-2, 144
 Date Completed:	<u>Seclusion and Restraints</u> Rule 10, Code Section 011: School Environment (011.01E) • Required: Policy • Required Training: Identified key educators utilizing restraints
 Date Completed:	<u>Seizures Safe Schools Act</u> Nebraska Statutes 79-3203 & 79-3204 • Required: The State Board of Education must adopt and promulgate rules and regulations to carry out this Act and includes training requirements for school employees, procedures for developing seizure action plans, and the content of a seizure action plan. • Required Training: ○ 79-3203(1): One school employee at each school who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States FDA. ○ 79-3204: In addition to any other professional development and collegial planning activities for certificated school employees, each certificated school employee shall participate in a minimum of one hour of self-study review of seizure disorder materials at least once in every two school years. • Resources: Nebraska Department of Education - School Health Services • References: ○ Nebraska Statutes 79-3203 & 79-3204 ○ The Nebraska Department of Education: School Health Services
 Date Completed:	<u>SRO Training</u> State Statute 79-2704 / LB1377 • Required Training: (2) <i>Require a minimum of one administrator in each elementary or secondary school where a school resource officer or security guard is assigned to attend a reasonable amount of training, as determined by each school board, (change for 2024-2025 school year from minimum of twenty hours) focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings.</i> • References: ○ State Statute 79-2704 ■ Important: Memorandum of Understanding and Training Requirements ○ Nebraska Department of Education



	■ Model MOU for SRO ■ Model MOU for Security Agency ○ LB1377
 Date Completed:	<u>State Assessments</u> Standards, Assessment, and Accountability (SAA) <i>Updated each year by NDE and located on DAC page</i> ● Required: ○ Identify a District Assessment Contact (DAC) each year ○ Prevent Assessment Irregularities (e.g., maintaining security of test materials, proper test preparation guidelines and administration procedures, incident reporting procedures, etc.) ○ ESSA - Alternate Assessment guidelines are followed ● Required Training: Annual training at the district and school level for all individuals involved in test administration
 Date Completed:	<u>Suicide Prevention</u> State Statute 79-2, 145-146 ● Required Training: ○ <i>“Beginning in school year 2023-24, all public school employees who interact with students and any other appropriate personnel, as determined by the school superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year.</i> ○ <i>Such training may include, but need not be limited to, topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.</i> ○ <i>This training shall be provided within the framework of existing inservice training programs offered by the State Department of Education or as part of required professional development activities.”</i> ○ <i>See Mandated Times for Training section below</i> ● References: ○ CSSS: Suicide Prevention & Response ○ State Statute 79-2, 146
Required Policies and Practices with “highly recommended” trainings	
 Date Completed:	<u>Bloodborne Pathogens</u> Department of Labor: Occupational Safety and Health Administration, Standard 29 CFR 1910.1030 ● Required: Employers safeguard employees who face potential occupational exposure to blood or other potentially infectious materials ● Training: NOT Required, but recommended as a way to protect employees and reduce the risk of exposure. ● Reference: Nebraska Safety Council
 Date Completed:	<u>Child Abuse Reporting</u> State Statute 28-711



	● Required: District Policy and Procedures for Mandatory Reporting; State Law, <i>“When any school employee has reasonable cause to believe a child has been subjected to child abuse or neglect or observes such child being subjected to...”</i> ● Training: NOT Required, but recommended to train staff on this law requirement and the district’s mandatory reporting policy and procedures ● Reference: Revised State Statute 28-711
District Requirements	
☐ Date Completed:	<u>Dyslexia</u> Nebraska Statute § 79-11,157.01 ● Required: ○ Districts collect and maintain data as identified in the statute beginning in the 2023-2024 school year with guidance provided by the Nebraska Department of Education ● NOTE: This supplements the Nebraska Legislatures previous Nebraska Reading Improvement Act intended to remove barriers to students’ progress in reading ● References: ○ Nebraska Statute § 79-11,157.01 ○ Nebraska Department of Education - Nebraska Reads
☐ Date Completed:	<u>Financial Aid for Students</u> State Statute 79-729 ● Required: <i>“Beginning in school year 2024-25, each public high school student shall complete and submit to the United States Department of Education a Free Application for Federal Student Aid prior to graduating from such high school except as otherwise provided in this subsection.”</i> ● NOTE: There are exceptions in this statute (79-729(3)(i)-(iii)) ● Reference: Nebraska State Statute 79-729
☐ Date Completed:	<u>Financial Literacy Act</u> Nebraska Statute 79-729 ● Required: For students attending public schools – “beginning in school year 2023-24, at least five of the minimum credit hours shall be a high school course in personal finance or financial literacy.” ● Reference: Nebraska Statute 79-729
☐ Date Completed:	<u>Harassment and Discrimination</u> Statute: 79-2, 137; Title IX ● Required: Policies (Nondiscrimination, Harassment, Complaint/Grievance Procedures, etc.) ● Schools are highly encouraged to post the following information on their school websites: 1. <i>The contact information for the school’s Title IX Coordinator; and</i> 2. <i>The school’s non-discrimination policy.</i> ● Training: Training for the Title IX Coordinator is highly recommended ● References: a. Nebraska Sexual Harassment Training b. NE Equal Opportunity Commission c. U.S. Department of Education Office of Civil Rights



 Date Completed:	<u>Option Enrollment</u> State Statute 79-238 • Required: ○ By October 15th of each school year and for the purpose of option enrollment, school districts must adopt by resolution specific capacity standards for acceptance and ejection of applications for the following school year. ○ This is inclusive of the district having a plan, process, and individualized communication related to the “capacity for special education services operated by an option school district shall be determined on a case-by-case basis.” ○ Keep records of option enrollment applications and data to report to the Nebraska Department of Education by July 1st each year • Reference: Nebraska State Statute 79-238
 Date Completed:	<u>Property Tax Request Joint Hearing</u> Nebraska Statutes 77-1630 through 77-1634 • Districts need to prepare for and review the joint public hearing and the budget and tax request process and timelines. • If the district participates in the hearing, <i>at least one elected official (board member) from each participating political subdivision shall attend the joint public hearing</i> • Districts need to sufficiently plan to ensure that they meet the new law’s very specific and condensed time frame. • Of note: ○ There is a tab on the auditor's budget document to calculate the allowable growth percentage and related requirements. ○ A school district will only have <u>one</u> certified allowable growth percentage to represent total growth across all counties. Districts that land in multiple counties will need to make sure that they take this into consideration. • Districts are strongly encouraged to work with their counties over the summer to plan for this joint hearing to avoid any last-minute confusion or delays. • Reference: Nebraska State Statutes 77-1630, et seq
 Date Completed:	<u>School Board Policies</u> • Check with your school attorney for Annual vs. Time Frame (i.e., “every 3 years”) reviews
 Date Completed:	<u>State Reporting Requirements</u> ADVISER, Consolidated Data Collection, Grants Management, etc. • Contact NDE for guidance, utilize NDE Weekly Digest/NDE Bulletin for timelines and reporting updates
 Date Completed:	<u>Student Discipline Act Updates</u> State Statute 79-256 • Required: School Board Policies and Student Handbook(s) reflective of the changes in: ○ suspensions, expulsions, mandatory reassignments, access to education and completing school work, and reporting and process requirements (timelines and communication) • Reference: Nebraska’s Student Discipline Act



 Date Completed:	<u>Suspensions for PreKindergarten - 2nd Grade Student</u> Nebraska Statute 79-265.01 ● Required: ○ Policy stating <i>“an elementary school shall not suspend a student in pre-kindergarten through second grade. Each school district shall develop a policy to implement this section which shall include disciplinary measures inside the school as an alternative to suspension.”</i> ○ NOTE: <i>“An elementary school may suspend a student in pre-kindergarten through second grade if such student brings a deadly weapon on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event.”</i> ● Reference: Nebraska State Statute 79-265.01
 Date Completed:	<u>Youth Organizations</u> Nebraska Statute 79-297 ● Required: Each school district shall, upon request, allow a representative of any youth organization to provide (i) oral or written information to the students of such school district regarding the youth organization and how such youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship and (ii) services and activities to any student of such school district who is a member of such youth organization. ● NOTE: Groups are limited to those youth organizations with a corporation chartered by Congress and listed in 36 U.S.C. Subtitle II, Part B, as of January 1, 2023. ● Reference: Nebraska Statute 79-297
Legislation Impacting Future Requirements	
 Date Completed:	<u>Behavioral Intervention and Management</u> Nebraska Statute 79-262.01 ● Required: Policy ○ <i>“On or before July 1, 2025, the State Department of Education shall develop and adopt a model policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school. The model policy shall include appropriate training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools and how frequently such training shall be required. The length of such training shall be a reasonable amount as determined by each school board.</i> ○ <i>“On or before August 1, 2025, each school district shall develop and adopt a policy consistent with or comparable to the model policy developed by the State Department of Education pursuant to subsection of this section, which shall be a requirement for accreditation in accordance with section 79-703. Such policy shall be filed with the Commissioner of Education. The policy developed and adopted by a school district pursuant to this subsection shall be included with any notifications required under the Student Discipline Act.”</i> ○ <i>“Beginning in school year 2026-27, each school district shall ensure that any school employee who has behavioral management responsibilities participates in behavioral awareness and intervention training consistent with the school district policy developed</i>



	<i>and adopted in accordance with subsection (2) of this section. Such training shall be provided by the school district or such school district's educational service unit. The length of such training shall be a reasonable amount as determined by the school board."</i> Reference: Nebraska State Statute 79-262.01
 Date Completed:	<u>Computer Science and Technology Education Act</u> State Statute 79-729 Required: For students attending public schools – <i>"Beginning in school year 2027-28 at least five of the minimum credit hours shall include computer science and technology education as required under section 79-3304."</i> - Reference: Nebraska State Statute 79-729
 Date Completed:	<u>Dress Codes for Students</u> 79-2,158 Required: "On or before July 1, 2025, the school board of each school district shall adopt a written dress code and grooming policy to be implemented at the start of the 2025-26 school year that is consistent with the model policy developed by the State Department of Education in accordance with 79-2,158 of this act and may include any other procedures and provisions the school board deems appropriate." - Reference: Nebraska State Statute 79-2.158
 Date Completed:	<u>Grade Retention</u> Grade Retention LB71 Required: A parent may require their student repeat a grade if the student meets one of the identified reasons. For kindergarten through fourth grade students, a parent may retain their student for (i) academic needs, (ii) illness, or (iii) excessive absenteeism. For students in fifth through twelfth grade, a parent may retain their student for excessive absenteeism. - Reference: LB 71, Section 11
 Date Completed:	<u>Firearm at School</u> 28-1204.04 - Does not apply to a public elementary or secondary school in a Class III, IV, or V school district. Required: <i>Written policy shall, at a minimum, include requirements for personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force.</i> - Reference: 28-1204.04
 Date Completed:	<u>Lobbying and Membership Fees</u> LB 304 Required: <i>"Each political subdivision shall publicly disclose the following on its website:</i> <i>(a) Membership dues paid annually to any association or organization, identifying each such association or organization and the dues amounts paid; and</i> <i>(b) Fees paid to any individual lobbyist or lobbying firm other than any fees paid for lobbying services that may be included in the membership dues described in subdivision (2)(a) of this section."</i> - Reference: LB 304, Section 2



Mandated Times for Training

LB 1377

- **Required:** This provision provides flexibility related to previously set time requirements for various education-related statutes (noted below) through the phrase, “The length of such training shall be a reasonable amount as determined by each school board.” In many cases, the statutes prescribe one hour or a specific time requirement. This new training provision has school boards determine a reasonable amount of time(s) applying to the following:
 - Training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools (§ 79262.01);
 - Dating violence training (§ 79-2,141)
 - Mental health training with a focus on suicide awareness and prevention training (§ 792,146)
 - Training for the members to conduct threat assessments, engage in crisis intervention, increase awareness of concerning behavior among school staff, students, and the public, and interrupt violence in the planning stage to thwart potential harm to persons and property (§ 79-3105)
 - Beginning in school year 2026-27, training to ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training (§ 79-3602)
 - Behavioral awareness point of contact training, including knowledge of community service providers and other resources available for the students and families in the school district (§ 79-3603)
- Reference: [LB 1377, Sections 21-24, 87, 93-94](#)



Date
Completed:





Nebraska Rural Community Schools Association

Member Update

August 8, 2024



Photo Credit: Lakeview Community Schools



www.nrcsa.net



[www.twitter.com/NRCSA1980](https://twitter.com/NRCSA1980)



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA District Meetings

August to October 2024
Sites & times TBD

South Central

August 28, 2024, Time TBD
ESU 11 in Holdrege

Southwest

September 24, 2024 3:00 PM
ESU 16 in North Platte 3:00 p.m.

West

October 16, 2024, 12:30 PM
Bridgeport (Prairie Winds Community Center)

NRCSA Legislative Forum

February 20, 2025
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 20 & 21, 2025
Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 22, 2025
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

November 20, 2024 9:00 AM
CHI Center in Omaha, Room TBD

NRCSA Scholarship & Recognition Committee

November 20, 2024, 10:00 AM
CHI Center in Omaha, Room TBD

NRCSA/UNO Closing the Achievement Gap Research Team

November 20, 2024, 11:00 AM
CHI Center in Omaha, Room TBD

NRCSA Legislative Committee

November 20, 2024, 1:00 PM
CHI Center in Omaha, Room TBD

NRCSA Rural Teacher Committee

November 20, 2024, 3:00 PM
CHI Center in Omaha, Room TBD



NRCSA Search Service

Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.

Vacancies will appear once the application period for them is open.

Access the Members area of www.nrcsa.net anytime.

Login: member Password: playground

NRCSA has moved to a new office. The new address for NRCSA is:

440 S 13th St, Suite B
Lincoln, NE 68508

NRCSA's annual membership drive is going on now. Notices were sent out in time for your July Board meetings. You are welcome to pay your dues in this fiscal year or the next. Annual Dues remain at \$850. Last year we had 221 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

We do expect to grow in membership this year as we have already been informed that two Boards of Education have already voted to become new members for the 2024-25 school year. We are excited to welcome **OSMOND** and **ESU 1** to NRCSA! We are very excited to have you as partners



The Special Session of the Unicameral convened on July 25. The special session of the Nebraska Legislature was called by Governor Jim Pillen with the goal of reducing property tax levels. There were three days of bill introductions and a week's worth of bill hearings. Floor debate is scheduled to begin on Thursday, August 8. A summary of the bills can be accessed below.

[2024 Special Session Bill Summary](#)

It appears that LB 9 will end up behind the vehicle by which the Unicameral's Revenue Committee will try to move forward with a plan to address overreliance on property taxes. The original iteration of LB 9 was developed by a group of Senators from both "sides of the aisle", including Senators Hughes, Brandt, Walz, Dorn, and Conrad. NRCSA supported the original version of LB 9, while voicing one concern. The first amendment that we saw completely changed the scope of LB 9. NRCSA joined NCSA and GNSA in holding a meeting of education leaders in the state. Well over 200 joined this call and voiced a lot of concern over the amendment. NRCSA's Legislative Committee has plans to meet with Sen. Hughes and her Legislative Aide, Matt Howe, on Friday, Aug. 9. We will try to keep you updated on the bill.

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncel, Pres-Elect.
Mullen Public Schools

Chris Prososki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

The 2024 regular session of the Unicameral ended in April. Below you will find a link to NRCSA's summary of bills that were passed. A few bills that did not pass are also listed. Bills signed by Governor Pillen become effective three calendar months after adjournment (July 18, 2024), unless the bill has a specific operative date or was adopted with an emergency clause. Bills adopted with an emergency clause take effect the day after being signed. All bills not enacted at the conclusion of this year's session are indefinitely postponed and will not carry over to the next Nebraska Legislature. They may, however, be re-introduced by a Senator as a new bill.

NRCSA Bill Summaries (Jack Moles)

The NRCSA Joe Toczek Golf Tournament was held on Tuesday, July 23 at Meadowlark Hills in Kearney. Over the past few years we had to turn away golfers due to course limitations. That is something we don't like doing, especially when we have to turn away members. New this year was a format in which there were two foursomes on a hole at the same time. Also new this year was a change in venue for the awards program after the tournament.

Championship Flight

1st Mike Apple, Sara Hento, Coady Pruett, Bobby Truhe
2nd Jason Cafferty, Scott Rezac, Gene Russel, Michael Shively
3rd Dan Bird, Larry Cihal, Byron Copeland, Dave Raymond

First Flight

1st Troy Pritchett, Dallas Sweet, Ryan Terwilliger, Simon Wiedel
2nd Randall Gilson, Darin Hanigan, John Poppert, Paul Sheffield
3rd Brad Best, Curtis Childers, Jake Luhr, Jay Spearman

Second Flight

1st Jared Haag, Mike Hart, Heath Johnson, Linde Walter
2nd Steve Bristol, Jeff Koehler, Mike Little, Mario Mammina
3rd Terry Bauer, Tom Borders, Jason Heldt, Charles Jones

NRCSA Leadership and Committee appointments are complete. Chris Kuncl was selected by the membership as President Elect. Elected to District Representative positions were Daryl Schrunk, Superintendent at Randolph (Northeast), Eugene Hanks, Crawford (West), Jon Davis, Alma (South Central), and Jane Davis, Hershey (Southwest)

At its June 19th meeting, the Executive Committee made the following committee appointments:

LEGISLATIVE COMMITTEE:

- Vern Fisher, Gibbon (re-appointed)
- Brenda McNiff (new appointment)
- Nick Mumm, Giltner (re-appointed)
- Patrick Ningen, North Bend (re-appointed)
- Seth Ford, Centennial (new appointment)
- Scott Trimble, Medicine Valley (new appointment)

SCHOLARSHIP AND RECOGNITION COMMITTEE:

- Jessica Bland, Oakland-Craig
- Matt McLaughlin, Leyton
- Brad Kjar, Tekamah-Herman
- Randy Kort, Meridian
-

RURAL TEACHER COMMITTEE:

- Matt Gordon, Amherst
 - Mark Otten, Rock County
-

NRCSA is in the process of building a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of this “early” list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)

From Jay Martin, NDE Director of School Safety & Security

It is time for a new school year, and I hope you all found time this summer to do something fun and/or relaxing! Below you will find the School Safety Newsletter – Fall Edition. In the first five pages is the quarterly school safety updates and trainings. The ***Badge Certification*** is underway, and we already have several schools who will be getting their Diamond Badges to show their communities the challenging work they are doing to keep students, staff, and visitors safe and secure. Make sure to sign-in and get your badge today!

Due to many requests the ***Digital Parent Academy is now available on our YouTube Channel.*** Also, there is a Promo video for parents that can go up on schools Digital Billboards to direct parents to view the 4-part series on being digitally wise with their children. Thanks to those of you who suggested the billboard.

Once you have read the School Safety Newsletter there is ***seven different flyers with trainings*** that are available this fall. Please use the links to get your staff signed up for these opportunities to aid in keeping others safe.

Lastly, please join us in Kearney on October 17th YCC, South from 8:30 to 4:30 for the ***School Safety Summit***. Anyone from our schools is welcome to attend including the first responders in your communities. ***School Safety is not just for specific people*** it is for everyone, and we will have a great keynote Lisa Hamp, Virginia Tech survivor, several breakouts, and a panel discussion on two emergency situations. Registration will be coming soon this month or the first part of September.

Take care and have a safe school year!

[School Safety Newsletter - Fall 2024](#)

From Marissa Payzant; Assistant Administrator, NDE Office of Teaching, Learning, & Assessment

Dear Nebraska Educators,

Thank you for your continued interest in the Secondary Science of Reading offering from the Nebraska Department of Education. We know Nebraska has driven, passionate educators who strive to continuously improve their effectiveness; this has been demonstrated in your investment in learning about the latest science as it relates to literacy development for all students. So far, there have been almost 300 educators across the state who have engaged in this opportunity and we are working to meet the ongoing demand!

Foundational Literacy has been integral in shifting priorities in the K-5 grades across the state of Nebraska; and we're eager for that research to similarly impact approaches to teaching and learning for middle and high school ELA educators!

Even though the in-person capstone registration is at maximum capacity, the NDE is excited to provide an additional opportunity to register for an **online-only version** of the **Secondary Science of Reading Course** for this upcoming fall. Educators will have the flexibility of completing the online modules over the course of the entire school year.

Please read all information below prior to registering for this experience.

What is being offered?

- An online course offered by TNTTP called "The Science of Reading," which will focus on secondary grades (grades 6-12).
- o The online course is self-paced and asynchronous with the content broken down into 6 modules. Completion of the online modules is anticipated to take 12-20 hours to complete, however, participants have access to the content for a full calendar year

Who should register for this amazing opportunity?

- This opportunity is available for a variety of educators in the secondary space, specifically:
 - o ELA teachers in grades 6-12
 - o School-based staff and leaders that support ELA instruction at the secondary level
 - o District staff and leaders that support ELA instruction at the secondary level
 - o ESU Staff developers
 - o NDE Staff, especially those who support ELA instruction at the secondary level

Without an in-person capstone pre-scheduled, is the online course still worth taking?

- Absolutely! While the in-person capstone provides opportunities for participants to have additional practice applying the science of reading concepts to their teaching, the content from the course is incredibly valuable.
- Previous participants have indicated increases in their knowledge of foundational literacy and secondary strategies through the pre and post tests administered throughout the course.
- The ability to have a **full school year to engage** in the course provides an opportunity for participants to engage in the learning as a team! This could mean:
 - o Instructional coaches or staff developers taking the course alongside teachers and using the content to inform coaching
 - o Directors, Administrators, and ESU Support Facilitators engaging in the learning to set effective instructional priorities or inform professional development calendars
 - o Utilizing the learning as discussion points for PLCs
 - o Using module content to adjust lesson and unit internalization protocols

How do I enroll?

- There are **160 total spots available** for this opportunity. The online registration is open now (link below).
- The registration window will close on August 29, 2024 OR when the 160 available spaces for the course are filled, whichever occurs first.
 - o When all spaces for the course are filled, registration will close, even if that date is before August 29, 2024. Registration is **first come, first served!**
- The online course will begin on September 5, 2024.

Will there be a stipend or graduate credit for the online course?

- There will not be a stipend or graduate credit available at this time, as that requires the completion of the in-person Capstone. Educators are invited to obtain a certificate of completion that can be used towards professional development requirements set by your districts.

Please use the following [link](#) to register for the course. The form should take less than 10 minutes to complete. Additional questions? Please contact nadia.nibbs@tntp.org.

We look forward to your participation in this amazing opportunity and appreciate your commitment to our communities in Nebraska.

We continue to celebrate those who were selected to receive NRCSA awards for their outstanding contributions to rural education in Nebraska. Receiving NRCSA Awards at the Spring Conference were:

- OUTSTANDING ELEMENTARY TEACHER: Karma Ridpath (Dorchester)
- OUTSTANDING SECONDARY TEACHER: Tiffany Heins (David City)
- OUTSTANDING MUSIC TEACHER: Robin Ankrom (Falls City)
- OUTSTANDING ESU STAFF MEMBER: Brooke Kavan (ESU 7)
- OUTSTANDING SUPPORT STAFF MEMBER: Kim Fuehrer (East Butler)
- OUTSTANDING PRINCIPAL: Jamie Gorwill (Arthur County)
- OUTSTANDING BOARD OF EDUCATION MEMBER: Ken Spray (ESU 9)
- OUTSTANDING SUPERINTENDENT: Tim Heckenlively (Falls City)



KARMA RIDPATH



TIFFANY HEINS



ROBIN ANKROM



BROOKE KAVAN



KIM FUEHRER



JAMIE GORWILL



KEN SPRAY



TIM HECKENLIVELY

At its March meeting, the NRCSA Executive Committee made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a para to teacher program and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transitional program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant would currently be teaching under a transitional certificate. Application materials are being developed and will be shared to the members in the near future. We will ask member districts/ESUs to share information on the application materials with employees who might qualify for the scholarships.



Nebraska SMART Free Online Tutoring for K-12 Students

How can I find out more information about this program?

Three informational webinars will be offered in August. Participants will join Julie Dickerson, Director of Nebraska SMART, to learn more about this free online tutoring program available for K-12 students in rural Nebraska. Click below to register for one of three live webinars about Nebraska SMART:

[August 6, 2024 @ 2:00 PM Central Time, 1:00 PM Mountain Time](#)

[August 9, 2024 @ 11:00 AM Central Time, 10:00 AM Mountain Time](#)

[August 14, 2024 @ 4:00 PM Central Time, 3:00 PM Mountain Time](#)

Parent Registration is Now Open

Parent registration is now open for the 2024-2025 school year. Parents who wish to register their student for free online tutoring may do so by visiting the program's website.

How does it work?

Parents must initially register their student(s) before they can receive tutoring services. Once registered, students, or parents on behalf of students, can schedule a tutoring session at least 24 hours in advance. Students can also instantly be connected with a Tutor by requesting an on-demand session during tutoring hours. The Parent Guide shows how to create an account, schedule a session, join on-demand sessions, and more.

How can school districts help?

Your assistance in communicating with parents in your school district is essential to expand awareness and generate interest in this program. Below are ways that you can help:

- Share about Nebraska SMART in school/district/classroom parent newsletters
- Share about this program during your school/district Open House or Back to School nights
- Like, follow, and/or share Nebraska SMART on [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share Nebraska SMART social media posts on your school/district social media pages
- Link [Nebraska SMART](#) as a student resource on your school district websites
- Share about this program with Teachers, Counselors, and other district staff
- Share about this program with Parent/Teacher Associations
- Distribute bookmarks to each K-12 student in your school/district (these will be mailed to school districts at the end of July)
- Hang posters in a visible location (these will be mailed to school districts at the end of July)
- Share with your district technology team the domain [allowlist guide](#).

Please note that we are unable to support Pre-K students at this time; please refrain from distributing promotional materials to Pre-K students.

Open House

It is encouraged that school districts raise awareness of Nebraska SMART during their school open houses. Marketing materials, including a bookmark for each student and a poster for each building, were delivered to each school district last week. We appreciate your assistance in sharing this free online tutoring opportunity with students in your school districts. Please contact Julie Dickerson (jdickerson@nscs.edu) if you need additional promotional materials.

For more information, visit: www.nscs.edu/nebraskasmart

Questions, comments, or concerns?

Email: nebraskasmart@nscs.edu

Connect with Nebraska SMART on social media:

Facebook: facebook.com/nebraskasmart/

Instagram: @nebraskasmart

X (Twitter): @nesmarttutor

Thank you for your support in assisting with communication about Nebraska SMART in your school districts! We look forward to serving your students.

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (tmittelstet@unl.edu) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (bailey.feit@unl.edu) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,
- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at <https://casnr.unl.edu/k-12-partners>.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the

right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years. They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome Nebraska Public School District Profiles instruments. It provides much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

<https://www.openskypolicy.org/schooldistrictprofiles>

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> <https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

At the Membership Meeting during the Spring Conference the Executive Committee presented updated NRCSA Constitution/By-Laws for approval by the membership. According to NRCSA rules, such issues must be shared with the membership prior to the meeting. The updates were approved. Below are links to a working copy with suggested revisions and an adopted copy which was voted on and approved.

[Adopted copy](#)

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters](#)

The National Rural Education Advocacy Coalition (NREAC) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

Understanding REAP

NRCSA is pleased to announce a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

New Leaf PowerPoint Presentation

New Leaf Zoom Meeting (recording)



If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.



Read the Full Blog

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 106 such meetings. I most recently attended the Board meetings at Tekamah-Herman and Oakland-Craig on Monday, April 8, Douglas County West and Arlington on Monday, May 13, and Crofton, Wausa, and Osmond on Monday, June 10.

I did not attend Board meetings in July. I have really enjoyed attending meetings and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as some legislative news. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to “attend” your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



NRCSA EXECUTIVE DIRECTOR JACK MOLES WITH THE ARLINGTON BOARD OF EDUCATION & SUPT. DAWN LEWIS

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

Improving Cardiac Response in Schools. In the aftermath of a cardiac emergency -minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. This is especially true in rural communities where EMS resources are often further away. We recently launched a series of new tools to help schools, youth sports, and other entities develop Cardiac Emergency Response Plans. These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency.

For questions about these or other initiatives, please reach out to Tim Nikolai, Sr. Rural Health Director, at Tim.Nikolai@heart.org.

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I’m focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.

*Much of the country was watching – or has followed since – the **collapse of Buffalo Bills’ safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar’s story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I’m happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I’ve attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You’ll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

[American Heart Association Service Summary](#)

Farm to School Network Takes Root in Nebraska

The Nebraska Department of Education, Center for Rural Affairs, Nebraska Extension, Buy Fresh Buy Local, and No More Empty Pots are pleased to announce the establishment of the Farm to School Network in Nebraska. The network aims to increase access to fresh and nutritious foods in Nebraska schools and strengthen connections between local farmers, educators, and communities.

To build this network, a Network Development Committee and Advisory Committee will lead the process and guide stakeholders to create a strategic, collective action plan that will move farm to school forward in Nebraska.

The Network Committees are made up of representatives from key organizations and institutions across the state and are focused on breaking down barriers standing in the way of implementing farm to school initiatives.

The Network Committees will begin the network building process with mapping community assets, phase one of the Nebraska Farm to School Network Timeline. Through this phase, they will collect information on existing farm to school activities in the state and establish a vision for the network.

All stakeholders interested in building a stronger and healthier food system in Nebraska may participate in upcoming virtual and in-person listening sessions. These listening sessions will take place from October 10th to 18th and provide a platform for sharing information about current farm to school activities and discussing the future vision for the network.

“Pillars to farm to school success in a state include partnerships, policies, and supportive programming. A network will support development of these initiatives,” said Sarah Smith, Nebraska Department of Education Farm to School Specialist and Project Director.

To register for the listening sessions or to learn more about the Nebraska Farm to School Network, please visit the [Network’s webpage](#).

Southern Superintendent Chris Prososki has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2023-24, 98 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don’t forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2023-24, the rebate was over \$30,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrdsa.net) or Jeff Bundy (jbundy@nrdsa.net).



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

August 2024:

* Dr. Sheri Grotrian of Peru State College was recognized by being inducted into the Future Business Leaders of America (FBLA) Adviser Wall of Fame during the opening general session at FBLA Collegiate's National Leadership Conference.



* Chelsea Stephens of Chadron finished as FCCLA National Champion in the Level 2 Sustainability Challenge.

* Carter Nelson of Ainsworth was honored as the Lincoln Journal-Star's High School Boys Athlete of the Year. He was earlier also named by the Omaha World-Herald for the same award.

* Tomi Reid and Garrett Tollman of Crawford placed 2nd in the National History Competition. Their entry in the Senior Group Exhibit was titled "Homesteading: A Contradictory Turning Point in History".



* At the Striv Summer Workshop last week, Striv announced the 2023-24 Striv School Score winners. Johnson County Central finished in 1st Place of all Striv Schools. The Striv School Scores are calculated based on a variety of analytics such as viewership, engagement, and use of tools/resources.



MARCUS SCHEER (RIGHT), JOHNSON COUNTY CENTRAL STRIV SPONSOR

* SkillsUSA recently held its national competitions. Students from NRCSA-member schools who placed in the top three were:

- ROBOTICS-URBAN SEARCH AND RESCUE (COLLEGE): Gold medal won by Wayne State. Team members: Hailey Hoffman and John Mann
- CHAPTER DISPLAY (COLLEGE): Bronze medal won by Wayne State. Team members: Zach Covington, Jonathon Dixon, and Sarahi Lopez
- PREPARED SPEECH (HIGH SCHOOL): Bronze medal won by Braydon Hoelsing, Wausa
- TEAM ENGINEERING CHALLENGE (MIDDLE SCHOOL): Bronze medal won by Thayer Central. Team members: Jaxson Bowers, Aiden Degenhardt, Peyton Hubl

* Three alumni of NRCSA-member schools recently made news on the national level:

- Baylor Scheierman, a graduate of Aurors, was selected by the Boston Celtics in the first round of the NBA draft.
- Jordan Larson, a Logan View graduate, was named to her fourth US Olympic Volleyball Team.
- Maggie Malone Hardin, a graduate of Fillmore Central, qualified for her third US Olympic Track and Field Team in the Javelin.

* FBLA held its National Conference in late June/early July. High school students placing in the top 3 in competitions from NRCSA-member districts include:

- Michael Forster of Broken Bow–1st place in Client Service.
- Ali Morris, Brock Oeltjen, Bailey Ridder of Broken Bow–1st place in Digital Animation
- Ethan Ramaekers of Aurora–1st place in Digital Video Production
- Patrick Bursaw of Ravenna–2nd place in Supply Chain Management
- Hadley Borer of Sandy Creek Middle School–3rd place in Business Ethics

* Nathan Kackmeister, a teacher at Crawford Public Schools in Crawford, Nebraska has been named the 2024 Nebraska History Teacher of the Year by the Gilder Lehrman Institute of American History.



* Louise Schindler received the Christa McAuliffe Prize for Courage and Excellence in Education. She served as the teacher at the ESU 8 Learning Center for 48 years.

* At NCSA's Administrator Days in Kearney, Dr. Melissa Poloncic of DC West Community Schools, was announced as the 2024-25 NASA Nebraska Superintendent of the Year.



* Also at Administrator Days, ESU 10 administrator Dr. Melissa Wheelock, was announced as the recipient of the NCSA Distinguished Service Award.



The National Rural Education Advocacy Consortium (of which NRCSA is a member) continues to represent rural education on the Federal level. NREAC is an extension of the National Rural Education Association. NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREAC Federal Legislative Summit in Washington DC on April 28-30.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES AND NEBRASKA CONGRESSMAN ADRIAN SMITH

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Copies of NREA's publication, "Why Rural Matters" was presented to each of the offices.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring about \$180,000 to school districts surrounded by tax-exempt public lands.

A brief description of the six NREAC legislative priorities are as follows:

- 1) **EDUCATION FUNDING:** NREAC seeks preservation of critical federal funding for rural schools.
- 2) **REAP FUNDING:** NREAC urges Congress to increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School Program.
- 3) **INFRASTRUCTURE:** NREAC supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.
- 4) **FOOD AND NUTRITION:** NREAC supports any effort to streamline processes and reduce the administrative burdens related to school meal programs.
- 5) **SCHOOL SAFETY:** NREAC supports flexible federal formula funding streams that channel resources to rural school districts for school safety that recognizes the geographic and economic challenges in rural communities.
- 6) **BROADBAND AND CONNECTIVITY:** NREAC believes access to high-speed internet is critical for providing equitable access to learning for students in rural schools. As such, NREAC strongly supports maintaining E-Rate as an element of the Universal Service Fund in its current funding structure.

NREAC Legislative Agenda

Last school year, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

NRCSA Principal Search Brochure

An outstanding opportunity is available for rural districts or ESUs to “grow their own” School Psychologist. I highly encourage someone in your school or ESU to apply for admission to the Prairie Nebraska Project through UNL.

With generous funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students will be able to complete the training in their own community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the trainees’ tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement towards a Nebraska Department of Education certificate in School Psychology.

Successful applicants to the Prairie Nebraska program will:

- Live and work in any Nebraska county excluding Douglas, Lancaster, Sarpy, Washington, or Cass Counties.
- Have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision that trainees will need to complete the program.
- Apply to and be accepted into the University of Nebraska Lincoln Educational Specialist program in School Psychology.

Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, we will be recruiting very quickly – with review of applicants beginning on April 1, 2023 and continuing until the program is filled. Coursework and supervised practica will be tightly scheduled and offered one course at a time. Formal, synchronous courses and meetings will be scheduled outside of typical work hours (e.g., 5 PM or later) and will emphasize projects, assignments, and activities that have practical utility to prepare students for day-to-day practice as School Psychologists.

Interested applicants should email Beth Doll, bdoll2@unl.edu and include their:

- Name, email, and phone number
- Mailing address, including county of residence
- The school district or Educational Service Unit

that is likely to provide their recommendation and commitment for supervised experiences

New Collaboration Seeks to Address Principal Shortage and Strengthen Professional Development

A new collaboration designed to address the shortage of future principals and strengthen professional development of current school leaders is underway. The project, entitled, Growth-Oriented Leadership Development (GOLD) is being coordinated by members of the UNL Department of Educational Administration, in partnership with NRCSA, NCSA, ESUs, and NDE.

“We’re seeking federal funds to develop current and future principals from within—a grow your own model, said Nick Pace, chair of the UNL Educational Administration Department. Over the next several months, Pace says a team led by professors Jiangang Xia and Scott Sturgeon will be inviting districts to join the effort. The team is inviting approximately 60 schools to participate, with half receiving focused training while the other half continues its current efforts without the training. Districts not initially selected for the training group would be first in line for the next round of the program, if funded.

Districts interested in participating should watch for information through NRCSA updates, ESU superintendent meetings, or by contacting Pace, Xia, or Sturgeon.

Nick.Pace@unl.edu, Jxia@unl.edu, [ssturgeon2@unl.edu](mailto:sssturgeon2@unl.edu)

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

All of NRCSA’s Purple Ribbon Partners exhibited at the NRCSA Spring Conference.



Purple Ribbon Partners



Apptegy

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DA Davidson

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DLR Group

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Facility Advocates

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Cornhusker International Trucks

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MCL Construction

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Purple Ribbon Partners



Network For Educator Effectiveness (NEE)

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Tremco Roofing

Tyler Petersen
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Phone: (909) 302-0617
tpetersen@tremcoinc.com



Voss Lighting

Randy Herrick
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randy.herrick@vossighting.com



Piper Sandler & Co

Jay Spearman
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RMV Construction

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Wilkins Architecture, Design, Planning

Jacob Sertich
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Trane Technologies

Jonathan Hoesch
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La Vista, NE 68128
Phone: (402) 499-8468
jonathan.hoesch@trane.com

MEMBER SPOTLIGHT

Wallace School District 65-R



Mascot: Wildcats

Enrollment: 191

Location(s): Wallace, NE

Interesting Fact: Our district is made up of 3 towns, Wallace, Granton and Dickens, not including the option student towns. We cover over 483 acres in our district and include 2 time zones, Central and Mountain.

Superintendent: **Joel Ferguson**

Principal: **Bob Braithwait**

Board of Education: Left to right back row: Superintendent **Joel Ferguson**, Board President **Gavin McClintock**, Vice President **Josh Friesen**, member **Seth Hasenauer**, Front row: member **Heather Strawder**, Secretary **Lila Koop**, Treasurer **Jill Pelster**



Program 1: Math program: In February 2023 our math teachers were invited to present at the National CPM Conference in Burlingame, CA. They worked with ESU 16 to choose a math curriculum that qualified as having high quality materials, and they worked with teachers from Sutherland and Mullen to implement the curriculum.

Program 2: FFA Program: Our FFA program is very successful as well. We have had the opportunity to send our National Chapter application on to national's since 2018 and been named a premier chapter for 6 years. FFA memberships stays strong and averages 80% of the high school student body. We have captured CDE district and state titles and consistently have students and teams in the top 10. Additionally, students are earning their state FFA degrees all while serving their community through the summer reading program and feed the farmer. They partner with local stakeholders to provide students with the official dress through the Blue In You Program. We have been able to host LDE competitions and organize annual trash pickups. As well as officer plants at the greenhouses spring plant sale and orchestrate the CDE career fair. Students also have the opportunity to take part in academic pathways ranging from plant and animal science to power stricker and technical coursework as well as taking part in leadership workshops. Students have earned the NIFA governor's excellence award and used the funds to support classroom projects ranging from chicken production to drone operation and enjoy learning about a variety of Ag businesses through our annual Ag Industry Tours.



MEMBER SPOTLIGHT

Centura Public Schools



Mascot: Centurions

Enrollment: 485 students

Locations: Boelus, Cairo, Dannebrog

Interesting Fact: Our school district was consolidated in 1967 and is centrally located between the three communities we serve. We're roughly 5 miles from Boelus, Cairo, and Dannebrog!

Superintendent: Ashley Tomjack



Principals: Melissa Beberniss, Secondary Principal; Janet Brown, Elementary Principal; Laethion Brown, Dean of Students/Activities Director



Board of Education: **Sandra Davis, Teresa Grabowski, Todd Nitsch, Will Kemptar, Mark Johnson, Justin Caspersen**



Programs

With the support of our staff, community, and students, Centura has had a strong FFA program for many years. This year, five students received their State FFA degrees, one of our students was the State Champion in Junior Public Speaking, our Livestock Judging Team placed 3rd and our Ag Demo team received a Gold. We also had State Qualifiers in Nursery/Landscaping, Ag Mechanics, Agronomy, Farm Management, and Floriculture. Our Livestock Management and Conduct of Chapter Meetings teams were district champions.



Our Speech program enjoyed great success this year. They were Conference Champions, District Runner-Ups, and had over 10 events qualify for State. We were particularly proud of their performance at Conference with 19 out of 20 entries making finals and 6 events out of 10 possible taking home Gold.



I would encourage districts to consider participating in the Academic Decathlon competition.

Academic Decathlon is an activity that is dependent on students of different ability levels. A team is made up of students who are in the Honors (A average), Scholastic (B average), and Varsity (C average) levels. Students may move up, but they may not move down. The combined scores of the students in all 10 competition events are counted, thus each team member is very important. There is a defined course of study in each subject area each year. Subject areas are commonly Math, Language & Literature, Science, Social Science, Economics, Art, and Music which are covered in the Regional competition each year. At the State Competition, Speech, Interview, and Essay are added. There is a “theme” each year that many of the subject areas cover. The theme for 2022-23 was the American Revolution. The theme for 2023-24 will be “Technology and Humanity”. Regional competition takes place in January and State competition takes place in February. The school can decide how to prepare for the competitions. Some schools have teams that have practices in the evenings or after school. Some simply provide the students with materials to study prior to competitions. Other schools offer a class to prepare.

Quiz Bowls are wonderful and fun activities, but they do not have a defined course of study like the Academic Decathlon. I find the Decathlon to be the best academic competition that I have experienced. To me, it is based on true study and learning.

This year as I worked the State Academic Decathlon Championships, I had an opportunity to connect with great kids from NRCSA-member districts Adams Central, Johnson County Central, and Lexington.

On a personal note, three of my four kids participated in Academic Decathlon through high school and between them they won thousands of dollars in scholarships as they were on teams that had success. I currently serve on the Nebraska Academic Decathlon Board of Directors. I have been very involved with this activity for many years and highly encourage you to consider adding it to your school. A new school can have its enrollment fee waived the first year and may receive free study materials.

If you have any questions or have a staff member who is interested, please feel free to contact me. You could also contact the State Director, Vicki Deniston-Reed at dcthl.n.denistonreed@gmail.com.



ADAMS CENTRAL ACADEMIC DECATHLON TEAM



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



LEXINGTON ACADEMIC DECATHLON TEAM

UNL Tuition Discount & GOLD Grant.

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency) or endorsements. The program provides a 15% tuition discount for educators who

serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

[Big Red Leader Website](#)

[Big Red Leadership Flyer](#)

In addition, invite your participation in a federal grant application aimed at helping Nebraska school districts. Led by the UNL Department of Educational Administration, the *Growth-Oriented Leadership Development (GOLD) Project* is a collaboration across NCSA, NRCSA, ESUCC, and NDE. Goals include:

- Developing current and future leaders in a grow-your-own model
- Strengthening School Leadership
- Improving Principal and Teacher Retention

GOLD Highlights:

- A focus on local, building/district level context, not a top-down, one-size-fits-all approach
- Research-based content aligned with Marzano's Balanced Leadership and other recent work
- Use of existing professional development structures led by credible leaders and coaches
- No additional costs or duties to ESUs or districts

GOLD Includes:

- Regular, large group professional development for the principal and 2-3 teacher leaders per building
- Small group coaching and facilitation provided by grant-funded coaches
- Application of material presented in sessions to local school improvement priorities and integration with the new NDE Nebraska Teacher and Principal Professional Standards (NTPPS)
- A stipend to participating schools to support implementation of GOLD dimensions and materials

To Learn More:

<https://cehs.unl.edu/edad/gold-project/>

Chadron State College Special Education Para-to-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State's education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. (CSC will work with those applicants to provide them with the needed coursework leading up to program entry).
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska

rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district's story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

SUPERINTENDENT SEARCH & PLANNING

NRCSA has assisted 4 Boards of Education in choosing their next Superintendent of Schools. Last year we were asked to assist Ansley Public Schools, Bruning-Davenport (interim), Educational Service Unit #16, Lakeview Community Schools, Louisville Public Schools, Medicine Valley Public Schools, North Bend Central Public Schools, Randolph Public Schools, Ravenna Public Schools, South Central Unified #5 (interim), Southwest Public Schools, Superior Public Schools (Interim), Tekamah-Herman Public Schools, and Thayer Central Public Schools in their searches for their next Superintendents. NRCSA was also selected to assist the NSAA Board of Directors in its search for the next Executive Director of the NSAA. We also assisted Thayer Central on a Principal search.



SYRACUSE-DUNBAR-AVOCA used the NRCSA Planning Service in 2022. NRCSA Consultants Rob Hanger and Fred Helmink assisted the district with its planning.

This year, we assisted the Boards of Education at Sioux County Sioux County and Raymond Central in identifying their next Superintendent. We are currently assisting Deshler and Fairbury in identifying Interim Superintendents for next year.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrdsa.net or by phone at 402-335-7732.

It is a common practice for many Boards of Education and the Superintendent to conduct short and long-term planning. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

Contact Information

NRCSA

Jack Moles, Executive Director
(402) 335-7732
jmoles@nrca.net

Jeff Bundy, Office Manager
(402) 202-6028
jbundy@nrca.net

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holdcroft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

[John Lowe Sr., Dist 37](#)

[Mike McDonnell, Dist 5](#)

[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



NRCSA Rural Community Schools Association
455 S 11th ST, Suite B
Lincoln, NE 68508



www.nrdsa.net



www.twitter.com/NRCSA1980



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NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

JOIN
US!

Events & Networking - <https://members.nasbonline.org/events>

Legislative Special Session Began Thursday, July 25

Now Hiring! NASB is hiring a Board Leadership Associate ... visit the About Us page to learn more.



School Board Members - If your district or ESU currently participates in the **Educators Health Alliance (EHA)**, health and dental plan, you have the option to enroll in the plans during the month of August. Open enrollment information is available at the district or ESU office and monthly premiums can be paid to the school district or ESU directly. If you enrolled in the health and dental coverage and you serve at least 5 consecutive years and are over the age of 50, you can continue your health and dental coverage through your district or ESU on the direct bill plan. For more information, please reach out to your school district or ESU or Greg Long at greg@ehaplan.org

Area Membership Meetings begin August 20

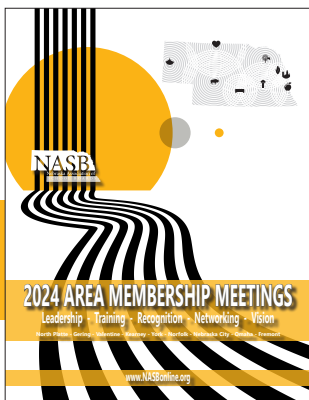
August 20 - North Platte

August 21 - Gering

August 22 - Valentine

August 27 - Kearney

August 28 - York



September 4 - Norfolk
September 11 - Nebraska City
September 24 - Omaha
September 25 - Fremont

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Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

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Labor Relations Conference - October 2-3 - Lincoln

Statewide General Election Day - November 5

State Education Conference - November 20-22 - Omaha

New Board Member Workshops - December 2024

Norfolk, Kearney, Gering, North Platte, York & Omaha

YOUR 2024 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

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