

Cozad Community Schools

Board of Education Regular Meeting

Monday, June 15, 2020 12:00 PM

Office of the Superintendent

Mission: The mission of Cozad Community Schools is to prepare students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

Values - Guiding Principles

Respect - Trust, appreciate, celebrate, value, act with urgency

Integrity - Do the right thing, deliver highest quality instruction and practice full accountability

Teamwork - Teamwork at all levels districtwide, recognize and celebrate, have fun and enjoy

Innovation - Positive attitude, open to new ideas,

Courage - Embrace change and take calculated risk, encourage others, communicate directly with respect

1. BOARD OF EDUCATION REGULAR MEETING 12:00 P.M.

1. Call to Order, Roll Call

2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session. A current copy of the Nebraska Open Meetings Act is posted on the N.E. wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education.

3. Excused/Unexcused Board Member Absence

2. PUBLIC COMMENTS

The Board of Education invites you to offer comments during the public comments portion of the agenda. This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

When you have been recognized, please stand and state your name and come forward to the front of the board table.

The board will generally allow a total of 20 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 4 individuals who wish to address the board, the 20 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

For additional instructions on public participation, brochures are provided for you to view. A copy of Policy 2009 Public Participation at Board Meetings is available upon request.

3. PRINCIPAL/ADMINISTRATIVE REPORTS

1. Patty Wolfe Report

2. William Beckenhauer Report

1. Teresa Osborn Retirement Recognition

Recognizing Teresa Osborn for her years with Cozad Community Schools

3. Jeremy Yilk Report

4. Brian Regelin Report

5. Dale Henderson Report

Mr. Henderson will be speaking with Mr. Ford about MTSS.

6. James Ford Report

4. SUPERINTENDENT REPORT

5. CONSENT AGENDA

1. Approval of the Minutes of Previous Meeting(s)

Minutes from the May 18, 2020 Board of Education Regular Meeting
Minutes from the June 1, 2020 Board of Education Budget Meeting
Minutes from the June 1, 2020 Board of Education Special Meeting

2. Congratulations, Condolences, Correspondences

Condolences to Hans and Cheryl Kloepping on the loss of Cheryl's mother, Civilla.

3. Classified Resignations

Hans Kloepping, Elementary Custodian, effective 7/31/2020

4. Standing Reports

1. Nutrition Services SNP Claim for Reimbursement Summary

12,634 Breakfast

12,634 Lunches

25,268 Meals for May 2020

2. Bus Route Averages

6. FINANCIAL REPORTS AND CLAIMS

1. District Treasurer's Report

2. District Financial Report

3. Check Journal General Fund

4. Check Journal Lunch Fund

5. Activities Financial Report

6. Activities Check Journal

7. BANK STATEMENTS

1. Bond Fund

2. Building Fund

3. General Fund

4. Depreciation Fund

5. **Employee Benefit**
6. **Student Fees**
7. **Lunch Fund**
8. **Standing Financial Reports**
 1. **Bond Fund Taxes Report**
 2. **General Fund Taxes Report**
 3. **Building Fund Taxes Report**
 4. **Cash Flow**
7. **COZAD COMMUNITY HEALTH SYSTEM- RANDOM DRUG TESTING PROPOSAL**
8. **CONTRACT FOR OCCUPATIONAL THERAPY SERVICES FOR THE 2020-2021 SCHOOL YEAR WITH DANETTE ANDERSON, OTD, OTR/L**
9. **CONTRACT FOR PHYSICAL THERAPY SERVICES WITH COZAD COMMUNITY HOSPITAL FOR THE 2020-2021 SCHOOL YEAR**
10. **ANNUAL NOTICES OR POLICY REVIEWS REQUIRED OF NEBRASKA SCHOOL BOARDS**

Attached is a list of notices or policy reviews that are required annually for Nebraska school boards. This information has been provided by KSB

11. **POLICIES 2002, 3039, 3046, 3056, 4003, 4062, 5016, 5035, 5054, 6020, 6021 and 6033**
 1. **Policy 2002 Organization of the Board, Board of Officers, Check Signing, and Committees**

Update from KSB- Current 3034 was added to the new 2002 policy under Item 3

Added section on signing checks, warrants, etc
 2. **Policy 3039 Threat Assessment**

Update from KSB to align with NDE
 3. **Policy 3046 Animals at Schools**

Update from KSB, added procedure for student on IEP or 504 Plan

4. **Policy 3056 Guest Speakers**

No current policy, adopting KSB's policy

5. **Policy 4003 Drug Policy Regarding Drivers**

Update from KSB is required- aligns with Federal Dept of Transportation

6. **Policy 4062 Locker Room Supervision**

No current policy, adopting KSB's policy

7. **Policy 5016 Student Records**

Updated from KSB is required- defines school officials more broadly

8. **Policy 5035 Student Discipline**

Update from KSB is required

9. **Policy 5054 Student Bullying**

Update from KSB is not required but is highly recommended

10. **Policy 6020 Multicultural Education**

Update from KSB is not required but is highly recommended to align with rule 10

11. **Policy 6021 District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations**

No current policy, adopting KSB's policy.

12. **Policy 6033 Restraint and Seclusion of Students**

Updated KSB policy that is required- added specific procedures and staff members give notice trained on its contents

Please note that the redline did not include all changes as most was changed.

12. **EXECUTIVE SESSION**

13. **AGENDA SETTING AND FUTURE MEETINGS**

Monday, July 13, 2020- Regular Board of Education Meeting, 12 PM

Monday, August 17, 2020- Regular Board of Education Meeting, 7 PM

Monday, August 24, 2020- Regular Board of Education Meeting, 12 PM

14. **ADJOURNMENT**

* **Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

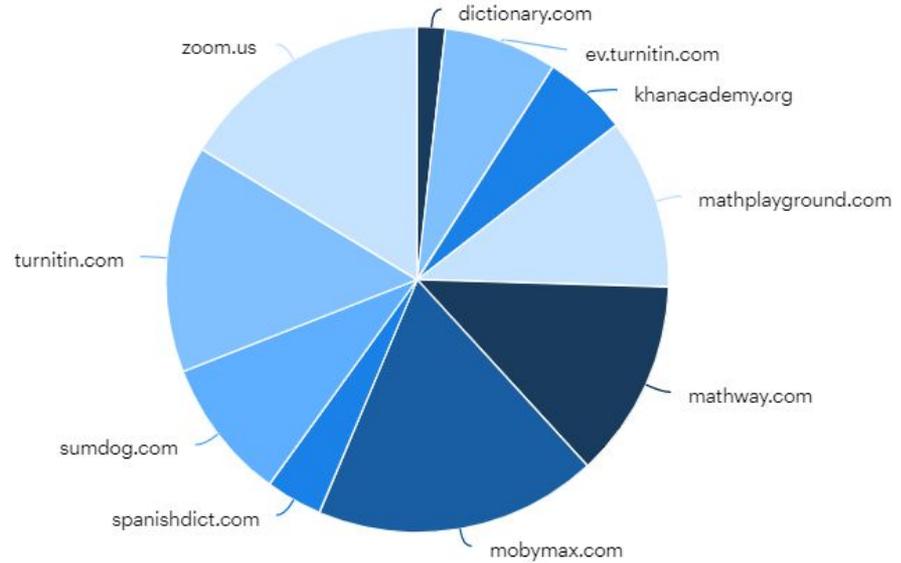
****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.

Filtering "Impact" During
eLearning (data from January
2020-May 2020)

All students K-12 had devices

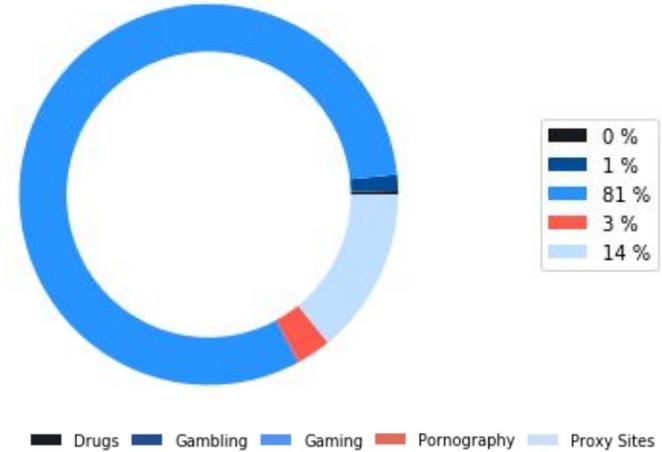
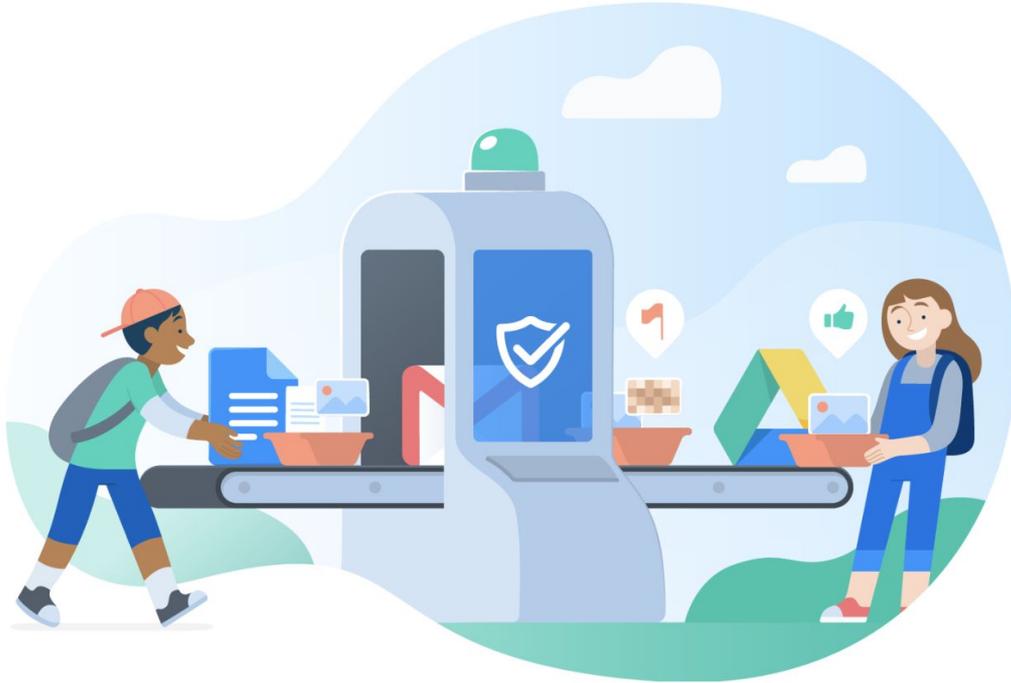
Account Health - Where education is happening online.



Top Education Sites

- dictionary.com
- ev.turnitin.com
- khanacademy.org
- mathplayground.com
- mathway.com
- mobymax.com
- spanishdict.com
- sumdog.com
- turnitin.com
- zoom.us

Account Health - Where your students are most blocked.



Total Traffic
Total Blocked Alerts

804,211
16,162

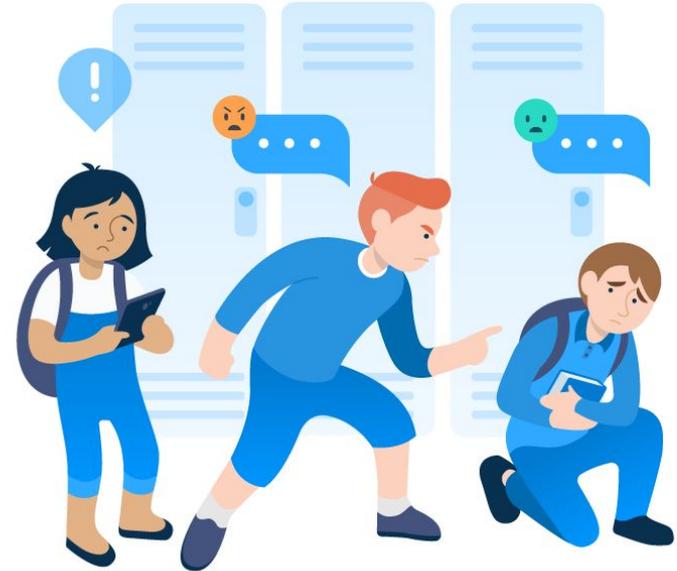
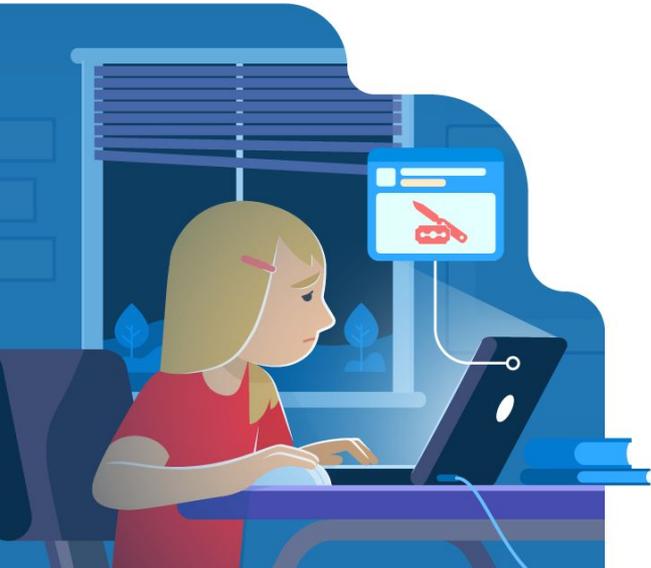
Account Health - Where your students are flagged.

During School

70.7%

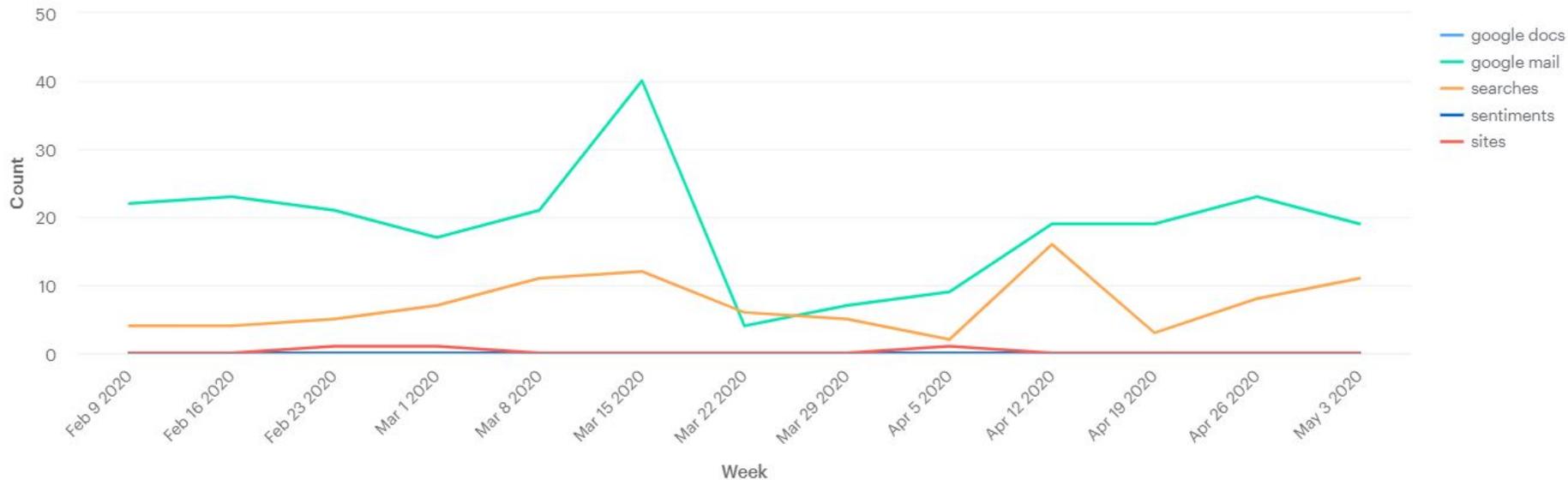
After School

29.3%



Account Health - What we're flagging.

Flagged Trends

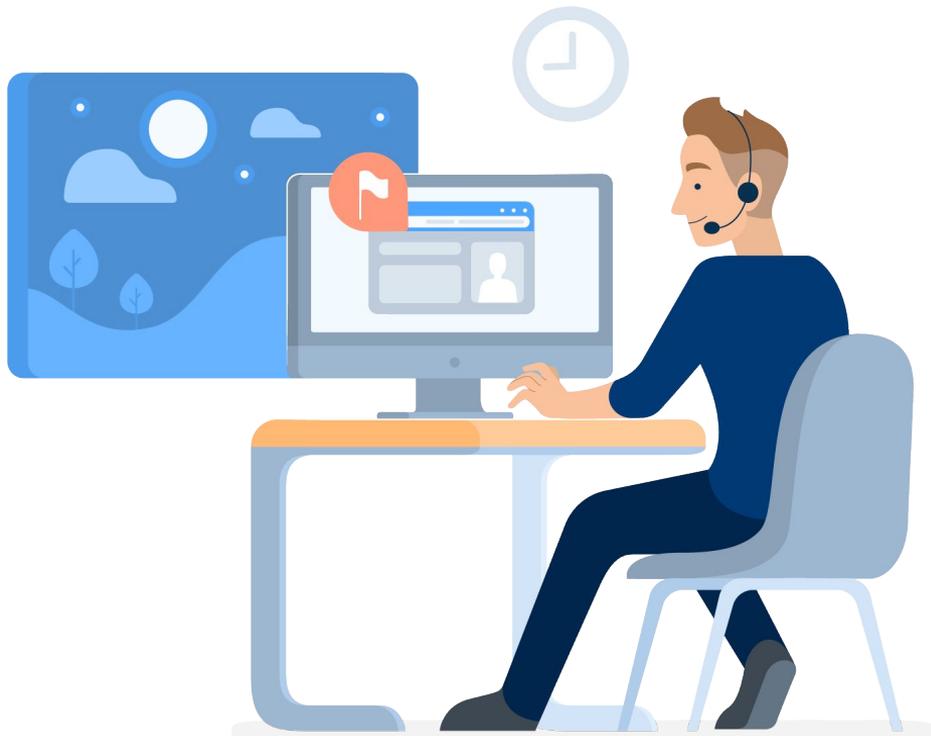
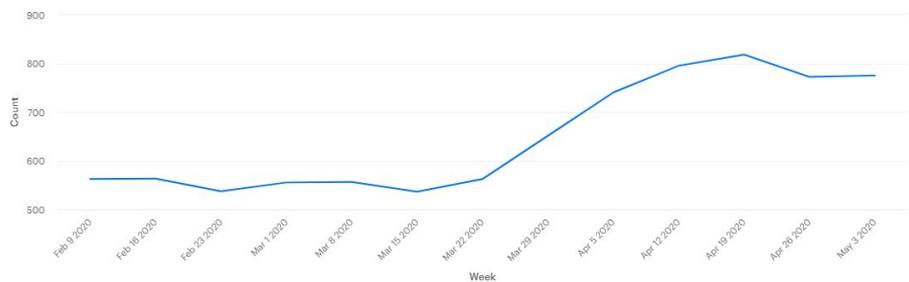


Account Health - Unique users we see each week.

Filter User Count (Trend)



Auditor User Count (Trend)



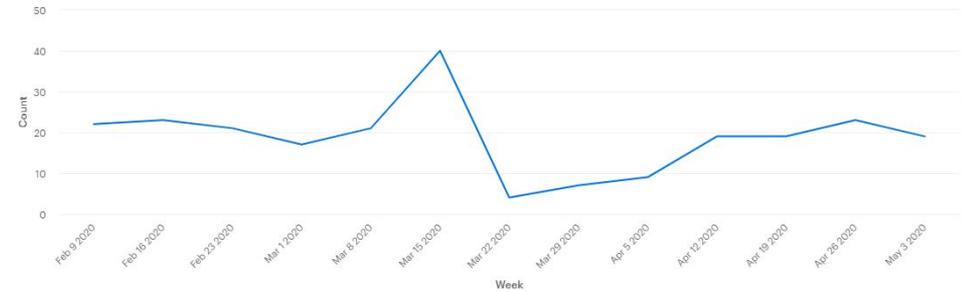
Account Health - The total traffic we see each week.



Filter Traffic (Trend)

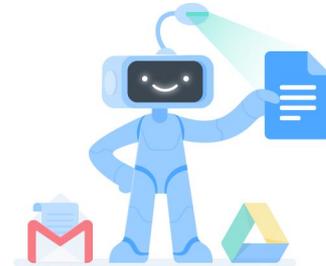
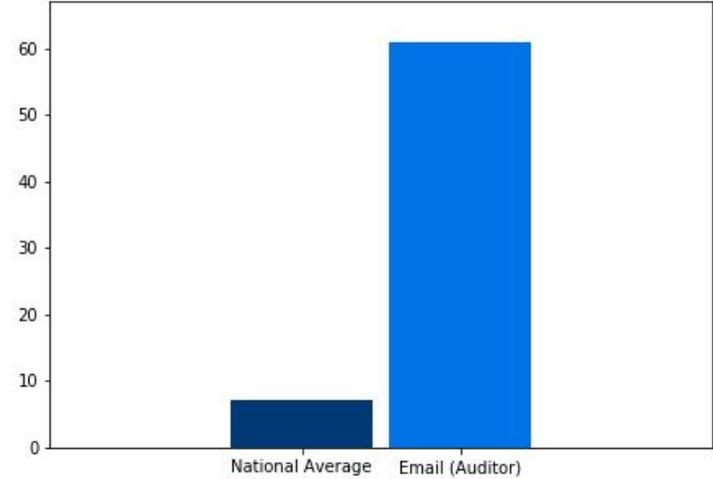
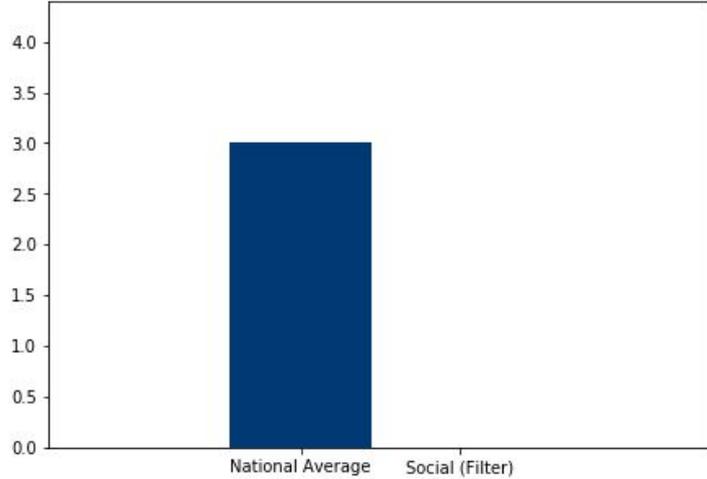


Auditor Total Traffic (Trend)



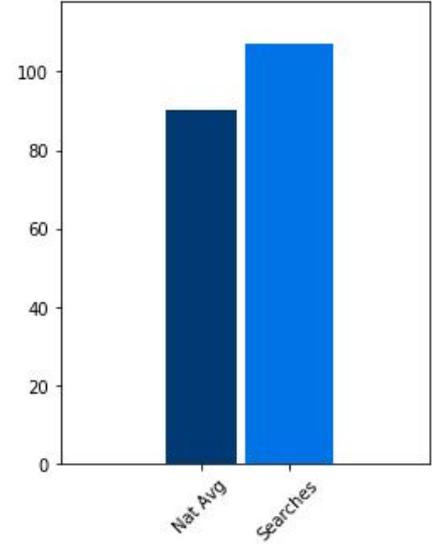
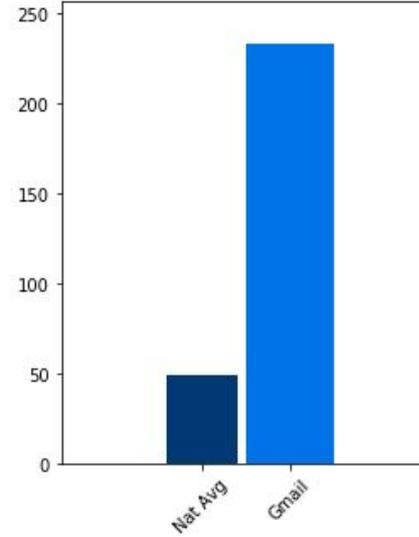
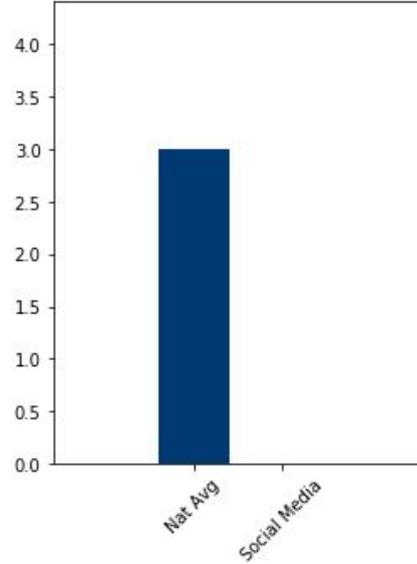
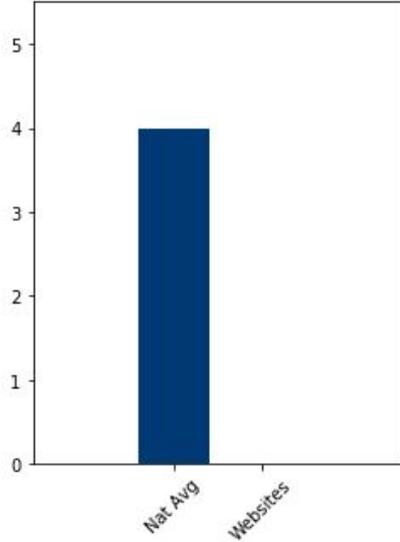
Account Health - National Average Comparison.

Bullying Alerts



Account Health - National Average Comparison.

Self Harm Alerts



Technology Board Report

6/15/2020

**Patty Wolfe - Technology
Director**

1. Device Take-Home and for Online Learning

Over 90% of our devices have been returned. Christie is working on disinfecting, cleaning, and sorting. Devices that need repaired will be done this summer (in house). Some students have kept their device for credit recovery (summer school), college classes, and IEPs.

2. ESU Recommending Server Updates for District

Due to the age and issues with our servers, ESU does not recommend upgrading storage to use as a “recommended long term solution” rather, replace our servers with two new servers for the District. It will be very expensive to repurpose the existing servers because they have two different drives.

ESU visited with Dell and explained the situation our district is facing with the mixture of drive types. He was able to quote us two very powerful servers that will last us probably at least 5-8 years for under \$12k. Dell applied some specials which discounted the servers quite nicely. The two new servers ESU and Dell are recommending are:

1 Dell R540 xeon 4208 128GB RAM in the HS – running ½ the VMs and also replicating to the MS in case of failure/network outage

1 Dell R540 xeon 4208 128GB RAM in the MS – running ½ the VMs and also replicating to the HS in case of failure/network outage

Each server will have 4TB of usable storage, and will be using asynchronous replication for failover. This configuration will eliminate a lot of hardware and both Dell SANs.

3. Filter Impact (January-May 2020) during online learning (see attached PDF)

Activities Report 6.15.20

Jeremy Yilk

Summer Sports / Activities Update

1. Summer Weights

- a. Started June 1st - voluntary strength/conditioning sessions
- b. Coaches are doing a great job of following the requirements put out by the NSAA
- c. Great attendance by our student-athletes (6th-12th)
- d. Continuing to evaluate our situation / process

2. Development of CHS Spirit Club

- a. Purpose of the Spirit Club
 - i. Act as the Student Section and promote Haymaker Spirit throughout the year at various sporting events
 - ii. Demonstrate model student behavior through actions and leadership as we represent Cozad High School at athletic functions and pep rallies
 - iii. Encourage unity and school pride among the entire student body
 - iv. Collaborate with the cheerleaders, band, dance team, and Leadership to foster unity among the groups representing Cozad High School as a whole in a unified manner
 - v. Recruit members and maintain an active membership
- b. Sponsor Requested to monitor CHS Spirit Club
- c. Membership Dues
 - i. \$10 per year
 - ii. Dues go towards T-shirts, spirit supplies
- d. Officers Elected

3. Summer Camps, Clinics, Leagues and Workouts

- a. Beginning June 18th, NSAA member schools are permitted to participate in camps, clinics, and summer leagues in all NSAA sanctioned activities except basketball, football, soccer, and wrestling.
- b. Effective immediately, NSAA member schools may hold open gyms for basketball, football, soccer, and wrestling with the following restrictions:
 - i. Individual skills and workouts only

- ii. No physical contact with others
- iii. No sharing of equipment
- iv. No grouping of students

c. Health and safety of the students staff will remain a priority

4. Other

- a. New “Haymaker Stadium” sign/letters at the stadium
- b. Thank you John Smock for putting those up!

MS Board Report 6/15/20- Brian Regelin

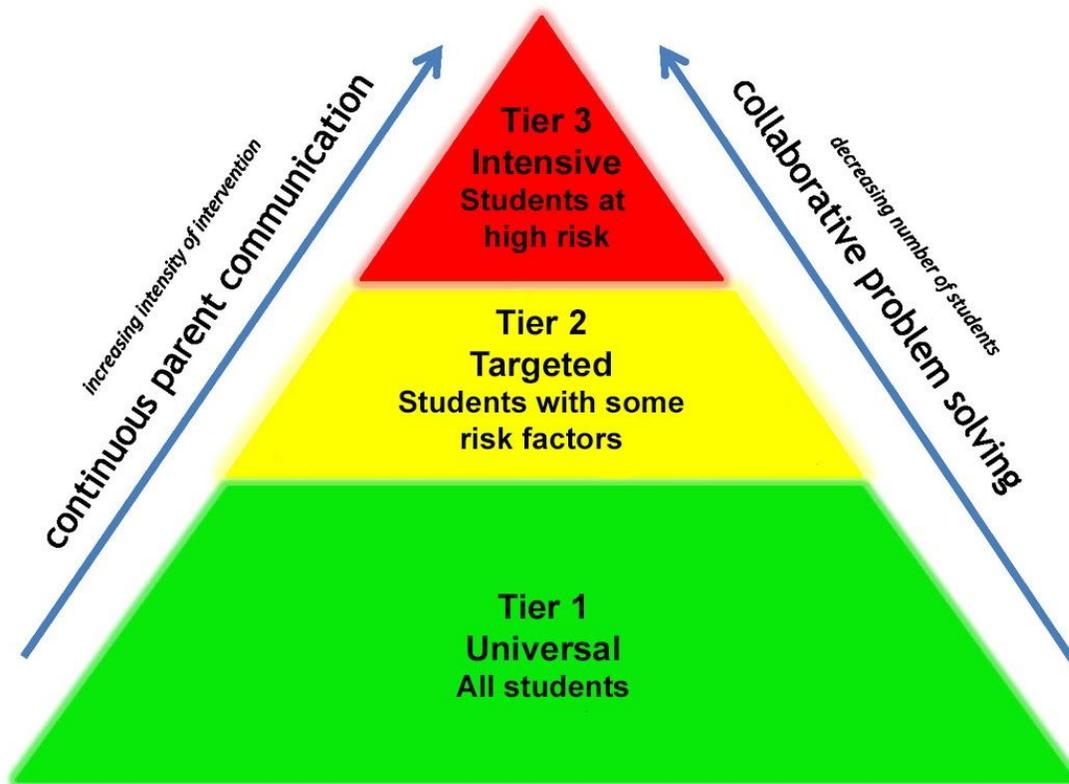
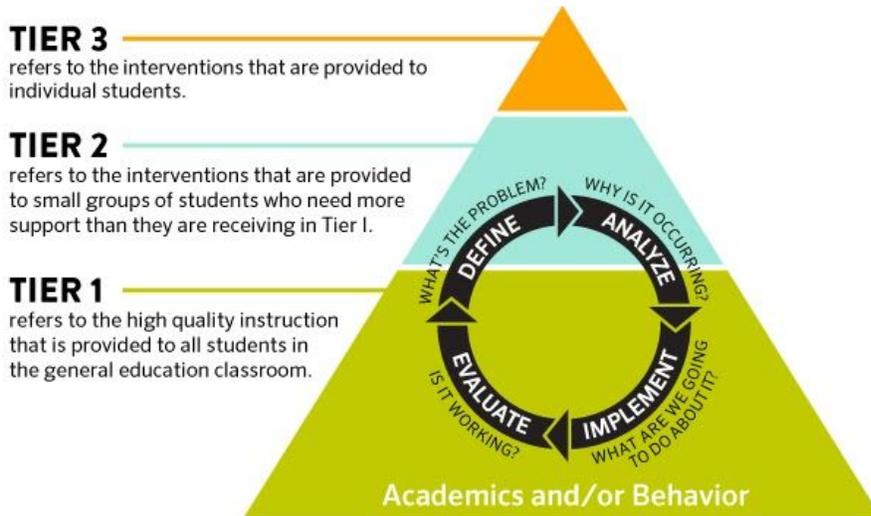
We have completed the middle school 2020-2021 scheduling process and we have students enrolled in all of their classes for next year.

Grounds & Maintenance: The custodial staff is very busy this summer. The grounds are looking good and maintenance projects have all been scheduled. The work will be starting this week. They are making very good progress.

The Administrative team has been working on new teacher orientation and mentoring, in-service days scheduling, professional development for next school year and working on strategies for progress on the strategic plan.

CCS Strategic Framework: Strategies we are addressing through the MTSS process. Strategy 1.1, Strategy 1.2, Strategy 2.1, Strategy 2.3, Strategy 3.2, Strategy 3.4, Strategy 3.5, and Strategy 4.2

MTSS stands for Multi-Tiered Systems of Support. Cozad Elementary has been working through this process starting in the 16-17 school year. Cozad Middle is starting this fall. MTSS is designed to be an ever-evolving process that is consistently evaluating and improving how we operate and teach our students.



MTSS advises you have four teams an integrated team, math team, reading team, and behavior team. Cozad Elementary has very effective MTSS teams with committed team members. Cozad Middle school is in the first year using MTSS and will be making their teams this fall.

Integrated team: Representatives or team leaders from math, reading, and behavior meet together with administration and potentially an outside coach to evaluate each team's progress and share data that has been gathered. One of the most important aspects of the integrated team is the prevention of teams becoming siloed. We want all teams to be defining problems, analyzing why they occur, implementation of our plans, and evaluation of the changes that have been made. If a student is receiving Tier 3 support for behavior there is a high probability they will need interventions in math and reading as well.

Math team: Our math team is made up of teachers and specialists and we use a variety of methods to teach all students and measure all student's progress. Currently, we are doing universal screeners in math using MAP, NSCAS, and FAST. Using FAST has been very beneficial because it allows having one screener to measure students' growth in math, reading, and behavior. We use the curriculum Saxon which is a spiraled curriculum so students are consistently practicing skills until they reach mastery. All students get to go to WIN(What I Need) time during their week to get instruction at their level in math and this helps them practice skills they could be lacking in, or this can be a time we are challenging our high performing students.

Reading team: Our reading team works very closely with our reading coaches that are required for Reading Mastery. The reading team uses many of the same programs and times that math does for example WIN and FAST data. What is important to highlight with reading is that they have been tracking this data closely for many years and have been compiling all of the growth our students have been making. The reading team uses the data they gather effectively to determine what system of support our students should be in.

Behavior team: The behavior team has used a myriad of resources to try to improve our behavior supports across Cozad Elementary. We developed a plan that uses research-based practices from many sources. We are primarily using Love and Logic, PBIS, and the curriculum of Second Step. We have done many school-wide initiatives but one that I think everyone will recognize is our Caught with Character initiative. Our school counselor every month sends out the character trait we are looking to "catch" our students doing. The month of March's character trait was integrity. Teachers meet as teams and nominate students who they feel have demonstrated this trait. The students get their name announced and they receive the yard sign to have in their front yard for the month. Office referrals have been tracked and have decreased using the systems that are in place.

Using MTSS will benefit students in Cozad because it provides a framework for teachers, parents, and students on what level of support needs to be provided. High ability learners and students who need Tier 3 levels of support. Recently the district purchased a program called eduClimber. This tool will be beneficial in tracking student's progress and help our MTSS teams make decisions on how to support students using data. Educlimber pulls data from all of our programs, such as PowerSchool or MAP, to make an individualized report on each student. This tool will save our MTSS teams a tremendous amount of time and will make our individualized data reports uniform across the district.

Summer of 2020 Projects			
Carpet		Concrete	
MS		HS	
Library		Sidewalk by marquee 24x6	
Office		Front sidewalk (West) 8x8	
Elem		Dumpster/bus barn area	
Office		Library entrance 17x5.5	
Room 228		Parking Lot	
Room 229		Teacher parking curb	
Room 235		Loading dock	
		HS parking lot	
Total	\$ 36,548.99	Curb by dumpsters	
		Exit M12 manhole/curb	
		Exit M12 withut curb 15x12	
		Stadium North	
		Triangular piece ticket	
		Drain at track	
DO Paint		Elementary	
		Front drive no curb	
Track Shed		Handicap ramp south	
		NE of elementary N/S walk	
		repair ramp at circle entrance	
	\$ 27,000.00		
		CEEC	
		Head start entry	
		Play pad joints	
		MS	
		East 2 table area	
		East parking lot behind MS	
		2 curbs at bus stop	
		MS staff parking	
		M13 21x10 with curb	
Total	\$ 63,548.99	Total	\$ 55,220.00
Total	\$ 118,768.99	As of 6/15/20	

COZAD STRATEGIC PLAN

1. Communication and Stakeholder Engagement

1.1 Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement. **Report given by James and Dale to the board on June 15.**

1.2 Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. **Report given by James and Dale to the board on June 15.**

1.3 Communicate the district's vision and goals through strategic messaging.

2. Instruction, Curriculum and Learning

2.1 Ensure curriculum and instructional methods are properly and consistently implemented PK-12. **Report given by James and Dale to the board on June 15.**

2.2 Increase the utilization of data to inform decisions at the classroom, building, and district levels. **Report given by Brian, Bill Shafer and MS students.**

2.3 Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention. **Report given by James and Dale to the board on June 15.**

3. Student-Centered Learning Strategies

3.1 Initiation of a district level environmental scan of programs and policies addressing educational and systemic disparities of CCS students in poverty.

3.2 Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students. **Report given by James and Dale to the board on June 15.**

3.3 Create improvements and increased student achievement opportunities for HAL. **Report given by Brian, Bill Shafer and MS students (STEM activities).**

3.4 Provide social-emotional and behavioral supports for all students integrating social-emotional learning to realize the potential and resource accessible through the MTSS model in a student-centered learning environment. **Report given by James and Dale to the board on June 15.**

3.5 Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior. **Report given by Brian, Bill Shafer and MS students (Activities program for MS and MS Student Congress).**

Report given by James and Dale to the board on June 15.

4. Culture and Connectedness Strategies

4.1 Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

4.2 Cultivate a positive learning culture for staff and administrators through organized Professional Learning Communities. **Report given by James and Dale to the board on June 15.**

4.3 Grow the effectiveness and leadership of the building administrators and directors.

5. Personnel Effectiveness Strategies

5.1 Align resources to support a progressive learning environment and attract quality educators to the district.

5.2 Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

6. District Resources Strategies

6.1 Provide a safe, and well maintained learning environment conducive to academic needs and priorities.

6.2 Align district resources to support a quality education system and high-level learning environment.

Report given on 2/10/2020

CMS Activities Program

Since our Activities Program was implemented in 2015, Cozad middle school faculty and staff have created over 70 opportunities for exploration and learning in the areas of STEM, Performing Arts, Creative Arts, Academic Enrichment, Hobbies and Leisure, and Physical Fitness.

STEM Courses

3-D puzzle building (Mr. Mraz)

Why build a regular puzzle when you can build in 3-D? Build some of the world's famous landmarks. The Sydney Opera House, Taj Mahal, and the skyscrapers of New York City.

Robotics(Mrs. Teahon)

This is a beginning course in robotics where we will be utilizing Vex Robotkits and various other Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies to involve students in the development, building and programming of a Vex Robots. Students will work hands on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems.

Media Production (Mrs. Sprimont and Mrs. Norseen)

This class will focus on producing media content, specifically videos. We will explore different genres of online video production and how to create videos with clear storylines and that follow copyright rules. The course objectives are:

By end of session, students will...

- learn and understand different types of media genres
- understand storyboarding process
- set and maintain deadlines for completing projects
- be able to follow copyright rules and use source material responsibly
- work collaboratively to produce at least 3+ video projects that demonstrate their learning of media production skills

Broadcasting (Mrs. Blackmore)

Students in this class will learn the basics of video broadcasting, including how to be a good journalist, writing articles, making and editing videos, and publishing video stories for our community to watch.

DIY and coding (Miss Norseen)

During this session we will look at different beginners coding activities online. Coding is using computer science & engineering to run things such as robots, games, and much much more. During this session we will be doing basic coding. Also during this session we will do a few DIY projects such as: kinetic sand, t-shirt tote bags, bead animals, and possibly more!!

Minecraft for the Classroom(Mr. Mraz)

Have you ever wanted to build some of the 7 Wonders of the World with your friends, create a model of Cozad using blocks, or construct your dream house? Then this may be the class for you. I'm looking for a few Master Builders to be a part of a team. If you are not a team player....no need to sign up.

Podcasting (Mr. Frauen)

Podcasting is quickly becoming a buzzword among the techie crowd. So what is podcasting, anyway? Podcasting is an online audio content that is delivered via an RSS feed. Many people like podcasting to radio on demand. However, in reality, podcasting gives far more options in terms of content and programming than radio does. In addition, with Podcasting, listeners can determine the time and the place, meaning they decide what programming they want to receive and when they want to listen to it. Listeners can retain audio archives to listen to at their leisure. While blogs have turned many bloggers into journalists, podcasting has the potential to turn podcasters into radio personalities.

Drosophila melanogaster (Mrs. Messersmith)

Have you ever heard of these two words? It is the scientific name for a small, common fly found near unripe and rotted fruit (It has been if). use for over a century to study genetics and behavior. Fruit flies make a great study organism for young scientific learners. In this class you will learn the life cycle of the fruit fly, how to anesthetize (put them to sleep) and manipulate them, you will learn the difference between virgin and mature flies, and finally you will perform your own genetic crosses.

Cracking the Code (Mrs. Favinger)

In this session you will be challenged to work as a team to crack codes and work your way through a series of clues to figure out combinations to locks. You will have to be able to never give up, work together, step up to challenges and communicate with your team. We will do some physical challenges where you need to "Break Into" a box for a reward and some digital challenges where you will be required to crack codes for digital locks. All are welcome if you so choose the challenge.

Science Fair (Mrs. Messersmith and Mrs. Rexing)

Curious? Inquisitive? Want to understand how something works or behaves? Want the chance to develop your own project and put that plan into action? Science fair is an opportunity for students to conduct their own independent research on a subject area that interests them. This activity will be a two-part session with the first part before Christmas and the second beginning in January. Students will have the opportunity to present their research at two science fairs (Curtis and North Platte). 8th graders who participate have the opportunity to attend a medical

science camp in Omaha, Nebraska and projects that win at North Platte have the opportunity to attend the State Science Fair in Ashland, NE at the StrategicAir and Space Museum

Academic Enrichment

Intro to Agriculture (Ms. Crowe)

Students will explore aspects of agriculture including species of plants and animals, animal breeds, FFA, Livestock Judging, Welding, FFA Speeches and natural resources. This class will also have small labs associated with the respective unit taught.

Nebraska Hunter safety and Wildlife Management (Mr. Shaffer)

Nebraska Hunter Education - The Nebraska Hunter Education Program is designed to benefit new hunters. Learn what it means to hunt safely and responsibly. At the end of the course, students will receive their Nebraska Hunter Safety certification. We will also explore the principles of wildlife conservation. We will visit some wildlife habitats and study how healthy and productive they are.

Chess for Beginners (Mr. Messner)

Have you ever wanted to play chess, but don't know how??? Then this class is for you!!! come learn what those pesky pieces names are and the rules of the game!

History Day (Mr. Frauen)

They will be competing in this year's History day competition, which will require them to complete a history project, which they will then present at the district competition on March 8th at UNK. Should they qualify, they will then present it during the state competition in Lincoln in April. This will require them to work outside of class and complete a project in one of the categories of paper, documentary, exhibit, performance, or website.

Silent sustained reading

Do you love to read but you don't have time to finish that book you checked out? This class is for you! A book is required for this class.

Babysitting/Safe Sitter class (Mrs. Kostrunek)

In this class students will become Safe Sitter® certified babysitters. Safe Sitter® teaches young teens life and business skills, so that they know how to be prepared, be responsible, and be considerate. We will learn new games and complete simple crafts that can be done with children of all ages.

Wood Working (Mr. Pinkleman)

Learn the proper safety and usage of equipment, and design and produce a woodworking project. (this will require a fee of around \$20.00). 8th graders only.

Sports Management (Mrs. Ford)

You will learn how to keep a book for Basketball, Softball/Baseball, and Volleyball. This helps anyone interested in being a student manager for a high school team.

.fulgating the Elderly (Mrs. Hickenbottom and Mrs. Mohler)

This class will provide you with making 'Someone's day special.' We will visit Golden Living and visit with residents there that may not have family near enough to visit. We will share in various activities as well as getting to know someone who would love to get to know "You!"

Creative Arts

Screen printing (Mr. Botts)

This will include an introduction to graphic design, Typography, and of course designing and printing your own shirt. Basic supplies needed are plain white T shirt. (A Three pack is roughly \$8-10). Additional light-colored tees as they see fit.

Piiata making (Mrs. Russell and Mrs. Poore}

I Gotta' Pinata! Learn the basics of piriata making and get creative with designing and creating your Own pinata to take home. We may also work on other paper-mache projects if we have time.

Water Color Painting (Mrs. Corkern)

This activities class will work on basic skills of watercolor painting. We will explore new techniques each week to improve our ability to use watercolor paints in different ways.

Barn Quilts (Mrs. Corkern)

Students will learn the history of barn quilts by taking the Dawson County barn quilt trail throughout Cozad. Then each student will create their own hand painted wooden barn quilt with their choice of quilt pattern.

Creative Writing/ Graphic Design (Ms. Hauschild)

This activities class will allow students to explore their creative genius through written expression, graphic design, & photography. Some classes may entail exploration of different writing styles, while others will introduce students to different visual media expression. The final goal of this class will be for students to walk away with a fun, unique story or collection of illustrated writings!

Friendship Bracelets and More (Mrs. Schultz)

In this fun class for beginners, you'll learn how to make your very own handmade friendship bracelets, step by step, using embroidery floss.

Pallet Signs (Mrs. Teahon)

This Activities class is designed for students interested in building and decorating pallet signs. We will be using a Cricut to cut out letter templates to apply to the signs, then will apply paint to the templates to create the sign.

Performing Arts

Acting Workshop (Mrs. Blackmore)

In this class, students will be introduced to the basic concepts of acting. Through theatre games and activities students will learn more about drama and how to be a better performer.

Guitar lessons (Mr. Shaffer)

The guitar lessons will be for all skill levels, whether you are picking up a guitar for the first time or you have played since you were five years old. It would be best if you have your own guitar to learn on, but if you don't own one don't let that stop you. We have a number of extra guitars available.

Band lessons (Mr. Messner)

This event is for students who are interested in joining band and students who want to get better at their instrument. Students who were not involved with 5th grade band or enrolled in 6th grade band are welcome to sign up and learn. This event will only be available this year so participation is highly recommended if you want to join.

Music Festival Voice Lessons (Mrs Blackmore)

This class is for those vocal students interested in learning a classical style song to sing for a judge in March. Scoring well in March makes you eligible to compete at Music Contest in May.

(

Hobbies and Leisure

Cupcake decorating (Mrs. Rexing and Mrs. Kostrunek)

Weddings, birthdays, and celebrations of many kinds call for cupcakes! In this class you will learn how to decorate cupcakes and enjoy tasting a few too!

Photography (Miss Norseen):

During photography class We will be touching on many different topics. We will discuss the basics and the history of photography. We will also be concentrating on different types of photography such as portrait and landscape. Some of the activities we will be doing are: Photography Scavenger Hunt, Building Our Own Camera (hopefully), Trick Photography, and much much more!!

Adventure Time (Mrs. Blackmore)

Play various role playing games (RPG's) and adventure card games (Pokemon, Yugioh, Magic, etc). Students should bring their own adventure card decks and RPG materials to play with others. Materials will not be provided.

Crocheting (Mrs. Margritz)

Students will learn the basic stitches of crochet and create one or more crocheted projects.

Games and Cards (Mrs. Lucas and Mrs. Wichelt)

Come have some fun by spending your activity class playing games! We'll be trying a variety of card games, board games, and (weather permitting) outdoor games. What a great way to end the day!

Culinary Arts (Mrs. Hickenbottom and Mrs. Mohler)

Culinary Activities will be designed to cook simple foods. We will base the class on the interests of YOU!! Join us to learn how to entertain your friends with easy to make foods!! We will also explore how to be an excellent host and guest!!! Hope to see you!!

Scrapbooking (Mrs. Russell and Mrs. Poore)

Do you have photos lying around in drawers or taking up memory on your cell phone? The class will teach creative ways to display and keep photos and memory books. A variety of creative materials will be provided. Students provide the photographs and create the memories. **STUDENTS MUST BE ABLE TO PROVIDE THEIR OWN PHOTOS TO USE IN THEIR BOOKS!!**

Frisbee golf (Mr. Frauen)

Disc Golf is a flying disc game, as well as a precision and accuracy sport, in which individual players throw a flying disc at a target. Students will learn and play during this session.

Spirit Club (Mrs. Messersmith)

Spirit Club is an opportunity for you to not only showcase your artistic talents, but also your pep and love for CMS. You will spend this activities class using your creativity to design and decorate locker tags for athletes at Cozad Middle School. You will also be able to showcase your dancing and cheerleading skills with a routine taught to you by Cozad High School dancers!

Cookie decorating (Mrs. Rexing and Mrs. Messersmith)

Come learn how to bake fun shaped sugar cookies! We will also learn different techniques to ice the cookies for all sorts of holidays!

Crafting (Mrs. Kostrunek)

Students will be creating five craft projects with ideas from Pinterest. Week 1 will be using vases (painting, decorating, etc.), week 2 old magazines (make bowls, artwork, flowers), week 3 old t-shirts (dog toys, headbands), week 4 fingernail polish/Sharpies, and week 5 student choice (supplies must be provided by the student and project approved by Mrs. Kostrunek)

Landscaping (Mr. Botts and Mr. Frauen)

This class will explore everything green. We will discuss and put into practice . landscaping that is both practical as well as appealing to the eye. Every student will have the opportunity to learn from experts in the field and will work on the landscape surrounding the school and flagpole. If you are not afraid of a little hard work then roll up your sleeves and sign up. (

Weaving (Mrs. Margritz)

Students will learn how to do a rag rug and some stick-loom weavings.

Models (Mr. Mraz)

My activities unit will focus on models. This can be model cars, ships, planes, or even a model rocket. If we have enough time we may work on Lego models of famous world landmarks or even explore making model paper plane designs.

Cross-Stitching: (Mrs. Rexing)

Cross stitching is a form of needle work that uses x's to make designs. You will design and create your own bookmark! Other projects will be decided upon by the class as we learn how to get creative with cross stitching!

Legos (Mrs. Kostrunek)

Do you like to be creative and work with others? Join me for Lego building, creating, and awesome fun!

Physical Fitness

Fencing (Mr. Nutt and Mr. Adkisson): The sport of fighting with swords, especially foils, epees, or sabers, according to a set of rules, in order to score points against an opponent.

Juggling (Mr. Nutt and Mr. Adkisson): You will be progressing through 5 tricks with scarves, juggle bugs, balls, rings and pins. (Cascade-Reverse cascade-Columns-Showers-All together)

Just Dance (Mrs. Blackmore): Learn easy and fun dances. Practice for a performance or just for fun.

Fun to be Fit (Mrs. Hickenbottom and Mrs. Mohler): Fun to Be FIT!! This session will explore different exercise programs as well as nutrition to be as healthy as we can be. Join us for a fun and healthy fitness activity session.

Speedminton (Mr. Nutt and Mr. Adkisson): The sport combines elements from different sports like badminton, squash, and tennis. Speedminton is played all around the world. There is no net in between and no prescribed playground, so it can be executed on tennis courts, streets, beaches, fields or gyms.

Yoga (Mrs. Margritz): Yoga is a discipline in which the participant learns about breath control, simple meditation, and specific bodily postures. It is practiced worldwide for health and relaxation. In this Activities class we will focus on the beginning stages of Yoga and advance as students improve. Mats will be provided unless students want to bring their own. Please wear clothes that will stretch with you (tops should be close fitting) and bring a bath towel to sit on.

Spikeball

RoundNet is a team sport played by two teams of two players around a Spikeball set. Opposing teams line up across from each other with the Spikeball set in the center. The object of the game is to hit the ball onto the net so that the opposing team cannot return it.

Basketball 101 (Mr. Danielson)

Designed to help you achieve your basketball goals. Whether you're new to the sport and want to learn the basics or you are a more experienced player looking to advance your positional skills and confidence, this is the class for you!

iWorkout (Mrs. Schultz)

Full body workouts using body weight. Different types of strength training exercises and routines. Prepare to sweat!

Zumba (Mr. Danielson)

Pretty much the most awesome workout ever. Dance to great music, with great people, and burn a ton off calories without even realizing it.

Couch.to Sk (Mrs. Favinger)

C25K, short for Couch to SK, is a mobile app which contains training plans that gradually progress toward a 5 kilometer run over nine weeks.

Report given on 6/15/2020

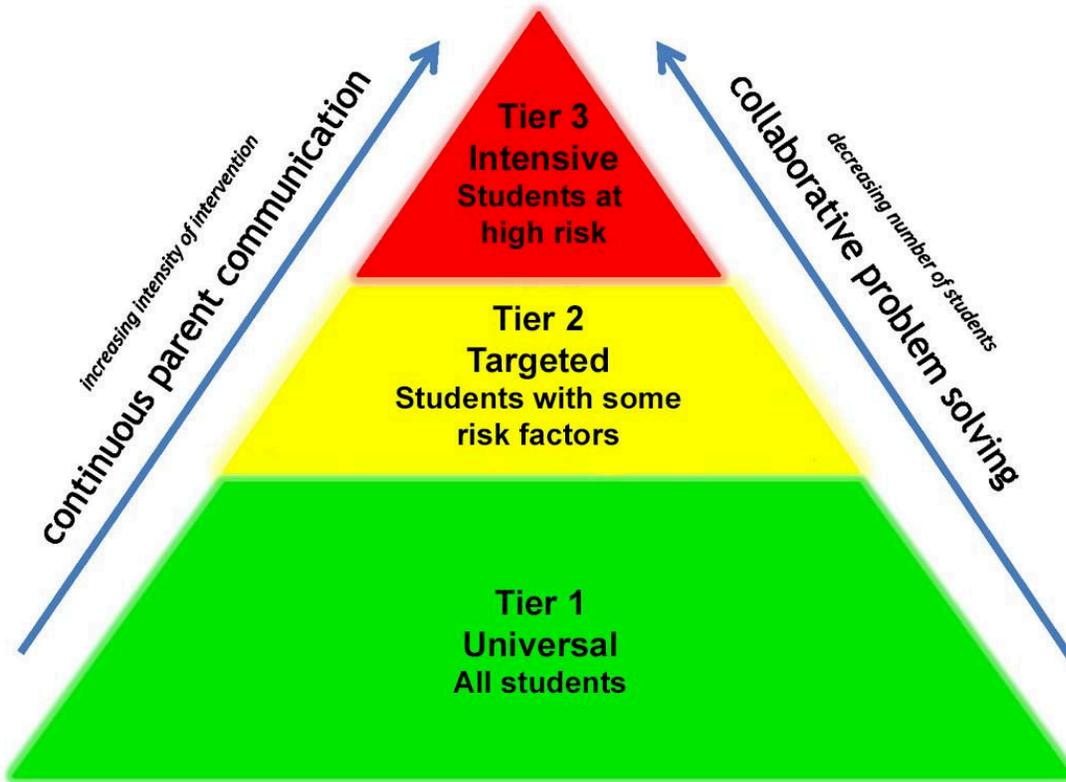
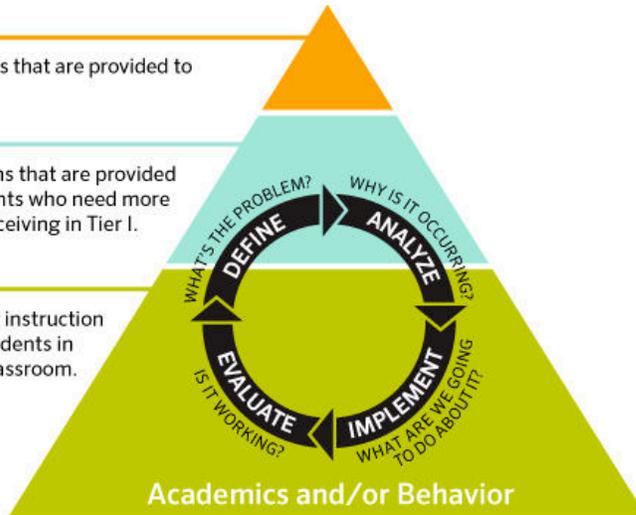
CCS Strategic Framework: Strategies we are addressing through the MTSS process. Strategy 1.1, Strategy 1.2, Strategy 2.1, Strategy 2.3, Strategy 3.2, Strategy 3.4, Strategy 3.5, and Strategy 4.2

MTSS stands for Multi-Tiered Systems of Support. Cozad Elementary has been working through this process starting in the 16-17 school year. Cozad Middle is starting this fall. MTSS is designed to be an ever-evolving process that is consistently evaluating and improving how we operate and teach our students.

TIER 3 refers to the interventions that are provided to individual students.

TIER 2 refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

TIER 1 refers to the high quality instruction that is provided to all students in the general education classroom.



MTSS advises that you have four teams: an integrated team, math team, reading team, and behavior team. Cozad Elementary has very effective MTSS teams with committed team members. Cozad Middle school is in the first year using MTSS and will be making their teams this fall.

Integrated team: Representatives or team leaders from math, reading, and behavior meet together with administration and potentially an outside coach to evaluate each team's progress and share data that has been gathered. One of the most important aspects of the integrated team is the prevention of teams becoming siloed. We want all teams to be defining problems, analyzing why they occur, implementation of our plans, and evaluation of the changes that have been made. If a student is receiving Tier 3 support for behavior there is a high probability they will need interventions in math and reading as well.

Math team: Our math team is made up of teachers and specialists and we use a variety of methods to teach all students and measure all student's progress. Currently, we are doing universal screeners in math using MAP, NSCAS, and FAST. Using FAST has been very beneficial because it allows having one screener to measure students' growth in math, reading, and behavior. We use Saxon Math which is a spiraled curriculum so students are consistently practicing skills until they reach mastery. All students get to go to WIN(What I Need) time during their week to get instruction at their level in math and this helps them practice skills they could be lacking in, or this can be a time we are challenging our high performing students.

Reading team: Our reading team works very closely with our reading coaches that are required for Reading Mastery. The reading team uses many of the same programs and times that math does for example WIN and FAST data. What is important to highlight with reading is that they have been tracking this data closely for many years and have been compiling all of the growth our students have been making. The reading team uses the data they gather effectively to determine what system of support our students should be in.

Behavior team: The behavior team has used a myriad of resources to try to improve our behavior supports across Cozad Elementary. We developed a plan that uses research-based practices from many sources. We are primarily using Love and Logic, PBIS, and the curriculum of Second Step. We have done many school-wide initiatives but one that I think everyone will recognize is our Caught with Character initiative. Our school counselor every month sends out the character trait we are looking to "catch" our students doing. The month of March's character trait was integrity. Teachers meet as teams and nominate students who they feel have demonstrated this trait. The students get their name announced and they receive the yard sign to have in their front yard for the month. Office referrals have been tracked and have decreased using the systems that are in place.

Using MTSS will benefit students in Cozad because it provides a framework for teachers, parents, and students on what level of support needs to be provided. High ability learners and students who need Tier 3 levels of support. Recently the district purchased a program called eduClimber. This tool will be beneficial in tracking student's progress and help our MTSS teams make decisions on how to support students using data. Educlimber pulls data from all of our programs, such as PowerSchool or MAP, to make an individualized report on each student. This tool will save our MTSS teams a tremendous amount of time and will make our individualized data reports uniform across the district.



Certificate of Accreditation

The Nebraska Department of Education

Recognizes

Cozad Community Schools

AS AN ACCREDITED SCHOOL
FOR THE SCHOOL YEAR 2020-2021

BY THE OFFICIAL ACTION OF THE STATE BOARD OF EDUCATION



Matthew L. Blomstedt, Ph.D.
Commissioner of Education



Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

Board of Education Regular Meeting

Monday, May 18, 2020 7:00 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

The meeting was called to order at 7:01 PM

Ann Burkholder: Present
Joel Carlson: Present
Judy Eggleston: Present
Kiley Goff: Present
John Peden: Present
Michele Starman: Absent
John Peden: Present

1. BOARD OF EDUCATION REGULAR MEETING 7:00 P.M.

ZOOM Meeting ID: 972 5241 5858

Vice-President Carlson called the meeting to order at 7:01pm.

1.1. Call to Order, Roll Call

1.2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session via zoom. A current copy of the Nebraska Open Meetings Act is posted on the N.E. wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education.

1.3. Excused/Unexcused Board Member Absence

Motion to excuse board member Michele Starman Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

2. PUBLIC COMMENTS

No public comment was made on Zoom.

The Board of Education invites you to offer comments during the public comments portion of the agenda. This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

When you have been recognized, please stand and state your name and come forward to the front of the board table.

The board will generally allow a total of 20 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 4 individuals who wish to address the board, the 20 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

For additional instructions on public participation, brochures are provided for you to view. A copy of Policy 2009 Public Participation at Board Meetings is available upon request.

3. PRINCIPAL/ADMINISTRATIVE REPORTS

3.1. Patty Wolfe Report

1. Device Take-Home and for Online Learning

Devices home with grades K-12. We are working von plan to collect devices and follow CDC guidelines. Seniors will turn their chromebooks and chargers in when they get their cap & gown. Underclassmen may be in June once we see the new guidelines. I do need devices turned in so that I can clean them, sanitize, and complete repairs.

2. New Devices--Chromebooks

Looking at 3 classes of new chromebooks for the 20-21 school year. Our original chromebooks are now year 4. Need to start replacing these devices. Rotation I am looking at is:

- This year's seniors (1 year old) will go to next year juniors
- New chromebooks for next year freshmen and sophomores. The other class level with new devices will be 6th or 3rd grade. Trying to make rotation work so new devices as freshmen and should then last until graduate

3. Updated Responsible Use Agreement (RUA) & Student Take Home Agreement for 2020-2021 school year(files attached)

- Changes to RUA--
 - add this to the 1st paragraph: " Cozad Community School provides computer, network, e-mail, and Internet access to individuals as part of the learning environment. The use of these resources is a privilege and not a right. While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual. Users of the Cozad Community School network and devices are required to adhere to state and federal law and board policy. The following Student/Staff Responsible Use Agreement is based on district policy and regulations."
 - Added this to the "Consequences for Violation" section: "Consequences for violating district policies are outlined in the student handbook."
- Changes to the Student Take Home Agreement:
 - Takehome Fee changed to \$15.00 from \$12.00

- Added this paragraph under the section of Responsibilities and Rules: "Most common repairs cost under \$30. The first such required repair of the year (up to \$30) will be done free of charge. Subsequent repairs or repairs in excess of \$30 in the same year will be billed to the student."

3.2. William Beckenhauer Report

1. On-line instruction has gone as good as one could hope for. The staff and I learned a great deal about what works well and the adjustments that need to be done. There are things we learned that will make us better educators in the future.
2. The majority of students managed their coursework well as they moved forward during this time. There were students, despite all our contact efforts by teachers, counselor and administration, that simply were non-compliant and didn't do their work. The biggest lesson students I hope remember, how much they need and missed the direct instruction and conversations with the teaching staff.
3. The majority of students have been registered for 2020-2021 classes and we have a preliminary master schedule completed. Working on getting students that didn't get course registration done to complete that process. There are still some minor changes to the master schedule but it is very close to completion.
4. Want to thank all the teachers and Mrs. Wolfe who helped with all the Senior Spotlights, and Program Recognitions (Fine Arts, Athletic, Senior Honor's) that were done digitally and sent out to the public.

Thursday May 21st will be will students can turn in devices, uniforms, textbooks, etc.

3.3. Jeremy Yilk Report

1. NSAA
 - a. All remaining NSAA activity practices and competitions, including district and state competitions, have been cancelled for this school year. These cancelations are part of a new Directed Health Measure issued by Governor Ricketts.
 - b. Bylaw 3.2.7 (Summer Activities) will go into effect on May 26th . In the interim, Bylaw 3.2.6.1 (School-Year, Out-of-Season) is expected to be followed by all member school athletic programs.
 - c. The NSAA continues to encourage all member schools to follow CDC, local, state and federal health department recommendations.
2. Other
 - a. A huge thank you to Ben Vetrovsky for putting together the awards videos for Fine Arts Night, Athletic Banquet and Honors Night.
 - b. Bob Placke and crew will be refinishing HS gym floor the week of May 18th
 - c. Working on filling remaining coach/sponsor openings
 - d. Piecing together summer camp schedules beginning June 1st - will continue to adjust / postpone / cancel depending on Directed Health Measures.
 - e. Working on finalizing school calendar dates for 2020-2021.

f. 2020 NCA Multi-Sports Clinic and NHSACA National Conference is postponed to 2021

Summer weight room will be opening June 1st. Once a plan has been put into place following Covid-19 rules, students and families will be informed.

3.4. Brian Regelin Report

Board Report- Brian Regelin 5-18-2020

I will give a short presentation on 4th quarter eLearning for Middle School.

Mrs. Walls and Mrs. Corkern are working on an end of the year video for all students and to help honor the 8th graders going into High School.

Mr. Shaffer has started the 2020-2021 scheduling process and we are working on getting students enrolled in all of their classes for next year.

Grounds & Maintenance: The custodial staff is starting summer work and has been doing more painting this year with the extra time. They are making very good progress on stripping and waxing floors and summer cleaning. Grounds are looking very good. They are also helping distribute meals and are doing a great job. The administrative team has started planning professional development and in-service days for next year.

Regelin supplied board members with a spreadsheet on a student who completed MobyMax.

3.5. Dale Henderson Report

1. Custodial staff are working on summer projects, such as deep cleaning and painting. We are gathering bids for such items as flooring replacement and concrete work.

2. Wrapping up eLearning on May 15th. The elementary will send home report cards on May 25th.

3. The elementary office is starting to work on 2020-21 items, such as class lists and scheduling.

3.6. James Ford Report

CEEC- We are finishing some of our summer painting projects. We had several areas with chipped paint throughout the school that needed to be fixed. Several of our para's and Dave have been working very hard to brighten up the school. Teachers will be providing elearning until May 21st and have shared that information with our families. It is challenging not being able to send our students off to elementary in the normal way but I know the teachers have been doing their best to get students and families ready for that transition.

SPED-Progress reports are getting finalized and sent to families on or before May 21st. Our teachers have done a great job of bringing students along and providing them with the help they need to be successful. During our IEP's next year we will be discussing with parents the potential need for compensatory services or potentially Extended School Year services if the students have demonstrated regression and the team feels it is necessary to catch students up. This has been a challenging time for some families and we are doing our best to support all of our students in this alternative learning mode. I am proud of our staff and their determined and consistent approach to helping our students.

Ford informed the board that as of May 18, they had a full roster for the 2020-2021 school year.

4. SUPERINTENDENT REPORT

Building and grounds update.

HVAC update

Diplomas will go out August 1, 2020 following the Governor's stay at home orders.

5. DISCUSS, CONSIDER AND TAKE ACTION TO WAIVE APRIL 1ST SALARY ADVANCEMENT DEADLINE

Motion to approve waiving the April 1st deadline for Salary Advancement Requests Passed with a motion by Judy Eggleston and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

The current deadline date for Salary Advancements is April 1st

6. CONSENT AGENDA

Motion to approve the consent agenda, as presented Passed with a motion by Ann Burkholder and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

6.1. Approval of the Minutes of Previous Meeting(s)

Minutes from the April 13, 2020 Regular Board of Education Meeting

6.2. Congratulations, Condolences, Correspondences

Congratulations to James and Ashley Ford on the birth of their daughter, Emily.

Congratulations to Taylor and Ben Spiegel on the birth of their daughter, Rowan.

Condolences to Robin Etherton on the passing of her mother, Marilyn.

Condolences to the family and friends of Pedro Garcia, former Middle School and High School English Language Learners Paraprofessional.

Condolences to Jenny Wichelt on the passing of her mother, Ethel.

6.3. Local Sub Certificate

Local Substitute Certificates for:

Kaylei Becker
Dillon Higgins

6.4. Standing Reports

6.4.1. Nutrition Services SNP Claim for Reimbursement Summary

Served 28, 598 Breakfasts and Lunches Total!

6.4.2. Bus Route Averages

COVID-19 Vehicle Logs- Delivering Lunches

6.5. Salary Advancement Applications

David Squires, Northwest Missouri State, Visionary School Leadership, 3 hours
David Squires, Northwest Missouri State, Relational School Leadership, 3 hours
David Squires, Northwest Missouri State, Instructional School Leadership, 3 hours
David Squires, Northwest Missouri State, Managerial School Leadership, 3 hours
John Auwerda, University Nebraska Kearney, The Effective Teacher, 3 hours
Stephanie Flint, University Nebraska Kearney, Adv Ed Psy, 3 hours
Jennifer Walls, University Nebraska Kearney, Copy Right Fair Use Ethics, 3 hours
Jennifer Walls, University Nebraska Kearney, Intro School Library Program, 3 hours

7. FINANCIAL REPORTS AND CLAIMS

Motion to approve the financial report as presented, including monthly expenditures, which reflects the current financial standing of the District. Passed with a motion by John Peden and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

7.1. District Treasurer's Report

7.2. District Financial Report

Payroll: \$800,044.91
AP: \$100,190.47

Special Building: \$558,071.31
Depreciation: \$350,475.13
Bond Fund: \$262,148.75
Student Fees: \$235.00
lunch \$77,081.05

7.3. Check Journal General Fund

7.4. Check Journal Lunch Fund

7.5. Activities Financial Report

7.6. Activities Check Journal

7.7. BANK STATEMENTS

7.7.1. Bond Fund

7.7.2. Building Fund

7.7.3. General Fund

7.7.4. Depreciation Fund

7.7.5. Employee Benefit

7.7.6. Student Fees

7.8. Standing Financial Reports

7.8.1. Bond Fund Taxes Report

7.8.2. General Fund Taxes Report

7.8.3. Building Fund Taxes Report

7.8.4. Cash Flow

8. MELISSA LUSK FROM NASB VIA TELECONFERENCE (7:45pm)

Melissa plans to speak about Strategic Planning Survey and next steps.

9. CERTIFICATED STAFF CONTRACTS FOR NEW HIRES FOR THE 2020-2021 SCHOOL YEAR

Motion to approve contract for Jessica De La Torre, High School Family Consumer Science Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

Jessica De La Torre, High School Family Consumer Science

It was questioned if De La Torre had the proper qualifications. Mr. Beckenhauer told the board De LaTorre would be going through the transitional program.

10. DISCUSS, CONSIDER AND TAKE ACTION ON THE CHANGE OF THE 2020 GRADUATION DATE

Motion to approve the change of date for the 2020 graduation to August 1st, 2020 at 11am Passed with a motion by Kiley Goff and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

Change of the 2020 Graduation date to August 1st, 2020 at 10 am

11. DISCUSS, CONSIDER AND TAKE ACTION RESPONSIBLE USE AGREEMENT & TAKE HOME AGREEMENT FOR 2020-2021

Motion to approve the 2020-2021 Responsible Use Agreement and Take Home Agreement Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

As recommended by Patty Wolfe, Technology Director

The 2020-2021 Take Home Fee has increased from \$12 to \$15.

12. DISCUSS, CONSIDER AND TAKE ACTION ON FOOD SERVICE CONTRACT RENEWAL WITH OPAA! FOOD MANAGEMENT INC. FOR THE 2020-2021 SCHOOL YEAR

Motion to approve the contract renewal with Opa! Food Management Inc. for the 2020-2021 school year, as presented Passed with a motion by Judy Eggleston and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

13. DISCUSS, CONSIDER AND TAKE ACTION ON OFFERING COZAD COMMUNITY WELLNESS CENTER STIPENDS TO STAFF FOR THE 2020-2021 SCHOOL YEAR

Motion to approve the continuation of offering Cozad Community Wellness Center stipends to staff for the 2020-2021 school year Passed with a motion by Kiley Goff and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

Employees currently have the choice to apply the stipend towards a Cozad Community Wellness Center membership, punch cards, or decline participation. Stipends for full-time employees are \$100.00 and part-time employees are \$50.00.

During the 2019-2020 school year, punch cards were selected by 48 employees and memberships were selected by 39 employees. The benefit total was \$8,650.

14. DISCUSS, CONSIDER AND TAKE ACTION ON 2020-2021 PROPOSED CLASSIFIED HOURLY PAY RATE

Motion to approve the 2020-2021 proposed Classified Hourly Pay Rate Passed with a motion by Judy Eggleston and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

15. DISCUSS, CONSIDER AND TAKE ACTION ON PROPOSED BOARD OF EDUCATION REGULAR MEETING CALENDAR FOR 2020-2021

Motion to approve the proposed Board of Education Regular Meeting schedule for 2020-2021 Passed with a motion by Ann Burkholder and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

16. DISCUSS, CONSIDER AND TAKE ACTION ON SHEETS SIGN PROPOSAL

Motion to approve the Sheets sign replacement proposal Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

17. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF BOARD POLICIES 6006 AND 6016

Motion to approve policies 6006 and 6016 Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

17.1. 6006 Commencement Ceremony

Adopting KSB policy, replacing current policy 5128.1

17.2. 6016 Homebound and Off-Campus Instruction

No current policy, adopting KSB's policy

18. DESIGNATION OF SUPERINTENDENT RON WYMORE AS THE DISTRICT'S REPRESENTATIVE FOR FEDERAL AND STATE PROGRAMS STARTING JULY 1, 2020

Motion to approve the designation of Superintendent Ron Wymore as the district's representative for federal and state programs starting July 1, 2020 Passed with a motion by John Peden and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

19. EXECUTIVE SESSION TO DISCUSS SUPERINTENDENT CONTRACT AND SALARY- IF NEEDED

20. DISCUSS CONSIDER AND TAKE ACTION ON SUPERINTENDENT RON WYMORE'S CONTRACT RENEWAL AND SALARY

Motion to approve the Superintendent Ron Wymore's Contract Renewal for the 2020-2021 School Year with the salary of \$166,000 per year plus \$1,000 per month travel expenses expiring on June 30, 2021 Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

21. EXECUTIVE SESSION

Motion to enter executive session to review Superintendent Evaluation at 8:41pm Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

Review Superintendent Evaluation

Exited session at 9:14pm

22. AGENDA SETTING AND FUTURE MEETINGS

Set date for Budget Amendment Special Board of Education Meeting
Monday, June 15, 2020- Regular Board of Education Meeting at 12pm
Monday July 13th, 2020- Regular Board of Education Meeting at 12pm Change from the original July 20th, 2020 Regular Board of Education Meeting

June 1st at 12 and 12:30

July 13th at 7pm

23. ADJOURNMENT

Motion to adjourn the meeting at 9:20 Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea
Yea: 5, Nay: 0

* **Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.

The meeting was adjourned at 9:21 PM.

Mr. Ron Wymore, Superintendent
Cozad Community Schools District No. 11

Board of Education Budget Amendment Hearing

Monday, June 1, 2020 12:00 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

The meeting was called to order at 12:00 PM

Ann Burkholder: Present
Joel Carlson: Present
Judy Eggleston: Present
Kiley Goff: Present
John Peden: Present
Michele Starman: Absent

1. BOARD OF EDUCATION BUDGET AMENDMENT MEETING 12:00 P.M.

ZOOM MEETING ID: 949 1799 7926

PHONE NUMBER: 1 346 248 7799

ZOOM LINK: <https://zoom.us/j/94917997926>

The purpose of this hearing is to hear comments on the budget amendment for Cozad Community Schools for the 2019-2020 school year.

Vice-President Joel Carlson called the meeting to order at 12:00pm

1.1. Call to Order, Roll Call

1.2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session via zoom. A current copy of the Nebraska Open Meetings Act is posted on the N.E. wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education.

1.3. Excused/Unexcused Board Member Absence

Motion to excuse board member Michelle Starman Passed with a motion by Judy Eggleston and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

2. PUBLIC COMMENTS

The Board of Education invites you to offer comments during the public comments portion of the agenda. This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

When you have been recognized, please stand and state your name and come forward to the front of the board table.

The board will generally allow a total of 20 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 4 individuals who wish to address the board, the 20 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

For additional instructions on public participation, brochures are provided for you to view. A copy of Policy 2009 Public Participation at Board Meetings is available upon request.

One member of the public was present via zoom. No comment was made.

3. ADJOURNMENT

Motion to adjourn the meeting at 12:13 Passed with a motion by Kiley Goff and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

* **Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.

The meeting was adjourned at 12:13 PM.

Mr. Ron Wymore, Superintendent
Cozad Community Schools District No. 11

Board of Education Special Meeting

Monday, June 1, 2020 12:15 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

The meeting was called to order at 12:15 PM

Ann Burkholder: Present
Joel Carlson: Present
Judy Eggleston: Present
Kiley Goff: Present
John Peden: Present
Michele Starman: Absent

1. BOARD OF EDUCATION SPECIAL MEETING

ZOOM MEETING ID:949 1799 7926

PHONE NUMBER: 1 346 248 7799

ZOOM LINK: <https://zoom.us/j/94917997926>

Vice-President Joel Carlson called the meeting to order at 12:15pm.

1.1. Call to Order, Roll Call

1.2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session via zoom. A current copy of the Nebraska Open Meetings Act is posted on the N.E. wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education.

1.3. Excused/Unexcused Board Member Absence

Motion to excuse board member Michele Starman Passed with a motion by Judy Eggleston and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

2. APPROVAL OF THE AMENDED BUDGET CHANGES WITH THE BOND FUND AND SPECIAL BUILDING FUND FOR THE 2019-2020 SCHOOL YEAR.

After review of the budgets and having given at least five days notice of a special hearing with the purposes of hearing support, opposition, criticism, suggestions or observations of taxpayers, I make the motion to approve the amended changes with the Bond Fund and Special Building Fund Budgets for the 2019-2020 school year, as advertised and that Ron

Wymore be authorized to amend the budgets Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

3. APPROVAL OF ALL NAMES ON SIGNATURE CARDS WITH WAYPOINT BANK

Motion to approve all names on signature cards with Waypoint Bank Passed with a motion by Ann Burkholder and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

4. APPROVAL OF THE TREMCO CONTRACT PROPOSAL FOR \$9,926.50

Motion to approve the Tremco Contract Proposal for \$9,926.50 Passed with a motion by Ann Burkholder and a second by Judy Eggleston.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

5. AGENDA SETTING AND FUTURE MEETINGS

- Monday, June 15, 2020- Board of Education Regular Meeting 12PM
- Monday, July 13, 2020- Board of Education Regular Meeting 12PM

6. ADJOURNMENT

Motion to adjourn the meeting at 12:23pm Passed with a motion by Judy Eggleston and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea

Yea: 5, Nay: 0

The meeting was adjourned at 12:23 PM.

Mr. Ron Wymore, Superintendent
Cozad Community Schools District No. 11

SFSP Claim For Reimbursement Summary

240011 Status: Active
Cozad Community Schools
 DBA:
 1710 Meridian Avenue
 Cozad, NE 69130

Confirmation #: EAWMQM

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
May 2020	0	06/01/2020	06/01/2020		Original

General Information

Meal Description	Number of Participating Sites	Total Number of Days Food Served	Average Daily Attendance	Number of Eligible Children (Camp only)
Breakfast	6	29	438	0
AM Snack	0	0	0	0
Lunch	6	29	438	0
PM Snack	0	0	0	0
Supper	0	0	0	0

Self-Prep and/or Vended-Rural Meals Served to Children

Meal Description	First Meals Served (A)	Second Meals Served (B)	Second Meals Allowed (C)	Camp 1st Meals Served (D)	Camp 2nd Meals Served (E)	Camp 2nd Meals Allowed (F)	Reimbursable Meals Total (A+C+D+F)
Breakfast	12,634	0	0	0	0	0	12,634
AM Snack	0	0	0	0	0	0	0
Lunch	12,634	0	0	0	0	0	12,634
PM Snack	0	0	0	0	0	0	0
Supper	0	0	0	0	0	0	0

Operating Reimbursement

Meal Description	Total Reimbursable Meals Served	Reimbursement Rate	Reimbursement Amount
Breakfast	12,634	2.1600	27,289.44
AM Snack	0	0.8700	0.00
Lunch	12,634	3.7600	47,503.84
PM Snack	0	0.8700	0.00
Supper	0	3.7600	0.00
Total			74,793.28

Administrative Reimbursement - Self-Prep and/or Vended Rural

Meal Description	Total Reimbursable Meals Served	Reimbursement Rate	Reimbursement Amount
Breakfast	12,634	0.2150	2,716.31
AM Snack	0	0.1075	0.00
Lunch	12,634	0.3925	4,958.85
PM Snack	0	0.1075	0.00
Supper	0	0.3925	0.00
Total			7,675.16

Claim Reimbursement Total

82,468.44

Sponsor Claim Reimbursement Totals	Operating Reimbursement	Administrative Reimbursement	Reimbursement Totals
Current Claim Earnings	74,793.28	7,675.16	82,468.44
Previous Claim Earnings	0.00	0.00	0.00
Earned Amount	74,793.28	7,675.16	82,468.44
Net Claim Reimbursement Total	74,793.28	7,675.16	82,468.44

Hide Site Meal Details

Site Meal Totals

0015 Bus Stop: Heritage Ln and Locust St

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	50	1,437	0	2.3750	3,412.87
Lunch	29	50	1,437	0	4.1525	5,967.14
Site Total						9,380.01

0003 Cozad Early Education Center (CEEC)

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	64	1,836	0	2.3750	4,360.50
Lunch	29	64	1,836	0	4.1525	7,623.99
Site Total						11,984.49

0002 Cozad Elementary

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	119	3,446	0	2.3750	8,184.25
Lunch	29	119	3,446	0	4.1525	14,309.51
Site Total						22,493.76

0004 Cozad Middle School

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	118	3,404	0	2.3750	8,084.50
Lunch	29	118	3,404	0	4.1525	14,135.11
Site Total						22,219.61

0013 Frenchy Park

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	68	1,964	0	2.3750	4,664.50
Lunch	29	68	1,964	0	4.1525	8,155.51
Site Total						12,820.01

0014 Horizon Mobile Home Park

Meal Type	Operating Days	ADA	Eligible Meals	Allowed 2nd Meals	Rate	Amount
Breakfast	29	19	547	0	2.3750	1,299.12
Lunch	29	19	547	0	4.1525	2,271.41
Site Total						3,570.53

TOTAL MILES PER MONTH						
Vehicle Number	March	April	May	June	July	
118-Daycare	44	67	42			
120- Frenchy	33	62	37			
122- Building Drop off	-	26				
123- Horizon Mobile	37	70	39			
206- Building Drop off		88	85			
TOTAL	114	313	203	0	0	630

Batch Description: LUNCH FUND MAY 2020-0001
Checking Account: 6 LUNCH FUND

Processing Month: 05/2020

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	05/31/2020	195,884.44

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
26299	BRITTANY COLE	08/13/2018	2.40
	Total:		2.40

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
195,884.44	(2.40)	195,882.04	195,882.04

Cleared Automatic Payment Total:	121.82
Cleared Checks Total:	76,578.82
Cleared Direct Deposit Total:	(380.41)
Cleared Void Total:	
Cleared Deposit Total:	103,198.93
Cleared Manual Journal Entries Total:	
Cleared Sales Journal Total:	

SCHOOL DISTRICT NO. 11----CUSTODY RECEIPTS

WAYPOINT BANK

CUSIP#	ISSUE	MATURITY	AMOUNT
3130AGJH9	Federal Home Loan Bank	06/05/2026	500,260.00
3130AJ3T4	Federal Home Loan Bank	08/11/2027	501,610.00
3134GUYZ7	FHILMC	12/23/2024	150,213.00
044403RS4	ASHLAND NE	02/01/2030	111,768.00
103097CM1	Box Butte Cnty NE S/D 6 RFDG	12/01/2022	100,489.00
231797BF7	Curtser Cnty NE S/D #44 RFDG	12/01/2031	102,087.00
289253CJ3	Elm Creek Ne Rural RPD	10/15/2023	11,014.41
596876AT8	Palmer NE GO LT BQ RFDG	05/15/2030	163,980.80
731304CH2	Polk Cnty NE S/D 15 RFDG	12/15/2022	100,290.00
970574HE1	Wahoo NE RFDG	12/15/2030	102,149.00
930574HG6	Wahoo NE RFDG	12/15/22	100,539.00
23087RGE2	Cuming Cnty Ne REV	12/15/2029	102,277.00
941660BE1	Waterloo IA CMNTY	07/01/2020	250,297.50
140420Q94	Capital One Bank	11/23/2021	248,000.00
40434AC72	HSBC Bank USA	11/17/2020	248,000.00
8562846Z2	State Bank of India	03/14/2022	249,000.00
TOTAL CUSTODY RECEIPTS.....			\$3,041,975.51
FDIC.....			\$250,000.00

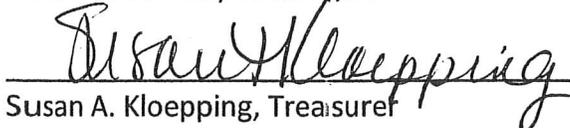
ACCOUNTS:

\$3,291,975.51

General Ckg (333009)	164,926.85
General MMA (157526)	4,887,699.44
Revolving Account (310602)	9,329.57
CEA (204650)	3,116.20
125 Plan (322801)	16,364.14
Hot Lunch (333020)	195,884.44
Bank Uniform Fund (2091)	1,255.05
Band Uniform Fund (513356)	1,003.68
Band Uniform Fund (2343)	1,198.36
Band Uniform Fund (514514)	1,396.98
Band Uniform Fund (515352)	1,314.99
Special Bond Funds (12420)	5,061.88
Savings (1759)	3,424.49
337651	711.22
514973	1,415.86
600022	1,022.85
	\$6,295,126.10

Amount of coverage over deposits.....\$3,003,150.59

Dated this 1st day of June, 2020.



Susan A. Klopping, Treasurer

WAYPOINT BANK
 747 MERIDIAN PO BOX 7
 COZAD NE 69130

007 00001 01
 ACCOUNT:

PAGE: 1
 333020 05/29/2020

TELEPHONE: 308-784-2515



COZAD CITY SCHOOLS DIST 11
 COZAD HOT LUNCH ACCOUNT
 RON WYMORE 30
 1910 MERIDIAN AVE 7
 COZAD NE 69130 9

 Upgrade your personal account to a Waypoint Advantage checking account
 and earn a higher interest rate on your daily balance. Contact your
 local branch for more information. Terms and conditions apply.

NOW ACCOUNT 333020

DESCRIPTION	DEBITS	CREDITS	DATE	BALANCE
BALANCE LAST STATEMENT			04/30/20	169,766.56
SHARE OUR STRENG PRENOTE 11377		6,570.00	05/06/20	176,336.56
DEPOSIT		7.20	05/07/20	176,343.76
CHECK # 26393	109.59		05/08/20	176,234.17
DEPOSIT		10.36	05/18/20	176,244.53
DEPOSIT		40.00	05/18/20	176,284.53
STATE OF NE ST PAYMENT 476002391		96,337.36	05/18/20	272,621.89
DEPOSIT		5.35	05/20/20	272,627.24
SET TRANS Cozad Community EFUNDS CC CREDIT FOR 05-18-2020		16.00	05/20/20	272,643.24
CARDMEMBER SERV WEB PYMT *****6901	1,799.23		05/20/20	270,844.01
CHECK # 26397	5,535.00		05/20/20	265,309.01
WEX INC FLEET DEBI 9100003514257	121.82		05/21/20	265,187.19
County of Dawson COZSCHOOL 476002391	380.41		05/21/20	264,806.78
CHECK # 26400	2,518.00		05/21/20	262,288.78
CHECK # 26399	22.35		05/22/20	262,266.43
CHECK # 26394	33.97		05/22/20	262,232.46
CHECK # 26402	101.76		05/26/20	262,130.70
CHECK # 26395	275.00		05/26/20	261,855.70
CHECK # 26398	1,394.58		05/26/20	260,461.12
CHECK # 26401	64,789.34		05/26/20	195,671.78
DEPOSIT		53.40	05/29/20	195,725.18
DEPOSIT		75.85	05/29/20	195,801.03
DEPOSIT		81.80	05/29/20	195,882.83
INTEREST		1.61	05/29/20	195,884.44
BALANCE THIS STATEMENT			05/29/20	195,884.44

* * * C O N T I N U E D * * *

WAYPOINT BANK
747 MERIDIAN PO BOX 7
COZAD NE 69130

007 00001 01
ACCOUNT:

PAGE: 2
333020 05/29/2020

TELEPHONE: 308-784-2515

COZAD CITY SCHOOLS DIST 11



=====
NOW ACCOUNT 333020
=====

TOTAL CREDITS	(11)	103,198.93	MINIMUM BALANCE	169,766.56
TOTAL DEBITS	(12)	77,081.05	AVG AVAILABLE BALANCE	202,362.91

=====
YOUR CHECKS SEQUENCED
=====

DATE...	CHECK #.....	AMOUNT	DATE...	CHECK #.....	AMOUNT	DATE...	CHECK #.....	AMOUNT
05/08	26393	109.59	05/20	26397	5,535.00	05/21	26400	2,518.00
05/22	26394	33.97	05/26	26398	1,394.58	05/26	26401	64,789.34
05/26	26395*	275.00	05/22	26399	22.35	05/26	26402	101.76

(*) INDICATES A GAP IN CHECK NUMBER SEQUENCE

- - - - - I N T E R E S T - - - - -

AVERAGE LEDGER BALANCE:	202,362.91	INTEREST EARNED:	1.61
INTEREST PAID THIS PERIOD:	1.61	DAYS IN PERIOD:	29
INTEREST PAID 2020:	25.78	ANNUAL PERCENTAGE YIELD EARNED:	.01%

- - - ITEMIZATION OF OVERDRAFT AND RETURNED ITEM FEES - - -

```

*****
*                                     |          TOTAL FOR          |          TOTAL          *
*                                     |          THIS PERIOD         |          YEAR TO DATE    *
*-----|-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL OVERDRAFT FEES:              |          $ .00              |          $ .00          *
*-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL RETURNED ITEM FEES:          |          $ .00              |          $ .00          *
*****

```

- END OF STATEMENT -

Batch Description: **EMPLOYEE BENEFIT ACCT MAY2020**

Processing Month: **05/2020**

Checking Account: **3**

EMPLOYEE BENEFIT

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	05/31/2020	3,268.64
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
3,268.64	0.00	3,268.64	3,268.64

Cleared Automatic Payment Total: 163.20
Cleared Checks Total:
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Deposit Total: 0.98
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

SCHOOL DISTRICT NO. 11----CUSTODY RECEIPTS

SECURITY FIRST BANK

CUSIP#	ISSUE	MATURITY	AMOUNT
074146AB7	Beatrice NE Limited Tax Oblig	06-15-20	55,000.00
919121DX8	Valentine NE GO Unltd	12-15-21	80,000.00
80376ECU9	Sarpy Co NE San/Impt Dist	08-15-23	65,000.00
			\$195,000.00
F.D.I.C.....			\$250,000.00
			\$455,000.00

ACCOUNTS:

Student Fees Acct (500121095)	10,960.17
Employee Benefit (500126735)	3,268.64
Bond Fund (500129391)	640,434.33
	\$ 654,663.14

Amount of coverage under deposits.....\$ 199,663.14

Dated this 1st day of June, 2020.



 Susan A. Kloepping, Treasurer



SECURITY FIRST BANK - COZAD
 P.O. BOX 10
 818 Avenue F
 Cozad NE 69130

**COZAD CITY SCHOOLS
 EMPLOYEE BENEFIT ACCOUNT
 1910 MERIDIAN AVE
 COZAD NE 69130-1159**

Account Number: *****6735
 Date: 05/31/20
 Images: 0

Effective 07/01/2020, we are increasing the amount available for withdrawal on exception holds for large deposits and new accounts not subject to next day availability from \$5,000 to \$5,525. If you have any questions regarding this change, contact your local branch or view our updated Funds Availability Policy at security1stbank.com/disclosures.

COZAD CITY SCHOOLS	PUBLIC FUNDS W-INTEREST	Acct	6735
---------------------------	--------------------------------	-------------	-------------

Summary of Activity Since Your Last Statement

Beginning Balance	5/01/20	3,430.86
Deposits / Misc Credits	1	.98
Withdrawals / Misc Debits	1	163.20
** Ending Balance	5/31/20	3,268.64
Service Charge		.00
Interest Paid Thru 5/31/20		.98
Interest Paid Year To Date		5.65
Average Balance		3,404
Minimum Balance		3,267
Average Rate / Cycle Days		.34000 / 31

Deposits and Other Credits

Date	Amount	Activity Description
5/29	.98	Interest Paid

Debits and Other Withdrawals

Date	Amount	Activity Description
5/27	163.20	PayFlex/T5041626-E 000000476002391 Cozad Community School

Daily Balance Summary

Date	Balance	Date	Balance	Date	Balance
5/27	3,267.66	5/29	3,268.64		

Batch Description: LUNCH FUND MAY 2020-0001
Checking Account: 6 LUNCH FUND

Processing Month: 05/2020

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	05/31/2020	195,884.44

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
26299	BRITTANY COLE	08/13/2018	2.40
	Total:		2.40

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
195,884.44	(2.40)	195,882.04	195,882.04

Cleared Automatic Payment Total:	121.82
Cleared Checks Total:	76,578.82
Cleared Direct Deposit Total:	(380.41)
Cleared Void Total:	
Cleared Deposit Total:	103,198.93
Cleared Manual Journal Entries Total:	
Cleared Sales Journal Total:	

SCHOOL DISTRICT NO. 11----CUSTODY RECEIPTS

WAYPOINT BANK

CUSIP#	ISSUE	MATURITY	AMOUNT
3130AGJH9	Federal Home Loan Bank	06/05/2026	500,260.00
3130AJ3T4	Federal Home Loan Bank	08/11/2027	501,610.00
3134GUYZ7	FHILMC	12/23/2024	150,213.00
044403RS4	ASHLAND NE	02/01/2030	111,768.00
103097CM1	Box Butte Cnty NE S/D 6 RFDG	12/01/2022	100,489.00
231797BF7	Curtser Cnty NE S/D #44 RFDG	12/01/2031	102,087.00
289253CJ3	Elm Creek Ne Rural RPD	10/15/2023	11,014.41
596876AT8	Palmer NE GO LT BQ RFDG	05/15/2030	163,980.80
731304CH2	Polk Cnty NE S/D 15 RFDG	12/15/2022	100,290.00
970574HE1	Wahoo NE RFDG	12/15/2030	102,149.00
930574HG6	Wahoo NE RFDG	12/15/22	100,539.00
23087RGE2	Cuming Cnty Ne REV	12/15/2029	102,277.00
941660BE1	Waterloo IA CMNTY	07/01/2020	250,297.50
140420Q94	Capital One Bank	11/23/2021	248,000.00
40434AC72	HSBC Bank USA	11/17/2020	248,000.00
8562846Z2	State Bank of India	03/14/2022	249,000.00
TOTAL CUSTODY RECEIPTS.....			\$3,041,975.51
FDIC.....			\$250,000.00

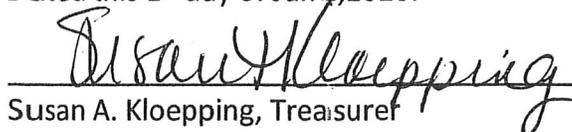
ACCOUNTS:

\$3,291,975.51

General Ckg (333009)	164,926.85
General MMA (157526)	4,887,699.44
Revolving Account (310602)	9,329.57
CEA (204650)	3,116.20
125 Plan (322801)	16,364.14
Hot Lunch (333020)	195,884.44
Bank Uniform Fund (2091)	1,255.05
Band Uniform Fund (513356)	1,003.68
Band Uniform Fund (2343)	1,198.36
Band Uniform Fund (514514)	1,396.98
Band Uniform Fund (515352)	1,314.99
Special Bond Funds (12420)	5,061.88
Savings (1759)	3,424.49
337651	711.22
514973	1,415.86
600022	1,022.85
	\$6,295,126.10

Amount of coverage over deposits.....\$3,003,150.59

Dated this 1st day of June, 2020.


 Susan A. Klopping, Treasurer

WAYPOINT BANK
 747 MERIDIAN PO BOX 7
 COZAD NE 69130

007 00001 01
 ACCOUNT:

PAGE: 1
 333020 05/29/2020

TELEPHONE: 308-784-2515



COZAD CITY SCHOOLS DIST 11
 COZAD HOT LUNCH ACCOUNT
 RON WYMORE 30
 1910 MERIDIAN AVE 7
 COZAD NE 69130 9

 Upgrade your personal account to a Waypoint Advantage checking account
 and earn a higher interest rate on your daily balance. Contact your
 local branch for more information. Terms and conditions apply.

=====
 NOW ACCOUNT 333020
 =====

DESCRIPTION	DEBITS	CREDITS	DATE	BALANCE
BALANCE LAST STATEMENT			04/30/20	169,766.56
SHARE OUR STRENG PRENOTE 11377		6,570.00	05/06/20	176,336.56
DEPOSIT		7.20	05/07/20	176,343.76
CHECK # 26393	109.59		05/08/20	176,234.17
DEPOSIT		10.36	05/18/20	176,244.53
DEPOSIT		40.00	05/18/20	176,284.53
STATE OF NE ST PAYMENT 476002391		96,337.36	05/18/20	272,621.89
DEPOSIT		5.35	05/20/20	272,627.24
SET TRANS Cozad Community EFUNDS CC CREDIT FOR 05-18-2020		16.00	05/20/20	272,643.24
CARDMEMBER SERV WEB PYMT *****6901	1,799.23		05/20/20	270,844.01
CHECK # 26397	5,535.00		05/20/20	265,309.01
WEX INC FLEET DEBI 9100003514257	121.82		05/21/20	265,187.19
County of Dawson COZSCHOOL 476002391	380.41		05/21/20	264,806.78
CHECK # 26400	2,518.00		05/21/20	262,288.78
CHECK # 26399	22.35		05/22/20	262,266.43
CHECK # 26394	33.97		05/22/20	262,232.46
CHECK # 26402	101.76		05/26/20	262,130.70
CHECK # 26395	275.00		05/26/20	261,855.70
CHECK # 26398	1,394.58		05/26/20	260,461.12
CHECK # 26401	64,789.34		05/26/20	195,671.78
DEPOSIT		53.40	05/29/20	195,725.18
DEPOSIT		75.85	05/29/20	195,801.03
DEPOSIT		81.80	05/29/20	195,882.83
INTEREST		1.61	05/29/20	195,884.44
BALANCE THIS STATEMENT			05/29/20	195,884.44

* * * C O N T I N U E D * * *

WAYPOINT BANK
747 MERIDIAN PO BOX 7
COZAD NE 69130

007 00001 01
ACCOUNT:

PAGE: 2
333020 05/29/2020

TELEPHONE: 308-784-2515

COZAD CITY SCHOOLS DIST 11



=====
NOW ACCOUNT 333020
=====

TOTAL CREDITS	(11)	103,198.93	MINIMUM BALANCE	169,766.56
TOTAL DEBITS	(12)	77,081.05	AVG AVAILABLE BALANCE	202,362.91

=====
YOUR CHECKS SEQUENCED
=====

DATE...	CHECK #.....	AMOUNT	DATE...	CHECK #.....	AMOUNT	DATE...	CHECK #.....	AMOUNT
05/08	26393	109.59	05/20	26397	5,535.00	05/21	26400	2,518.00
05/22	26394	33.97	05/26	26398	1,394.58	05/26	26401	64,789.34
05/26	26395*	275.00	05/22	26399	22.35	05/26	26402	101.76

(*) INDICATES A GAP IN CHECK NUMBER SEQUENCE

- - - - - I N T E R E S T - - - - -

AVERAGE LEDGER BALANCE:	202,362.91	INTEREST EARNED:	1.61
INTEREST PAID THIS PERIOD:	1.61	DAYS IN PERIOD:	29
INTEREST PAID 2020:	25.78	ANNUAL PERCENTAGE YIELD EARNED:	.01%

- - - ITEMIZATION OF OVERDRAFT AND RETURNED ITEM FEES - - -

```

*****
*                                     |          TOTAL FOR          |          TOTAL          *
*                                     |          THIS PERIOD         |          YEAR TO DATE    *
*-----|-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL OVERDRAFT FEES:              |          $ .00              |          $ .00          *
*-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL RETURNED ITEM FEES:          |          $ .00              |          $ .00          *
*****

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- END OF STATEMENT -

BOND FUND TAXES BY FISCAL YEAR

2019-2020	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 174,914.16	\$ 16,325.63	\$ 3,885.72	\$ 1,746.08	\$ 27,690.19	\$ 22,979.05	\$ 26,310.60	\$ 29,071.21	\$ 213,733.50	\$ 29,267.71			\$ 545,923.85
2018-2019	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 168,283.68	\$ 12,278.69	\$ 5,121.84	\$ 2,348.41	\$ 30,314.58	\$ 23,781.93	\$ 26,593.40	\$ 28,894.40	\$ 217,331.23	\$ 32,770.29	\$ 8,835.99	\$ 11,146.32	\$ 567,700.76
2017-2018	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 181,290.56	\$ 18,195.27	\$ 5,516.18	\$ 1,526.49	\$ 39,611.89	\$ 25,766.84	\$ 24,833.64	\$ 26,465.36	\$ 218,079.42	\$ 29,260.71	\$ 10,492.84	\$ 8,818.59	\$ 589,857.79
2016-2017	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 182,043.35	\$ 16,021.09	\$ 4,326.91	\$ 1,088.34	\$ 32,747.46	\$ 21,737.18	\$ 27,237.60	\$ 26,398.83	\$ 229,805.40	\$ 37,489.46	\$ 9,382.42	\$ 14,155.28	\$ 602,433.32
2015-2016	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 182,184.65	\$ 30,400.55	\$ 9,990.45	\$ 1,921.04	\$ 35,563.42	\$ 29,631.14	\$ 15,422.28	\$ 24,287.34	\$ 227,212.06	\$ 23,595.50	\$ 7,942.85	\$ 13,096.85	\$ 601,248.13
2014-2015	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 180,488.37	\$ 25,942.34	\$ 3,472.63	\$ 2,005.79	\$ 34,462.47	\$ 21,299.76	\$ 22,147.05	\$ 28,445.43	\$ 209,472.68	\$ 35,946.55	\$ 3,903.11	\$ 34,421.46	\$ 602,007.64
2013-2014	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 126,357.40	\$ 17,784.40	\$ 9,654.92	\$ 1,388.31	\$ 33,296.62	\$ 18,903.58	\$ 16,188.48	\$ 32,930.48	\$ 221,816.76	\$ 32,891.85	\$ 9,133.50	\$ 15,197.51	\$ 535,543.81

BOND FUND TAXES BY CALENDAR YEAR

														TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
2020	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS		
Dawson County Taxes	\$ 27,690.19	\$ 22,835.25	\$ 7,096.81	\$ 24,077.61	\$ 193,075.01	\$ 25,165.09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 299,939.96	Requested in 2019-2020 budget:	\$ 571,717.00
Dawson County State Tax Credit	\$ -	\$ -	\$ 13,248.00	\$ -	\$ 13,248.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,496.00	Received (Taxes, Credit, Homestead):	\$ 342,846.44
Dawson County Homestead	\$ -	\$ -	\$ 4,102.62	\$ 4,102.62	\$ 4,102.62	\$ 4,102.62	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,410.48	Difference (still due us):	\$ 228,870.56
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 2,471.94	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,471.94		
Dawson County Pro-Rate	\$ -	\$ 143.80	\$ -	\$ -	\$ 835.93	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 979.73		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 890.98	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 890.98		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 799.24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 799.24		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 1,063.93	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,063.93		
TOTALS	\$ 27,690.19	\$ 22,979.05	\$ 26,310.60	\$ 29,071.21	\$ 213,733.50	\$ 29,267.71	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 349,052.26		
2019	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS	TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
Dawson County Taxes	\$ 30,314.58	\$ 23,456.52	\$ 9,689.30	\$ 24,080.04	\$ 198,570.87	\$ 28,926.99	\$ 4,502.33	\$ 6,331.96	\$ 174,366.63	\$ 16,116.75	\$ 3,885.72	\$ 1,746.08	\$ 521,987.77	Requested in 2019-2020 budget:	\$ 572,777.77
Dawson County State Tax Credit	\$ -	\$ -	\$ 10,955.67	\$ -	\$ 10,955.67	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,911.34	Received (Taxes, Credit, Homestead):	\$ 566,958.91
Dawson County Homestead	\$ -	\$ -	\$ 3,843.30	\$ 3,843.30	\$ 3,843.30	\$ 3,843.30	\$ 3,843.30	\$ 3,843.30	\$ -	\$ -	\$ -	\$ -	\$ 23,059.80	Difference (still due us):	\$ 5,818.86
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 3,408.49	\$ -	\$ -	\$ -	\$ 547.53	\$ -	\$ -	\$ -	\$ 3,956.02		
Dawson County Pro-Rate	\$ -	\$ 325.41	\$ -	\$ -	\$ 552.90	\$ -	\$ 490.36	\$ -	\$ -	\$ 208.88	\$ -	\$ -	\$ 1,577.55		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 971.06	\$ -	\$ -	\$ -	\$ 971.06	\$ -	\$ -	\$ -	\$ -	\$ 1,942.12		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 870.44	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 870.44		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 1,234.69	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,234.69		
TOTALS	\$ 30,314.58	\$ 23,781.93	\$ 26,593.40	\$ 28,894.40	\$ 217,331.23	\$ 32,770.29	\$ 8,835.99	\$ 11,146.32	\$ 174,914.16	\$ 16,325.63	\$ 3,885.72	\$ 1,746.08	\$ 576,539.73		
2018	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS	TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
Dawson County Taxes	\$ 39,611.89	\$ 25,323.87	\$ 8,339.17	\$ 21,782.38	\$ 198,933.94	\$ 25,555.68	\$ 6,431.97	\$ 4,135.61	\$ 167,191.48	\$ 12,092.85	\$ 5,121.84	\$ 2,348.41	\$ 516,869.09	Requested in 2017-2018 budget:	\$ 561,212.12
Dawson County State Tax Credit	\$ -	\$ -	\$ 10,761.83	\$ -	\$ 10,761.83	\$ 3,705.03	\$ 3,705.03	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,933.72	Received (Taxes, Credit, Homestead):	\$ 560,622.93
Dawson County Homestead	\$ -	\$ -	\$ 3,705.03	\$ 3,705.03	\$ 3,705.03	\$ -	\$ -	\$ 3,705.03	\$ -	\$ -	\$ -	\$ -	\$ 14,820.12	Difference (still due us):	\$ 589.19
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 4,084.33	\$ -	\$ -	\$ -	\$ 1,092.20	\$ -	\$ -	\$ -	\$ 5,176.53		
Dawson County Pro-Rate	\$ -	\$ 442.97	\$ -	\$ -	\$ 594.29	\$ -	\$ 355.84	\$ -	\$ -	\$ 185.84	\$ -	\$ -	\$ 1,578.94		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 977.95	\$ -	\$ -	\$ -	\$ 977.95	\$ -	\$ -	\$ -	\$ -	\$ 1,955.90		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 897.28	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 897.28		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 1,130.33	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,130.33		
TOTALS	\$ 39,611.89	\$ 25,766.84	\$ 24,833.64	\$ 26,465.36	\$ 218,079.42	\$ 29,260.71	\$ 10,492.84	\$ 8,818.59	\$ 168,283.68	\$ 12,278.69	\$ 5,121.84	\$ 2,348.41	\$ 571,361.91		
2017	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS	TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
Dawson County Taxes	\$ 32,545.07	\$ 21,737.18	\$ 9,634.61	\$ 21,091.21	\$ 213,544.55	\$ 30,298.90	\$ 4,802.71	\$ 8,880.43	\$ 181,290.56	\$ 15,484.03	\$ 5,516.18	\$ 1,526.49	\$ 546,351.92	Requested in 2016-2017 budget:	\$ 600,505.04
Dawson County State Tax Credit	\$ -	\$ -	\$ 11,191.51	\$ -	\$ 11,191.51	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,383.02	Received (Taxes, Credit, Homestead):	\$ 593,978.07
Dawson County Homestead	\$ -	\$ -	\$ 4,212.65	\$ 4,212.65	\$ 4,212.65	\$ 4,212.65	\$ 4,212.65	\$ 4,179.88	\$ -	\$ -	\$ -	\$ -	\$ 25,243.13	Difference (still due us):	\$ 6,526.97
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,977.91	\$ -	\$ -	\$ -	\$ 2,520.90	\$ -	\$ -	\$ 5,498.81		
Dawson County Pro-Rate	\$ 202.39	\$ -	\$ -	\$ -	\$ 856.69	\$ -	\$ 367.06	\$ -	\$ -	\$ 190.34	\$ -	\$ -	\$ 1,616.48		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 1,094.97	\$ -	\$ -	\$ -	\$ 1,094.97	\$ -	\$ -	\$ -	\$ -	\$ 2,189.94		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 1,040.79	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,040.79		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 1,158.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,158.04		
TOTALS	\$ 32,747.46	\$ 21,737.18	\$ 27,237.60	\$ 26,398.83	\$ 229,805.40	\$ 37,489.46	\$ 9,382.42	\$ 14,155.28	\$ 181,290.56	\$ 18,195.27	\$ 5,516.18	\$ 1,526.49	\$ 605,482.13		
2016	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS	TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
Dawson County Taxes	\$ 35,162.95	\$ 18,262.80	\$ 11,080.53	\$ 19,945.59	\$ 207,403.45	\$ 19,253.75	\$ 3,223.14	\$ 9,593.24	\$ 181,269.52	\$ 16,021.09	\$ 4,182.48	\$ 1,088.34	\$ 526,486.88		
Dawson County State Tax Credit	\$ -	\$ 11,368.34	\$ -	\$ -	\$ 11,368.34	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,736.68		
Dawson County Homestead	\$ -	\$ -	\$ 4,341.75	\$ 4,341.75	\$ 4,341.75	\$ 4,341.75	\$ 4,341.75	\$ 3,503.61	\$ -	\$ -	\$ -	\$ -	\$ 25,212.36		
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 3,433.74	\$ -	\$ -	\$ -	\$ 773.83	\$ -	\$ -	\$ -	\$ 4,207.57		
Dawson County Pro-Rate	\$ 400.47	\$ -	\$ -	\$ -	\$ 664.78	\$ -	\$ 377.96	\$ -	\$ -	\$ -	\$ 144.43	\$ -	\$ 1,587.64		
TOTALS	\$ 35,563.42	\$ 29,631.14	\$ 15,422.28	\$ 24,287.34	\$ 227,212.06	\$ 23,595.50	\$ 7,942.85	\$ 13,096.85	\$ 182,043.35	\$ 16,021.09	\$ 4,326.91	\$ 1,088.34	\$ 580,231.13		
2015	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS	TAXES REQUESTED vs TAXES COLLECTED SUMMARY	
Dawson County Taxes	\$ 34,462.47	\$ 21,076.46	\$ 13,201.00	\$ 28,205.07	\$ 199,619.82	\$ 32,686.43	\$ 3,662.75	\$ 5,532.47	\$ 181,356.27	\$ 30,178.58	\$ 9,990.45	\$ 1,921.04	\$ 561,892.81		
Dawson County State Tax Credit	\$ -	\$ -	\$ 8,705.69	\$ -	\$ 8,705.69	\$ -	\$ -	\$ 28,470.17	\$ -	\$ -	\$ -	\$ -	\$ 45,881.55		
Dawson County Homestead	\$ -	\$ -	\$ 240.36	\$ 240.36	\$ 240.36	\$ 240.36	\$ 240.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,201.80		
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,019.76	\$ -	\$ -	\$ 828.38	\$ -	\$ -	\$ -	\$ 3,848.14		
Dawson County Pro-Rate	\$ -	\$ 223.30	\$ -	\$ -	\$ 906.81	\$ -	\$ -	\$ 418.82	\$ -	\$ 221.97	\$ -	\$ -	\$ 1,770.90		
TOTALS	\$ 34,462.47	\$ 21,299.76	\$ 22,147.05	\$ 28,445.43	\$ 209,472.68	\$ 35,946.55	\$ 3,903.11	\$ 34,421.46	\$ 182,184.65	\$ 30,400.55	\$ 9,990.45	\$ 1,921.04	\$ 614,595.20		

GENERAL FUND TAXES BY FISCAL YEAR

2019-2020	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 2,148,913.53	\$ 445,625.20	\$ 138,839.53	\$ 85,730.22	\$ 1,194,187.36	\$ 468,798.05	\$ 491,903.69	\$ 352,356.55	\$ 2,875,204.95	\$ 486,359.12			\$ 8,687,918.20
Custer County	\$ 11,745.59			\$ 5,086.11	\$ 5,851.10	\$ 10,167.44	\$ 3,894.74	\$ 12,762.56	\$ 13,816.77	\$ 16,487.23			\$ 79,811.54
Lincoln County	\$ -							\$ 0.04					\$ 0.04
TOTALS	\$ 2,160,659.12	\$ 445,625.20	\$ 138,839.53	\$ 90,816.33	\$ 1,200,038.46	\$ 478,965.49	\$ 495,798.43	\$ 365,119.15	\$ 2,889,021.72	\$ 502,846.35	\$ -	\$ -	\$ 8,767,729.78
2018-2019	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 2,155,777.52	\$ 437,736.84	\$ 135,565.57	\$ 53,416.57	\$ 1,163,431.00	\$ 631,845.19	\$ 449,425.75	\$ 299,025.44	\$ 2,809,980.87	\$ 525,112.44	\$ 148,359.96	\$ 129,764.60	\$ 8,939,441.75
Custer County	\$ 10,207.98	\$ 10,933.72	\$ 235.31	\$ 5,011.34	\$ 16,930.31	\$ 5,206.22	\$ 3,735.40	\$ 101.97	\$ 8,656.40	\$ 14,096.16	\$ 5,781.94	\$ 102.39	\$ 80,999.14
Lincoln County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ 0.04
TOTALS	\$ 2,165,985.50	\$ 448,670.56	\$ 135,800.88	\$ 58,427.91	\$ 1,180,361.31	\$ 637,051.41	\$ 453,161.15	\$ 299,127.41	\$ 2,818,637.27	\$ 539,208.64	\$ 154,141.90	\$ 129,866.99	\$ 9,020,440.93
2017-2018	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 2,256,207.30	\$ 361,283.24	\$ 127,940.42	\$ 56,386.48	\$ 1,216,976.46	\$ 682,079.37	\$ 367,692.82	\$ 287,668.43	\$ 2,940,472.62	\$ 471,972.99	\$ 100,248.19	\$ 136,420.58	\$ 9,005,348.90
Custer County	\$ 11,552.52	\$ 3,334.84	\$ 412.23	\$ 5,543.14	\$ 23,808.62	\$ 20,244.05	\$ 3,767.87	\$ 13,052.86	\$ 10,815.33	\$ 14,329.14	\$ -	\$ 3,086.45	\$ 109,947.05
Lincoln County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04
TOTALS	\$ 2,267,759.82	\$ 364,618.08	\$ 128,352.65	\$ 61,929.62	\$ 1,240,785.08	\$ 702,323.42	\$ 371,460.73	\$ 300,721.29	\$ 2,951,287.95	\$ 486,302.13	\$ 100,248.19	\$ 139,507.03	\$ 9,115,295.99
2016-2017	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 2,004,753.54	\$ 377,665.48	\$ 120,468.36	\$ 50,036.23	\$ 1,192,546.73	\$ 630,706.61	\$ 342,451.92	\$ 340,147.25	\$ 2,654,310.93	\$ 639,315.88	\$ 95,243.62	\$ 144,905.87	\$ 8,592,552.42
Custer County	\$ -	\$ 22,506.45	\$ -	\$ 4,937.08	\$ 7,662.18	\$ 29,784.65	\$ 4,711.02	\$ 6,285.04	\$ 6,607.25	\$ 4,411.46	\$ 5,534.62	\$ 3,014.95	\$ 95,454.70
Lincoln County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ 0.04
TOTALS	\$ 2,004,753.54	\$ 400,171.93	\$ 120,468.36	\$ 54,973.31	\$ 1,200,208.91	\$ 660,491.26	\$ 347,162.94	\$ 346,432.33	\$ 2,660,918.18	\$ 643,727.34	\$ 100,778.24	\$ 147,920.82	\$ 8,688,007.16
2015-2016	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 1,660,464.77	\$ 516,137.16	\$ 143,267.72	\$ 34,437.89	\$ 981,167.12	\$ 858,949.00	\$ 132,461.14	\$ 278,668.18	\$ 2,577,931.88	\$ 564,504.57	\$ 81,996.08	\$ 130,134.85	\$ 7,960,120.36
Custer County	\$ 8,349.56	\$ 2,354.21	\$ 1,267.39	\$ 9,820.17	\$ 33.51	\$ 26,056.29	\$ 2,913.12	\$ 10,529.66	\$ 7,514.86	\$ 14,267.79	\$ -	\$ 2,604.05	\$ 85,710.61
TOTALS	\$ 1,668,814.33	\$ 518,491.37	\$ 144,535.11	\$ 44,258.06	\$ 981,200.63	\$ 885,005.29	\$ 135,374.26	\$ 289,197.84	\$ 2,585,446.74	\$ 578,772.36	\$ 81,996.08	\$ 132,738.90	\$ 8,045,830.97
2014-2015	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 1,404,616.58	\$ 412,484.07	\$ 113,802.15	\$ 50,728.82	\$ 946,148.17	\$ 376,144.55	\$ 258,802.72	\$ 281,325.09	\$ 2,160,797.35	\$ 652,728.48	\$ 65,957.85	\$ 131,238.84	\$ 6,854,774.67
Custer County	\$ 1,530.54	\$ 5,755.76	\$ 7,302.45	\$ 5,830.04	\$ 10,544.31	\$ 9,164.39	\$ 1,600.80	\$ 25.78	\$ 6,572.84	\$ 4,395.01	\$ 5,609.20	\$ 36.27	\$ 58,367.39
TOTALS	\$ 1,406,147.12	\$ 418,239.83	\$ 121,104.60	\$ 56,558.86	\$ 956,692.48	\$ 385,308.94	\$ 260,403.52	\$ 281,350.87	\$ 2,167,370.19	\$ 657,123.49	\$ 71,567.05	\$ 131,275.11	\$ 6,913,142.06
2013-2014	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 1,234,534.91	\$ 399,513.01	\$ 127,839.50	\$ 35,052.48	\$ 783,632.17	\$ 415,533.45	\$ 112,226.98	\$ 226,865.94	\$ 1,852,636.61	\$ 472,988.75	\$ 80,274.52	\$ 125,449.89	\$ 5,866,548.21
Custer County	\$ 3,752.48	\$ 11,220.21	\$ 4,646.15	\$ -	\$ 2,054.04	\$ 6,939.66	\$ 1,006.27	\$ 4,333.45	\$ 8,618.25	\$ 6,682.60	\$ 37.26	\$ -	\$ 49,290.37
Lincoln County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ 0.04
TOTALS	\$ 1,238,287.39	\$ 410,733.22	\$ 132,485.65	\$ 35,052.48	\$ 785,686.21	\$ 422,473.11	\$ 113,233.25	\$ 231,199.39	\$ 1,861,254.90	\$ 479,671.35	\$ 80,311.78	\$ 125,449.89	\$ 5,915,838.62
2012-2013	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 1,169,409.41	\$ 451,256.86	\$ 101,245.28	\$ 43,570.23	\$ 624,753.27	\$ 253,369.23	\$ 168,102.68	\$ 195,608.99	\$ 1,475,609.95	\$ 589,578.27	\$ 79,299.96	\$ 112,627.40	\$ 5,264,431.53
Custer County	\$ 4,780.03	\$ 7,692.65	\$ 592.23	\$ 6,372.58	\$ -	\$ 3,804.78	\$ 1,660.62	\$ 96.08	\$ 4,617.62	\$ 5,106.60	\$ 4,701.88	\$ -	\$ 39,425.07
TOTALS	\$ 1,174,189.44	\$ 458,949.51	\$ 101,837.51	\$ 49,942.81	\$ 624,753.27	\$ 257,174.01	\$ 169,763.30	\$ 195,705.07	\$ 1,480,227.57	\$ 594,684.87	\$ 84,001.84	\$ 112,627.40	\$ 5,303,856.60
2011-2012	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 1,255,096.10	\$ 346,492.46	\$ 93,035.43	\$ 34,770.21	\$ 558,666.51	\$ 185,662.42	\$ 101,328.15	\$ 211,049.43	\$ 1,377,624.55	\$ 715,797.48	\$ 82,616.01	\$ 108,814.19	\$ 5,070,952.94
Custer County	\$ 6,734.75	\$ 6,443.98	\$ 8.91	\$ 6,552.08	\$ -	\$ 143.51	\$ 878.45	\$ 129.40	\$ 5,154.13	\$ 7,275.61	\$ 6,286.85	\$ -	\$ 39,607.67
TOTALS	\$ 1,261,830.85	\$ 352,936.44	\$ 93,044.34	\$ 41,322.29	\$ 558,666.51	\$ 185,805.93	\$ 102,206.60	\$ 211,178.83	\$ 1,382,778.68	\$ 723,073.09	\$ 88,902.86	\$ 108,814.19	\$ 5,110,560.61

GENERAL FUND TAXES BY CALENDAR YEAR

	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS		
2020															TAXES REQUESTED vs TAXES COLLECTED SUMMARY
Dawson County Motor Vehicle	\$ 34,552.22	\$ 89,004.63	\$ 29,911.47	\$ 31,566.03	\$ 25,411.23	\$ 18,323.68	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 228,769.26	Requested in 2019-2020 budget: \$ 8,608,081.00	
Dawson County Taxes	\$ 1,153,483.58	\$ 371,128.66	\$ 138,674.02	\$ 280,515.51	\$ 2,507,741.77	\$ 437,321.05	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,888,864.59	Received (Taxes, Credit, Homestead): \$ 5,603,922.70	
Dawson County State Tax Credit	\$ -	\$ -	\$ 280,423.39	\$ -	\$ 280,423.39	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 560,846.78	Difference (still due us): \$ 3,004,158.30	
Dawson County Homestead	\$ -	\$ -	\$ 22,925.55	\$ 22,925.55	\$ 22,925.55	\$ 22,925.55	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 91,702.20		
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 17,280.99	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,280.99		
Dawson County Pro-Rate	\$ -	\$ 2,118.91	\$ -	\$ -	\$ 12,444.96	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,563.87		
Dawson County In Lieu	\$ -	\$ -	\$ -	\$ 192.58	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 192.58		
Dawson County Municipal Fines	\$ 10.00	\$ 150.00	\$ -	\$ 50.00	\$ 50.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 260.00		
Dawson County Fines and Licenses	\$ 6,141.56	\$ 6,395.85	\$ 6,766.73	\$ 5,484.97	\$ 8,927.06	\$ 7,788.84	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,505.01		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 11,621.91	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,621.91		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 5,764.70	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,764.70		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 7,437.83	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,437.83		
Custer County Motor Vehicle	\$ -	\$ 218.98	\$ -	\$ -	\$ 51.16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270.14		
Custer County Taxes	\$ 5,851.10	\$ 9,948.46	\$ 3,893.12	\$ 12,563.61	\$ 9,872.49	\$ 16,487.23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,616.01		
Custer County State Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ 3,893.12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,893.12		
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ -	\$ 101.52	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101.52		
Custer County Pers Prop - Public Svc	\$ -	\$ -	\$ 1.62	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.62		
Custer County Pro-Rate	\$ -	\$ -	\$ -	\$ 97.43	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 97.43		
Lincoln County In Lieu	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04		
TOTALS	\$ 1,200,038.46	\$ 478,965.49	\$ 495,798.43	\$ 365,119.15	\$ 2,889,021.72	\$ 502,846.35	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,931,789.60		
2019															TAXES REQUESTED vs TAXES COLLECTED SUMMARY
Dawson County Motor Vehicle	\$ 26,426.95	\$ 87,330.13	\$ 27,151.04	\$ 34,794.06	\$ 34,424.27	\$ 28,048.32	\$ 32,791.66	\$ 35,374.46	\$ 29,945.87	\$ 24,343.76	\$ 26,177.86	\$ 22,594.61	\$ 409,402.99	Requested in 2018-2019 budget: \$ 8,539,749.41	
Dawson County Taxes	\$ 1,137,004.05	\$ 513,322.01	\$ 148,438.51	\$ 221,462.85	\$ 2,487,047.66	\$ 468,443.87	\$ 79,764.31	\$ 54,182.19	\$ 2,106,669.12	\$ 412,774.18	\$ 104,315.61	\$ 27,714.94	\$ 7,761,139.30	Received (Taxes, Credit, Homestead): \$ 8,416,444.94	
Dawson County State Tax Credit	\$ -	\$ -	\$ 229,833.94	\$ -	\$ 229,833.94	\$ -	\$ -	\$ 20,825.67	\$ -	\$ -	\$ -	\$ -	\$ 480,493.55	Difference (still due us): \$ 123,304.47	
Dawson County Homestead	\$ -	\$ -	\$ 20,825.67	\$ 20,825.67	\$ 20,825.67	\$ 20,825.67	\$ 20,825.67	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,128.35		
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 23,664.88	\$ -	\$ -	\$ -	\$ -	\$ 3,801.45	\$ -	\$ -	\$ 27,466.33		
Dawson County Pro-Rate	\$ -	\$ 4,904.97	\$ -	\$ -	\$ 8,146.75	\$ -	\$ 7,225.31	\$ -	\$ -	\$ 3,077.71	\$ -	\$ -	\$ 23,354.74		
Dawson County In Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Dawson County Municipal Fines	\$ -	\$ 12.00	\$ 185.00	\$ 13.00	\$ 5.00	\$ 30.00	\$ 60.00	\$ 38.00	\$ 17.00	\$ 7.00	\$ 33.00	\$ 75.00	\$ 475.00		
Dawson County Fines and Licenses	\$ -	\$ 26,276.08	\$ 7,994.65	\$ 9,750.62	\$ 6,032.70	\$ 7,764.58	\$ 7,693.01	\$ 7,165.04	\$ 8,480.09	\$ 5,422.55	\$ 8,313.06	\$ 35,345.67	\$ 130,238.05		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 12,179.24	\$ -	\$ -	\$ -	\$ 12,179.24	\$ -	\$ -	\$ -	\$ -	\$ 24,358.48		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 6,424.56	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,424.56		
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 8,572.38	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,572.38		
Custer County Motor Vehicle	\$ -	\$ 290.64	\$ -	\$ -	\$ 81.84	\$ -	\$ -	\$ 0.42	\$ -	\$ -	\$ -	\$ -	\$ 372.90		
Custer County Taxes	\$ 16,886.53	\$ 4,915.58	\$ -	\$ -	\$ 4,768.83	\$ 14,096.16	\$ 5,717.90	\$ -	\$ 11,745.59	\$ -	\$ -	\$ 5,086.11	\$ 63,216.70		
Custer County State Tax Credit	\$ -	\$ -	\$ 3,733.52	\$ -	\$ 3,733.52	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,467.04		
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ -	\$ 101.97	\$ -	\$ -	\$ -	\$ 101.97	\$ -	\$ -	\$ -	\$ -	\$ 203.94		
Custer County Pers Prop - Public Svc	\$ -	\$ -	\$ 1.88	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.88		
Custer County Pro-Rate	\$ 43.78	\$ -	\$ -	\$ -	\$ 72.21	\$ -	\$ 64.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 180.03		
Lincoln County In Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04		
TOTALS	\$ 1,180,361.31	\$ 637,051.41	\$ 453,161.15	\$ 299,127.41	\$ 2,818,637.27	\$ 539,208.64	\$ 154,141.90	\$ 129,866.99	\$ 2,160,659.12	\$ 445,625.20	\$ 138,839.53	\$ 90,816.33	\$ 9,047,496.26		
2018															TAXES REQUESTED vs TAXES COLLECTED SUMMARY
Dawson County Motor Vehicle	\$ 34,315.86	\$ 90,749.40	\$ 26,520.51	\$ 35,192.05	\$ 30,429.49	\$ 29,631.59	\$ 31,160.56	\$ 34,177.08	\$ 24,802.26	\$ 20,141.28	\$ 24,203.09	\$ 26,514.36	\$ 407,837.53	Requested in 2017-2018 budget: \$ 8,479,095.00	
Dawson County Taxes	\$ 1,182,660.60	\$ 557,211.72	\$ 72,909.93	\$ 220,258.54	\$ 2,591,790.78	\$ 422,418.60	\$ 43,801.27	\$ 38,676.02	\$ 2,123,312.20	\$ 414,551.72	\$ 83,586.69	\$ 26,902.21	\$ 7,778,080.28	Received (Taxes, Credit, Homestead): \$ 8,479,855.00	
Dawson County State Tax Credit	\$ -	\$ -	\$ 233,745.12	\$ -	\$ 233,745.12	\$ -	\$ 19,922.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 487,413.04	Difference (still due us): \$ (760.00)	
Dawson County Homestead	\$ -	\$ -	\$ 19,922.80	\$ 19,922.80	\$ 19,922.80	\$ 19,922.80	\$ 19,922.80	\$ 19,922.80	\$ -	\$ -	\$ -	\$ -	\$ 99,614.00		
Dawson County Carline	\$ -	\$ 4,168.99	\$ -	\$ -	\$ 8,957.88	\$ -	\$ 5,363.56	\$ -	\$ -	\$ 7,463.06	\$ -	\$ -	\$ 35,371.46		
Dawson County Pro-Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,801.26	\$ -	\$ -	\$ 21,291.69		
Dawson County In Lieu	\$ -	\$ 125.00	\$ 50.00	\$ 100.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00	\$ 50.00	\$ 25.00	\$ -	\$ 550.00		
Dawson County Municipal Fines	\$ -	\$ 29,824.26	\$ -	\$ -	\$ 27,718.15	\$ -	\$ -	\$ 31,449.64	\$ -	\$ -	\$ 27,750.79	\$ -	\$ 116,742.84		
Dawson County Fines and Licenses	\$ -	\$ -	\$ -	\$ 12,195.04	\$ -	\$ -	\$ -	\$ 12,195.04	\$ -	\$ -	\$ -	\$ -	\$ 24,390.08		
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ 6,820.88	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,820.88		
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 7,723.58	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,723.58		
Dawson County Pers Prop - Railroads	\$ -	\$ 331.52	\$ -	\$ -	\$ 112.54	\$ -	\$ -	\$ 0.42	\$ -	\$ -	\$ -	\$ -	\$ 444.48		
Custer County Motor Vehicle	\$ 23,764.49	\$ 19,912.53	\$ 3,765.74	\$ 13,002.69	\$ 6,856.02	\$ 14,329.14	\$ -	\$ 2,987.98	\$ 10,207.98	\$ 10,908.72	\$ 235.31	\$ 5,011.34	\$ 110,981.94		
Custer County Taxes	\$ -	\$ -	\$ -	\$ -	\$ 3,765.74	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,765.74		
Custer County State Tax Credit	\$ -	\$ -	\$ -	\$ 50.17	\$ -	\$ -	\$ -	\$ 50.17	\$ -	\$ -	\$ -	\$ -	\$ 100.34		
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ 2.13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2.13		
Custer County Pers Prop - Public Svc	\$ 44.13	\$ -	\$ -	\$ -	\$ 81.03	\$ -	\$ -	\$ 47.88	\$ -	\$ 25.00	\$ -	\$ -	\$ 198.04		
Custer County Pro-Rate	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04		
Lincoln County In Lieu	\$ 1,240,785.08	\$ 702,323.42	\$ 371,460.73	\$ 300,721.29	\$ 2,951,287.95	\$ 486,302.13	\$ 100,248.19	\$ 139,507.03	\$ 2,165,985.50	\$ 448,670.56	\$ 135,800.88	\$ 58,427.91	\$ 9,101,520.67		

BUILDING FUND TAXES BY FISCAL YEAR

2019-2020	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 40,980.34	\$ 8,075.08	\$ 2,025.58	\$ 538.14	\$ 26,762.55	\$ 8,604.55	\$ 10,560.74	\$ 7,242.56	\$ 66,666.95	\$ 10,799.91			\$ 182,256.40
Custer County	\$ 228.08			\$ 98.75	\$ 113.58	\$ 220.85	\$ 91.40	\$ 251.27	\$ 323.06	\$ 386.95			\$ 1,713.94
TOTALS	\$ 41,208.42	\$ 8,075.08	\$ 2,025.58	\$ 636.89	\$ 26,876.13	\$ 8,825.40	\$ 10,652.14	\$ 7,493.83	\$ 66,990.01	\$ 11,186.86	\$ -	\$ -	\$ 183,970.34
2018-2019	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 42,039.65	\$ 8,234.31	\$ 1,649.28	\$ 530.73	\$ 22,093.39	\$ 10,083.26	\$ 8,048.55	\$ 4,952.16	\$ 53,777.31	\$ 9,500.43	\$ 2,096.35	\$ 1,693.15	\$ 164,698.57
Custer County	\$ 201.41	\$ 215.72	\$ 4.64	\$ 98.86	\$ 331.49	\$ 95.45	\$ 72.54	\$ 1.98	\$ 166.50	\$ 273.73	\$ 112.30	\$ 1.98	\$ 1,576.60
TOTALS	\$ 42,241.06	\$ 8,450.03	\$ 1,653.92	\$ 629.59	\$ 22,424.88	\$ 10,178.71	\$ 8,121.09	\$ 4,954.14	\$ 53,943.81	\$ 9,774.16	\$ 2,208.65	\$ 1,695.13	\$ 166,275.17
2017-2018	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 44,598.08	\$ 6,768.04	\$ 1,501.29	\$ 628.18	\$ 23,346.06	\$ 11,050.00	\$ 6,735.42	\$ 4,996.33	\$ 56,867.39	\$ 8,726.68	\$ 1,363.04	\$ 1,396.76	\$ 167,977.27
Custer County	\$ 231.06	\$ 66.11	\$ 8.24	\$ 110.88	\$ 471.85	\$ 392.87	\$ 74.33	\$ 261.06	\$ 211.16	\$ 282.73	\$ -	\$ 60.89	\$ 2,171.18
TOTALS	\$ 44,829.14	\$ 6,834.15	\$ 1,509.53	\$ 739.06	\$ 23,817.91	\$ 11,442.87	\$ 6,809.75	\$ 5,257.39	\$ 57,078.55	\$ 9,009.41	\$ 1,363.04	\$ 1,457.65	\$ 170,148.45
2016-2017	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 40,312.59	\$ 7,255.22	\$ 1,419.98	\$ 573.40	\$ 23,305.80	\$ 10,198.31	\$ 6,355.49	\$ 6,169.11	\$ 51,941.20	\$ 12,239.87	\$ 1,217.48	\$ 1,791.53	\$ 162,779.98
Custer County	\$ -	\$ 458.31	\$ -	\$ 100.56	\$ 156.04	\$ 589.60	\$ 94.22	\$ 125.70	\$ 129.29	\$ 88.14	\$ 110.73	\$ 60.28	\$ 1,912.87
TOTALS	\$ 40,312.59	\$ 7,713.53	\$ 1,419.98	\$ 673.96	\$ 23,461.84	\$ 10,787.91	\$ 6,449.71	\$ 6,294.81	\$ 52,070.49	\$ 12,328.01	\$ 1,328.21	\$ 1,851.81	\$ 164,692.85
2015-2016	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 17,120.83	\$ 5,150.96	\$ 967.58	\$ 153.62	\$ 18,927.13	\$ 14,809.21	\$ 1,908.74	\$ 4,503.77	\$ 51,247.93	\$ 10,879.08	\$ 1,090.66	\$ 1,435.98	\$ 128,195.49
Custer County	\$ 87.32	\$ 23.12	\$ 13.25	\$ 102.67	\$ 0.35	\$ 523.35	\$ 59.32	\$ 126.97	\$ 149.45	\$ 290.53	\$ -	\$ 53.00	\$ 1,429.33
TOTALS	\$ 17,208.15	\$ 5,174.08	\$ 980.83	\$ 256.29	\$ 18,927.48	\$ 15,332.56	\$ 1,968.06	\$ 4,630.74	\$ 51,397.38	\$ 11,169.61	\$ 1,090.66	\$ 1,488.98	\$ 129,624.82
2014-2015	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 14,401.96	\$ 4,082.78	\$ 663.02	\$ 310.62	\$ 9,615.07	\$ 2,790.20	\$ 2,395.52	\$ 2,591.70	\$ 22,057.37	\$ 6,551.33	\$ 412.83	\$ 641.72	\$ 66,514.12
Custer County	\$ 16.00	\$ 60.17	\$ 76.33	\$ 60.95	\$ 110.27	\$ 95.26	\$ 16.74	\$ -	\$ 66.58	\$ 45.96	\$ 58.65	\$ 0.36	\$ 607.27
TOTALS	\$ 14,417.96	\$ 4,142.95	\$ 739.35	\$ 371.57	\$ 9,725.34	\$ 2,885.46	\$ 2,412.26	\$ 2,591.70	\$ 22,123.95	\$ 6,597.29	\$ 471.48	\$ 642.08	\$ 67,121.39
2013-2014	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL
Dawson County	\$ 12,633.63	\$ 3,964.78	\$ 903.41	\$ 117.75	\$ 7,895.50	\$ 3,198.64	\$ 954.96	\$ 2,034.19	\$ 18,847.53	\$ 4,690.14	\$ 513.15	\$ 794.67	\$ 56,548.35
Custer County	\$ 39.23	\$ 117.29	\$ 48.62	\$ -	\$ 21.48	\$ 71.86	\$ 10.52	\$ 44.76	\$ 87.57	\$ 69.87	\$ 0.39	\$ -	\$ 511.59
TOTALS	\$ 12,672.86	\$ 4,082.07	\$ 952.03	\$ 117.75	\$ 7,916.98	\$ 3,270.50	\$ 965.48	\$ 2,078.95	\$ 18,935.10	\$ 4,760.01	\$ 513.54	\$ 794.67	\$ 57,059.94

BUILDING FUND TAXES BY CALENDAR YEAR

2020	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS
Dawson County Taxes	\$ 26,762.55	\$ 8,563.41	\$ 3,131.60	\$ 6,431.80	\$ 58,850.02	\$ 10,261.87	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,001.25
Dawson County State Tax Credit	\$ -	\$ -	\$ 6,581.25	\$ -	\$ 6,581.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,162.50
Dawson County Homestead	\$ -	\$ -	\$ 538.04	\$ 538.04	\$ 538.04	\$ 538.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,152.16
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 405.57	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 405.57
Dawson County Pro-Rate	\$ -	\$ 41.14	\$ -	\$ -	\$ 292.07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 333.21
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 272.72	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 272.72
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 135.29	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 135.29
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 174.56	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 174.56
Custer County Taxes	\$ 113.58	\$ 220.85	\$ 91.36	\$ 246.59	\$ 231.70	\$ 386.95	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,291.03
Custer County State Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ 91.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 91.36
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ -	\$ 2.39	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2.39
Custer County Pers Prop - Public Svc	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04
Custer County Pro-Rate	\$ -	\$ -	\$ -	\$ 2.29	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2.29
TOTALS	\$ 26,876.13	\$ 8,825.40	\$ 10,652.14	\$ 7,493.83	\$ 66,990.01	\$ 11,186.86	\$ -	\$ 132,024.37					

REQUESTED vs COLLECTED SUMMARY

Requested in 2019-2020 budget:	\$ 202,020.00
Received (Taxes, Credit, Homestead):	\$ 130,698.30
Difference (still due us):	\$ 71,321.70

2019	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS
Dawson County Taxes	\$ 22,093.39	\$ 9,986.49	\$ 2,890.17	\$ 4,311.28	\$ 48,292.43	\$ 9,096.04	\$ 1,551.66	\$ 1,052.27	\$ 40,906.53	\$ 8,015.32	\$ 2,025.58	\$ 538.14	\$ 150,759.30
Dawson County State Tax Credit	\$ -	\$ -	\$ 4,462.79	\$ -	\$ 4,462.79	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,925.58
Dawson County Homestead	\$ -	\$ -	\$ 404.39	\$ 404.39	\$ 404.39	\$ 404.39	\$ 404.39	\$ 404.39	\$ -	\$ -	\$ -	\$ -	\$ 2,426.34
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 459.51	\$ -	\$ -	\$ -	\$ 73.81	\$ -	\$ -	\$ -	\$ 533.32
Dawson County Pro-Rate	\$ -	\$ 96.77	\$ -	\$ -	\$ 158.19	\$ -	\$ 140.30	\$ -	\$ -	\$ 59.76	\$ -	\$ -	\$ 455.02
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 236.49	\$ -	\$ -	\$ -	\$ 236.49	\$ -	\$ -	\$ -	\$ -	\$ 472.98
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 124.75	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 124.75
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 166.45	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 166.45
Custer County Taxes	\$ 330.63	\$ 95.45	\$ -	\$ -	\$ 92.60	\$ 273.73	\$ 111.06	\$ -	\$ 228.08	\$ -	\$ -	\$ 98.75	\$ 1,230.30
Custer County State Tax Credit	\$ -	\$ -	\$ 72.50	\$ -	\$ 72.50	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 145.00
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ -	\$ 1.98	\$ -	\$ -	\$ -	\$ 1.98	\$ -	\$ -	\$ -	\$ -	\$ 3.96
Custer County Pers Prop - Public Svc	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04
Custer County Pro-Rate	\$ 0.86	\$ -	\$ -	\$ -	\$ 1.40	\$ -	\$ 1.24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3.50
TOTALS	\$ 22,424.88	\$ 10,178.71	\$ 8,121.09	\$ 4,954.14	\$ 53,943.81	\$ 9,774.16	\$ 2,208.65	\$ 1,695.13	\$ 41,208.42	\$ 8,075.08	\$ 2,025.58	\$ 636.89	\$ 165,246.54

REQUESTED vs COLLECTED SUMMARY

Requested in 2018-2019 budget:	\$ 165,820.20
Received (Taxes, Credit, Homestead):	\$ 163,486.52
Difference (still due us):	\$ 2,333.68

2018	January	February	March	April	May	June	July	August	September	October	November	December	TOTALS
Dawson County Taxes	\$ 23,346.06	\$ 11,006.42	\$ 1,443.67	\$ 4,362.65	\$ 51,135.23	\$ 8,333.61	\$ 864.15	\$ 763.08	\$ 41,892.41	\$ 8,179.04	\$ 1,649.28	\$ 530.73	\$ 153,506.33
Dawson County State Tax Credit	\$ -	\$ -	\$ 4,611.73	\$ -	\$ 4,611.73	\$ -	\$ 393.07	\$ 393.07	\$ -	\$ -	\$ -	\$ -	\$ 10,009.60
Dawson County Homestead	\$ -	\$ -	\$ 393.07	\$ 393.07	\$ 393.07	\$ 393.07	\$ -	\$ 240.61	\$ -	\$ -	\$ -	\$ -	\$ 1,812.89
Dawson County Carline	\$ -	\$ -	\$ -	\$ -	\$ 550.62	\$ -	\$ -	\$ -	\$ 147.24	\$ -	\$ -	\$ -	\$ 697.86
Dawson County Pro-Rate	\$ -	\$ 43.58	\$ -	\$ -	\$ 176.74	\$ -	\$ 105.82	\$ -	\$ -	\$ 55.27	\$ -	\$ -	\$ 381.41
Dawson County Pers Prop - Tax Loss	\$ -	\$ -	\$ -	\$ 240.61	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 240.61
Dawson County Pers Prop - Public Svc	\$ -	\$ -	\$ 134.57	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134.57
Dawson County Pers Prop - Railroads	\$ -	\$ -	\$ 152.38	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 152.38
Custer County Taxes	\$ 470.97	\$ 392.87	\$ 74.29	\$ 260.07	\$ 135.27	\$ 282.73	\$ -	\$ 58.95	\$ 201.41	\$ 215.23	\$ 4.64	\$ 98.86	\$ 2,195.29
Custer County State Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ 74.29	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 74.29
Custer County Pers Prop - Locally Assessed	\$ -	\$ -	\$ -	\$ 0.99	\$ -	\$ -	\$ -	\$ 0.99	\$ -	\$ -	\$ -	\$ -	\$ 1.98
Custer County Pers Prop - Public Svc	\$ -	\$ -	\$ 0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.04
Custer County Pro-Rate	\$ 0.88	\$ -	\$ -	\$ -	\$ 1.60	\$ -	\$ -	\$ 0.95	\$ -	\$ 0.49	\$ -	\$ -	\$ 3.92
TOTALS	\$ 23,817.91	\$ 11,442.87	\$ 6,809.75	\$ 5,257.39	\$ 57,078.55	\$ 9,009.41	\$ 1,363.04	\$ 1,457.65	\$ 42,241.06	\$ 8,450.03	\$ 1,653.92	\$ 629.59	\$ 169,211.17

Requested in 2017-2018 budget:	\$ 168,979.80
Received (Taxes, Credit, Homestead):	\$ 167,598.40
Difference (still due us):	\$ 1,381.40

CASH FLOW REPORT May 2020								
FUND #	FUND	BUDGETED	BEGINNING CASH	REVENUES	EXPENSES	ENDING CASH		% Spent
1	GENERAL	\$ 14,217,000.00	\$ 2,567,313.19	\$ 3,133,368.52	-\$ 900,310.38	\$ 4,800,371.33		6%
2	DEPRECIATION	\$ 1,052,000.00	\$ 954,522.35	\$ 36.99	-\$ 350,475.13	\$ 604,084.21		33%
3	EMPLOYEE BENEFIT	\$ 19,000.00	\$ 3,430.86	\$ 0.98	-\$ 163.20	\$ 3,268.64		1%
5	ACTIVITY	\$ 805,500.00	\$ 235,706.91	\$ 6,273.38	-\$ 3,902.72	\$ 238,077.57		0%
6	NUTRITION	\$ 638,200.00	\$ 169,764.16	\$ 103,198.93	-\$ 77,081.05	\$ 195,882.04		12%
7	BOND	\$ 756,000.00	\$ 426,451.49	\$ 213,982.84	\$ -	\$ 640,434.33		0%
8	BUILDING	\$ 764,100.00	\$ 527,382.09	\$ 1,067,616.13	-\$ 558,071.31	\$ 1,036,926.91		73%
12	STUDENT FEE	\$ 35,160.00	\$ 10,042.21	\$ 1,152.96	-\$ 235.00	\$ 10,960.17		1%
						\$ -		
	TOTAL	\$ 18,286,960.00	\$ 4,894,613.26	\$ 4,525,630.73	-\$ 1,890,238.79	\$ 7,530,005.20		10%

CASH FLOW REPORT 2019-2020								
FUND #	FUND	BUDGETED	BEGINNING CASH	REVENUES	EXPENSES	ENDING CASH	Left in Budget	% Spent
1	GENERAL	\$ 14,217,000.00	\$ 1,149,067.89	\$ 12,415,922.27	-\$ 8,764,618.83	\$ 4,800,371.33	\$ 5,452,381.17	62%
2	DEPRECIATION	\$ 1,052,000.00	\$ 1,072,500.24	\$ 30,732.66	-\$ 499,148.69	\$ 604,084.21	\$ 552,851.31	47%
3	EMPLOYEE BENEFIT	\$ 19,000.00	\$ 2,074.13	\$ 15,504.01	-\$ 14,309.50	\$ 3,268.64	\$ 4,690.50	75%
5	ACTIVITY	\$ 805,500.00	\$ 225,830.23	\$ 328,367.00	-\$ 316,119.66	\$ 238,077.57	\$ 489,380.34	39%
6	NUTRITION	\$ 638,200.00	\$ 178,208.97	\$ 523,820.45	-\$ 506,147.38	\$ 195,882.04	\$ 132,052.62	79%
7	BOND	\$ 756,000.00	\$ 385,792.90	\$ 518,493.93	-\$ 263,852.50	\$ 640,434.33	\$ 492,147.50	35%
8	BUILDING	\$ 764,100.00	\$ 520,443.87	\$ 1,175,561.91	-\$ 659,078.87	\$ 1,036,926.91	\$ 105,021.13	86%
12	STUDENT FEE	\$ 35,160.00	\$ 1,494.18	\$ 12,742.24	-\$ 3,276.25	\$ 10,960.17	\$ 31,883.75	9%
						\$ -		
	TOTAL	\$ 18,286,960.00	\$ 3,535,412.41	\$ 15,021,144.47	-\$ 11,026,551.68	\$ 7,530,005.20		60%

need to watch

Separated by Budget Lines on Budget document

General Fund (01)		2018-2019	2019-2020	Difference	Budgeted	Left
1000's	Regular Instruction	\$ 4,094,085.17	\$ 4,064,718.16	\$ (29,367.01)	\$ 6,392,000.00	\$ 2,327,281.84
1200's	SPED	\$ 927,198.16	\$ 952,106.65	\$ 24,908.49	\$ 1,684,000.00	\$ 731,893.35
2100's	Support -pupils (SPED)	\$ 396,905.01	\$ 542,762.89	\$ 145,857.88	\$ 575,000.00	\$ 32,237.11
2200's	Support - Pupil Non SP	\$ 234,100.57	\$ 152,459.79	\$ (81,640.78)	\$ 415,000.00	\$ 262,540.21
2300's	BOE, Execut, Legal	\$ 233,075.58	\$ 261,472.36	\$ 28,396.78	\$ 324,000.00	\$ 62,527.64
2400's	Office of Principal	\$ 562,263.40	\$ 554,893.47	\$ (7,369.93)	\$ 830,000.00	\$ 275,106.53
2500's	Gen Ad- Business Services	\$ 259,853.87	\$ 403,449.41	\$ 143,595.54	\$ 614,000.00	\$ 210,550.59
2600's	Maintanance/Operation	\$ 727,820.51	\$ 878,241.05	\$ 150,420.54	\$ 1,296,000.00	\$ 417,758.95
2700's	Transportation	\$ 178,650.94	\$ 197,877.86	\$ 19,226.92	\$ 359,000.00	\$ 161,122.14
3000's	Community Services	\$ 144,125.22	\$ 204,258.37	\$ 60,133.15	\$ 283,000.00	\$ 78,741.63
6000's	Federal Programs	\$ 567,680.03	\$ 501,460.34	\$ (66,219.69)	\$ 870,000.00	\$ 368,539.66
8000's	Transfers	\$ 39,500.00	\$ 49,500.00	\$ 10,000.00	\$ 40,000.00	\$ (9,500.00)
9000	Non-program	\$ 594.94	\$ 207.14	\$ (387.80)	\$ 535,000.00	\$ 534,792.86
Total		\$ 8,365,853.40	\$ 8,763,407.49	\$ 397,554.09	\$ 14,217,000.00	\$ 5,453,592.51
Depreciation Fund (02)		\$ 90,660.87	\$ 148,673.56	\$ 58,012.69	\$ 1,052,000.00	\$ 903,326.44
Employee Benefit Fund (03)		\$ 17,429.73	\$ 14,146.30	\$ (3,283.43)	\$ 19,000.00	\$ 4,853.70
Activity Fund (05)		\$ 383,064.97	\$ 295,526.35	\$ (87,538.62)	\$ 805,500.00	\$ 509,973.65
Nutrition Fund (06)		\$ 400,897.86	\$ 505,088.24	\$ 104,190.38	\$ 638,200.00	\$ 133,111.76
Bond Fund (07)		\$ 261,727.50	\$ 263,852.50	\$ 2,125.00	\$ 3,156,000.00	\$ 2,892,147.50
Building Fund (08)		\$ 191,799.67	\$ 659,078.87	\$ 467,279.20	\$ 1,764,100.00	\$ 1,105,021.13
Student Fee Fund (12)		\$ 8,032.41	\$ 2,996.75	\$ (5,035.66)	\$ 35,160.00	\$ 32,163.25

BOND FUND AND SPECIAL BUILDING FUND AMENDED ON 6/1/2020



June 8, 2020

Jeremy Yilk
Activities Director/Assistant Principal
Cozad Community Schools

RE: Random Drug Testing

Jordan,

Below is our proposal for the 2020/2021 random drug screening for the schools:

6145 EF Multi-Panel Drug Test Dip Card, 14 Panel
AMP, BAR, BUP, BZO, COC, ETG500, FEN, mAMP, MDMA, MOP, MTD, OXY, PCP, THC, 25/BX

\$15 per test.

Additional \$15 for any positive result that is sent out for confirmation.

This proposal is for 2/3 Lab technicians to come to the school to perform the testing. The techs will need access to a restroom with no sink or the ability to turn the water off.

Respectfully,

A handwritten signature in blue ink, appearing to read "Brett Sassali".

Brett Sassali
Director of Human Resources/Safety Director/EMT-B
Cozad Community health System

KAREN A. HAASE
STEVE WILLIAMS
BOBBY TRUHE



COADY H. PRUETT
JORDAN JOHNSON
SHARI RUSSELL, Paralegal

ANNUAL NOTICES OR POLICY REVIEWS REQUIRED OF NEBRASKA SCHOOL BOARDS

Each year, school boards are required to provide students, parents, and/or the public with notices, many of which must be provided at the beginning of the school year. Similarly, school boards must review certain policies on an annual basis, even if they do not have to provide a separate notice of that review. This list reviews the notices and policy reviews your board should complete before or during the 2020-21 school year.

Required Annual Policy Reviews

Parental Involvement Policy (5018). Although it is confusing, there are two “parental involvement” policies: one required by state law and one by federal law under Title I. State law requires the board to hold a public hearing on its parental involvement policy. After the hearing, the board must either alter and adopt the revised policy or reaffirm it as written. NEB. REV. STAT. § 79-533.

Title I Parental Involvement Policy (5057). In addition to the general parental involvement policy, the district must have a policy on the involvement of parents in its Title I program. The board must “conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served....” 20 U.S.C. § 6318(a)(2)(E) (Elementary and Secondary Education Act § 6318(B)). *Note that NDE has been looking for evidence of parental input in the “annual evaluation” of the policy and programs. We recommend that you provide evidence of input from at least one affected parent, even if that is a staff member of the district, such as recording their input in your board meeting minutes or receiving an e-mail from an affected parent suggesting changes or stating that the policy is good as written.*

Student Fees Policy (5045). The board must review the amount of money collected from students and review the waivers of student fees provided to students under its student fee policy. It must then hold a public hearing on a proposed student fee policy for the following school year. NEB. REV. STAT. § 79-2,134.

Bullying (5054). The board must review its bullying policy. No public hearing is required. NEB. REV. STAT § 79-2,137.

Multicultural Education (6020). The board must receive a report about the district's multicultural education curriculum. Rule 10 § 004.01F5.

Teacher Evaluation (4031). The district must communicate with staff members in writing about the evaluation process. Rule 10 § 007.06A1a. If the district revises its evaluation instrument or process, it must submit the revised policies and procedures to the Nebraska Department of Education for approval. Rule 10 § 007.06A2.

Student Academic Performance. The district must distribute an annual report to patrons about the district's academic performance. Rule 10 § 010.01A and B.

Safety and Security Committee (3040). The district's safety and security committee must meet at least annually to prepare and/or review safety and security plans and procedures. Rule 10 § 011.01C. The district's safety and security plan must be reviewed annually by at least one person who is not on the safety and security committee and is not an employee of the district. Rule 10 § 011.01C.

Attendance and Excessive Absenteeism (5001). The board must annually review its attendance policy at a board meeting. The statute requires that this review be "in collaboration with the county attorney." We interpret the statute to allow an administrator to communicate with the county attorney either before or after the board's annual review of the policy.

Required Biennial Policy Reviews

Federal Inventory Review (3004.1). The Education Department General Administrative Regulations (EDGAR) regulations require in section 80.32 that "a physical inventory of the property must be taken and the results reconciled with the property records at least once every two years." If you've accepted federal funds for to purchase physical items like iPads or kitchen equipment, you'll need to comply with the biennial inventory requirements. You also will need to tag all non-consumable purchases, like network equipment, and small property such as Chromebooks and tablets that can easily be stolen. Those in charge of grants must ensure that procedures are in place and followed to tag equipment in a visible location and record funding details.

Required Triennial Policy Reviews

Wellness (5052). Under the Healthy and Hunger Free Kids Act of 2010 the district is required to assess and review its wellness policy to determine compliance, compare with NDE model wellness policies, and how much progress has been made toward the goals of the policy. Updates or modifications should be made after review as the board deems appropriate.

Required Notices

Federal Educational Rights and Privacy Act (5016). The Federal Educational Rights and Privacy Act (FERPA), requires school districts to provide parents/guardians and adult students annual notice of their rights to inspect and review education records, amend education records, consent to disclose personally identifiable information in education records, and file a complaint with the U.S. Department of Education. 34 C.F.R. § 99.7. This information is contained in the FERPA policies we have provided you and should be reproduced in your student handbook.

Protection of Pupil Rights Amendment (5015). The Protection of Pupil Rights Amendment (PPRA) requires school districts to adopt a number of policies regarding surveys, instructional materials, physical examinations, personal information used for marketing, etc. Parents must be notified of these policies at least annually at the beginning of the school year and within a reasonable time period after any substantial change is made to the policies. 20 U.S.C. § 1232(h) (c)(2)(A). This information is contained in the PPRA policy we have provided you and should be reproduced in your student handbook.

Child Nutrition Programs (3012). School districts that participate in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program, must provide both parents and the public information near the beginning of the school year, about free and reduced price meals and/or free milk. 7 C.F.R. § 245.5. Districts must provide parents with an application form. Districts must also notify students and their families of the district's policy for meal purchases by students with negative account balances.

McKinney Vento Act (5014). The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students in places where homeless students receive services under the Act. 42 U.S.C. § 11432(g)(6). This information is included in the policy we have provided you.

The McKinney Vento Act also requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the Act including schools, family shelters, and soup kitchens. The notice must be in a “manner and form” understandable to homeless students and their parents/guardians, “including, if necessary and to the extent feasible,” in their native language. 42 U.S.C. § 11432(g)(6). The National Center for Homeless Students (funded by the U.S. Department of Education) has created posters (in black and white or color, in English or in Spanish, for parents or for students) that can be ordered here: <http://center.serve.org/nche/products.php#electronic>

Title VI, Section 504, Age Discrimination Act, and Title II of the American with Disabilities Act (4001). A number of federal statutes protect the rights of beneficiaries in programs or activities that receive financial assistance from being discriminated against, and most of these statutes require districts to provide public notice of compliance with these laws. The Notice of Non-Discrimination that we have provided with this update should appear in your staff and student handbooks.

Drug-Free Workplace (4002). Your staff handbook should contain a notice to all employees that the school is a drug-free workplace. This is required of all recipients of federal funds pursuant to 41 U.S.C. § 702. Be sure to have your employees sign a receipt confirming that they have reviewed and understand that policy.

Notice of Policy on Opting Out of Assessments (5018). The Every Student Succeeds Act requires school districts receiving Title I funds shall notify parents that they may request, information regarding any state or local policy addressing student participation in assessments mandated by state and federal law. Schools must provide this information in a timely manner. We have included in the policy service a sample opt-out notice. If a parent requests this information, you should provide them with a copy of Policy 5018 (as amended in the 2017 Annual Updates).

Information on State and Federal Assessments. ESSA also requires all school districts to take steps to ensure that state and federal assessments are administered with transparency. School districts are required to “make widely available through public means” information on required state assessments and, if available and feasible to report, information on assessments required districtwide. This information must include:

- Subject matter assessed
- Purpose for which the assessment is designed and used
- Source of the requirement for the assessment

KSB SCHOOL LAW, PC, LLO

301 SOUTH 13TH STREET, SUITE 210 • LINCOLN, NEBRASKA 68508 • O: (402) 804-8000 • F: (402) 804-8002 • KSBSCHOOLLAW.COM

If the following information is available, the public notice of assessments must also include:

- Amount of time students will spend taking the assessment
- Schedule for the assessment
- Time and format for disseminating results

This information must be posted "in a clear and easily accessible manner" on the district's website.

Asbestos Management Plan. Federal law requires districts to have an asbestos management plan for all of its buildings—owned or leased—and to update it periodically, among other requirements for inspections and training if staff work in buildings which contain or may contain asbestos. At least once each school year, schools must notify parents, staff, and local associations of the plan and where it can be found.

Notice of Designation for Support. Schools which are designated by NDE as needing "comprehensive support and improvement" or "targeted support and improvement" must "promptly notify the parents" of every student of the school's identification for support, the reasons for identification, and how parents can become involved in the improvement process.

Annual Training Requirements

Dating Violence. The Lyndsay Ann Burke Act, adopted by Nebraska in 2010, requires "[e]ach school district shall provide dating violence training to staff deemed appropriate by a school district's administration. The dating violence training 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." Neb. Rev. Stat. § 79-2,141. Notice that this does not have to be an annual training, but you should be able to point to something since 2010 that you have done which counts as "dating violence training."

Concussion Awareness. The school is obligated to make available training approved by the chief medical officer on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams. Again, this doesn't have to be re-done every year, but you should make sure all of your current coaches have had that. You also have to provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition on an annual basis.

Suicide Prevention. The Nebraska Department of Education is required by NEB. REV. STAT. § 79-2,146 to provide annual suicide prevention training to schools. The statute requires that “all public school nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of suicide awareness and prevention training each year.” It is up to the board to determine who constitutes “other appropriate personnel.” The NDE training is web-based and takes 1-2 hours to complete, depending on the individualized responses of the trainee.

Suggested Annual Reviews and/or Trainings

Although we try hard not to make service on the board of education more onerous than it already is, we think boards would also be well served to review the following policies once per year, whether it be prior to the beginning of the school year, or at the beginning of the calendar year.

Reimbursement and Miscellaneous Expenditures (2007). State statute allows the board of education to provide one recognition dinner each year for the board, employees or volunteers. You may also spend funds on “plaques, certificates of achievement, or items of value awarded to elected or appointed officials, employees, or volunteers.” including persons serving on local government boards or commissions. These expenditures have to be formally authorized by the board “after a public hearing.” You may not amend the policy more than once in any 12-month period after its initial adoption. This is an area that the Nebraska State Auditor has focused on, so we think school boards would be wise to review this policy annually and to have that review recorded in its meeting minutes.

Meetings (2008). Finally, we strongly suggest that your board “repass” this policy or whichever policy you use to designate the method of providing notice of meetings. The Open Meetings Act requires you to use the method designated in your board’s minutes. If you do not have those minutes readily available, repassing the policy and including the methods in your minutes during your next meeting will allow you to comply with that technical requirement.

Data Breach (3047). We recommend that the superintendent, or his/her designee, annually update the data directory. This includes a list of all computing devices purchased by the district, all software installed on district devices, a list of staff members with access to district devices, and a list of staff members with active usernames and passwords for any district software.

Conflict of Interest Training for All Staff Working with Federal Programs. The EDGAR regulations require that each school district has a code of conduct to prevent employees who work in programs funded by federal dollars from engaging in behavior which creates a conflict of interest. Although there is no requirement that you train your staff on this policy, we do not think it is fair to create standards for employees like cooks, special education drivers and Title I paraeducators without providing them with training. We recommend that you train on this issue annually.

2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.
- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise

summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized ~~by the board and has been duly countersigned by the president.~~

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
 - ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;

- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;

viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

i. A member submits his or her formal resignation from the board.

ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.

iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.

iv. Such other reasons as are set forth in Nebraska statutes.

b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: _____

Revised on: _____

Reviewed on: _____

**3034
DISBURSEMENTS**

A person or persons delegated by the board may sign and validate all warrants, checks, and other instruments drawn upon bank depository funds of the district.

Adopted on: 06/18/18

Revised on: _____

Reviewed on: _____

3039

Threat Assessment and Response

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

1. Definitions

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

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

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

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

3. Threat Assessment Team

The threat assessment team shall consist of the superintendent of schools, building principal(s), guidance counselor and local law enforcement. Others who may be included, depending on the threat, are: information technology staff, the school nurse, members of the mental health profession who would be willing to work with the school. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

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

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

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

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

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

5. Communication with the Public about Reported Threats

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

6. Coordination with the Crisis Team After Resolution of Threat

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

Adopted on: _____

Revised on: _____

Reviewed on: _____

3039

Threat Assessment and Response

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

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- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
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 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

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

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

3. Threat Assessment Team

The threat assessment team shall consist of the superintendent of schools, building principal(s), guidance counselor and local law enforcement. *Others who may be included, depending on the threat, are: information technology staff, the school nurse, members of the mental health profession who would be willing to work with the school. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.*

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

~~All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify Page 2 of 2 the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the team determines to be reasonable and useful.~~

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

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

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

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

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

5. Communication with the Public about Reported Threats

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

6. Coordination with the Crisis Team After Resolution of Threat

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

Adopted on: _____

Revised on: _____

Reviewed on: _____

3046 Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also**, Miniature Horses below.

School District Inquiries. School officials **may** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

III. THERAPY ANIMALS

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used. When a request to bring a therapy animal to school is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Training and Certification. The Owner must submit training and certification information requested by the Superintendent or his or her designee. Any certification required by the school district must remain current at all times.

Health and Vaccination. The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of

the therapy animal's current vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy animal;
- (2) The therapy animal is not housebroken;
- (3) The therapy animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction

to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3046 Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also**, Miniature Horses below.

School District Inquiries. School officials **may** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. **When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.**

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

~~{NOTE TO BE DELETED: There are 2 options below. The first option allows therapy animals brought by school employees as approved by the administration. The second does not allow therapy animals "except as required by law." YOU MUST PICK AN OPTION AND DELETE THE OTHER.}~~

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used. When a request to bring a therapy animal to school is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Training and Certification. The Owner must submit training and certification information requested by the Superintendent or his or her designee. Any certification required by the school district must remain current at all times.

Health and Vaccination. The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of the therapy animal's current vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy animal;
- (2) The therapy animal is not housebroken;
- (3) The therapy animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3056 Guest Speakers

The school board recognizes that guest speakers with demonstrated expertise in areas of interest to the school district and its students may enrich the students' educational experiences. The school district has adopted this policy to ensure that the messages provided by outside speakers do not conflict with school district policies, the fundamental values of a public school education, or the legal limitations placed on public school districts. Individuals who wish to invite a guest speaker must follow the procedures outlined below.

Classroom or School-Sponsored Activity Guest Speakers. Teachers or activity sponsors who desire to invite a guest speaker to address his or her class or activity members must:

1. Research the guest speaker, have a clear understanding of the guest speaker's purpose and message, and determine that the speaker's message complies with the school district's policies and fundamental values.
2. Complete a Guest Speaker Request Form and submit it to the building principal at least 10 school days prior to the proposed appearance.
3. Notify the main office of name, time, and date of the guest speaker's appearance (if the request is approved).
4. Notify parents of the name, time, date, and topic and summary of the presentation at least 3 days before the presentation (if the request is approved).
5. Require the guest speaker to submit a copy of any visual or written materials to the employee at least 24 hours prior to any presentation. The employee shall submit the materials to the principal upon receipt.
6. Prepare students in advance for the experience.
7. Inform the guest speaker that students or employees may ask challenging questions or offer differing viewpoints.
8. Terminate the presentation if the speaker fails to limit his or her remarks to the subject on which he or she has been invited to speak.
9. Remain with the speaker and students to facilitate and monitor the discussion.

10. Provide appropriate follow-up activities and education.

Assembly Speakers. Employees who desire to invite a guest speaker to address staff or students at an assembly must follow the identical procedures outlined above. In addition, the employee must submit the Guest Speaker Request Form to the superintendent at least 15 days prior to the proposed appearance and the speaker submitted materials upon receipt.

Request Consideration. The administrator(s) must research the guest speaker and determine that the speaker's message complies with the school district's policies and fundamental values. If it does not comply, the administrator will reject the request. If it does comply, the administrator shall then consider the following factors when approving or denying the request:

1. The guest speaker's ability to appropriately and adequately address the topic with the students based upon the speaker's education, training, expertise, or other qualifications.
2. The materials submitted by the guest speaker.
3. The educational value to students of the presentation.
4. The relevance of the presentation to the class, activity, or school's educational mission.
5. Whether the topic of the presentation is appropriate for the students' ages and level of maturity.
6. Whether the speaker has a history of providing factual information in a fair and balanced manner or if he or she has previously advocated for a particular position or espoused personal opinion, bias, or partisanship.
7. Whether the speaker's proposed presentation is consistent with the fundamental values of a public school education and/or encourages the fundamental values, habits, or manners of civility.
8. Whether the speaker's proposed presentation will satisfy the Nebraska Department of Education's accreditation, curriculum, or standards requirements or recommendations.

The administrator shall notify the employee of his or her decision.

Controversial Issues. If the employee or administrator determine that the guest speaker's topic or presentation is partisan or controversial but will still be of benefit to the students, (1) the employee and administrator will work

with the guest speaker to develop a plan that will allow the issue to be presented in an objective and unbiased manner and/or (2) the employee and administrator will develop a plan that will allow opposing viewpoints to be presented. The employee will notify students and their parents at least 5 days in advance of the nature of the presentation. If a student does not wish to attend a controversial presentation, the employee will either excuse the student from attending or provide an alternative assignment.

Other Requirements. The inviting employee or appropriate administrator may interrupt or stop the presentation if it violates this or any other school policy.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4003 Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to insure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated the Superintendent of Schools as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

The Superintendent may be contacted at 308-784-2745.

Covered Drivers. Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday. A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or

receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct. No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include

the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing. All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing. A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain

hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Resource Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. If required by DOT regulations, personal information collected and maintained pursuant to this policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a refusal to submit to any test required by this policy and the school district's drug testing program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's

previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.) Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting. An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and transfer of the sample to another laboratory before the retest will be performed.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4003 Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to insure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated the Superintendent of Schools as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

The Superintendent may be contacted at 308-784-2745.

Covered Drivers. Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday. A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or

receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct. No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include

the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing. All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing. A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain

hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Resource Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. **If required by DOT regulations, personal information collected and maintained pursuant to this policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a refusal to submit to any test required by this policy and the school district's drug testing program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's**

previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.) Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting. An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and transfer of the sample to another laboratory before the retest will be performed.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4062 Locker Room Supervision

Staff members, coaches, sponsors, and students must comply with the requirements of this policy while using locker rooms at the school district or at other locations.

Staff members, coaches, and sponsors must appropriately supervise students in locker rooms and other locations where students dress, change, or engage in similar activities. This supervision must occur at all times during curricular and extracurricular activities and includes, but is not limited to, the following:

- Entering and walking through the entire locker room at regular and irregular intervals to provide direct supervision and to assess student behavior.
- Maintaining an orderly locker room free from “horseplay” and other prohibited conduct.
- Maintaining a visual presence.
- Adequately addressing any misbehaviors.
- Escorting students to and from the locker room and the activity or instructional area.
- Unlocking the locker room so that students may enter, and locking the locker room after all students have exited the locker room.
- Searching the locker room to determine that all students have exited the locker room before locking it.
- Ensuring that the locker room remains locked during any activity.

If a student is found missing during an activity, the staff member, coach, or sponsor or adult designee shall check the locker room for the missing student.

The locker room must be locked at all times when unsupervised.

Only students whose team or activity is currently playing or are in-season or who are involved in a school-sponsored activity that requires or allows presence in the locker room are allowed access to the locker room before or after the regular school day.

Students are not allowed to enter or reenter the locker room without appropriate supervision.

If the staff member, coach, or sponsor is the opposite sex of the students, he or she may designate another adult of the same sex as the students to provide the required locker room supervision. This delegation does not remove ultimate responsibility from the staff member, coach, or sponsor who is subject to the obligations under this policy to ensure that such obligations are

met. By allowing their students to participate in an activity with a cross-gender coach, parents/guardians consent to the entry of the staff member or his or her designee into the locker room at any time as necessary to maintain student safety and order.

Staff members, coaches, and sponsors must remain with students until they are picked up by the parent, guardian, or other authorized person or the student leaves in his or her own transportation. Students must never be left unattended after a game, practice, or other school-sponsored activity. In other words, the staff member, coach, or sponsor should be the first one to arrive at the activity and the last one to leave.

Cell phones and other devices with visual or auditory recording capability may not be used in the locker room at any time or for any reason.

Under no circumstance may a staff member, coach, or sponsor delegate any responsibility under this policy to a student or other minor.

School administrators or their designees may make random checks to assess policy compliance.

Adopted on: _____
Reviewed on: _____
Amended on: _____

5016 Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district. "Student records" also shall not include any records created and maintained by the district's law enforcement unit for a law enforcement purpose.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is PowerSchool.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. A school official may access, maintain, and use education records containing personally identifiable information (PII) when he or she has a legitimate educational interest in such. "School official" includes any agent, volunteer, or contractor performing an institutional service or function for which the school would otherwise use its own employees and who is under the school district's direct control with respect to their access to, maintenance of, and use of PII from student records. For example, a school official may include, but would not be limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board

member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5016 Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district. "Student records" also shall not include any records created and maintained by the district's law enforcement unit for a law enforcement purpose.

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member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: all assignments must be completed upon return to school; students will receive a zero for incomplete assignments.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days

(long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.
3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for

expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;

9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);

- h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newcomers; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
- i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-

term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;

5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, **referral to restorative justice practices or services**, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: all assignments must be completed upon return to school; students will receive a zero for incomplete assignments.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.
3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or

attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's

willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newcomers; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;

- i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a

recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;

6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5054 Student Bullying

Definition of Bullying. Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The school district’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district’s day-to-day operations, or the education process, regardless of where the student is at the time of

engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district’s antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district’s student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: _____
Revised on: _____
Reviewed on: _____

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Policy Review. The school district shall review this policy annually.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6020 Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations.

Philosophy, Mission, and Program Goals. The school district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The school district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate school district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the school district's multicultural education program.

Providing Staff Development. Appropriate school district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural education program by reviewing the criteria in this policy to assess whether the school district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a

report on the status of the school district's multicultural education program annually.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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report on the status of the school district's multicultural education program annually.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6021

District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:

1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at <https://www.education.ne.gov/sped/service-agencies/>.
2. Those Nebraska providers located within 100 miles of the building of the district where the child attends when driving by ordinary public roadways.
3. Evaluations must consider the educational, health, or other student records of the student provided by the district. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
4. Evaluations must be provided to the district, including all educational, health, student, or other records created as part of or relied upon to complete the evaluation. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
5. Evaluations must be conducted by a provider that is authorized, available, and willing to discuss, confer, or otherwise cooperate with the district regarding the evaluation, its results, or any other information related to the evaluation. Such cooperation may include reasonable participation in, or the submission of additional reports or information to, an IEP, MDT, or SAT team. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records or information unless disclosure is already authorized by state and federal law.
6. Evaluations must be sufficiently comprehensive for the evaluator to submit to the district a report that specifically details whether the student should be considered eligible for special education and related services, the nature of special education and related services

recommended to accommodate the student's suspected disability, and the particular facts or findings underlying the evaluator's conclusions. This report must be submitted to the district within 45 days after the conclusion of the evaluation.

7. Evaluations must meet the then-current state standards for reliability, research-based processes, and educational or professional best practices.
8. Reimbursement to any evaluator chosen in conformance with this policy shall not exceed the cost that would be charged by the school district's contracted providers for the same or substantially similar evaluation.

All special education evaluations, including those independently obtained at the district's expense, must be obtained in a manner consistent with the criteria set forth above, unless state or federal law requires waiver of one or more criteria in order to accommodate unique circumstances.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6033

Restraint and Seclusion of Students

Restraint and seclusion, as defined below, are behavioral interventions. The use of such behavioral interventions must be in accordance with this policy. The following interventions do not constitute seclusion and restraint, and are not governed by this policy: voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

Definitions

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint does not include incidental touching that comes along with movement inside a classroom, lunch line, or other areas of the school building where maintaining order is required.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Chemical restraint refers to the administration of medication for the purpose of restraint, but does not include the administration of medication in accordance with the directions and prescription of a physician with the consent of the student's parent or guardian.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use of Restraint and Seclusion

The use of chemical restraint is strictly prohibited. The use of any seclusion or restraint intervention for punitive or disciplinary purposes is strictly prohibited. Similarly, the use of any technique that constitutes corporal punishment, which is the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Seclusion and/or restraint shall not be used for the convenience of staff or as a substitute for an educational program. When restraint or seclusion is used to respond to the danger of harm posed by a student's behavior, the intervention shall be discontinued as soon as the danger of harm has dissipated.

The use of physical restraint, mechanical restraint, and seclusion is permitted in a manner consistent with this policy:

- as reasonably necessary where the student's behavior risks causing physical harm to self, others, and property;
- in accordance with the student's IEP, Section 504, or behavior intervention plan; *or*
- as otherwise prescribed, recommended, or suggested by a medical or related services provider.

Procedures

No technique shall restrict a student's breathing, deprive a student of basic needs, or unnecessarily expose a student to physical pain or discomfort.

Seclusion shall not be used for students who are severely self-injurious or suicidal. When seclusion is utilized as permitted by this policy, the following procedures shall be followed:

- The student shall be monitored by an adult in close proximity who is able to regularly observe the student;
- The confining space shall be approved for such use, unless the use of such a space is impossible or impracticable under the circumstances;

- The confining space shall be appropriately lighted, ventilated, and heated or cooled; *and*
- The confining space shall be free from objects that unreasonably expose the student or others to harm.

If a pattern of behavior emerges that requires or is anticipated to require the use of restraint and/or seclusion for the student, the appropriate educators and/or team members shall review what assessments, evaluations, supports, services, programs, or placements are appropriate in light of the student's needs and circumstances.

Recording and Reporting

Each incident of restraint or seclusion must be recorded and reported as required by the building administrators.

Training

All staff members shall be provided notice of this policy and will be trained on its contents. The Superintendent or his or her designee will identify school staff members likely to implement the restraint or seclusion interventions authorized by this policy and arrange for those individuals to receive appropriate training on the appropriate implementation of such interventions and the use of other behavioral supports and interventions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6033 Restraint and Seclusion of Students

Restraint and seclusion, ~~as defined below~~, are behavioral interventions ~~not educational techniques. They are limited to exigent circumstance and situations that necessitate their use to protect the safety of the student, other students, staff and property.~~ The use of such behavioral interventions must be in accordance with this policy. ~~The following interventions do not constitute seclusion and restraint, and are not governed by this~~ policy: voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

Definitions

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint does not include incidental touching that comes along with movement inside a classroom, lunch line, or other areas of the school building where maintaining order is required.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Chemical restraint refers to the administration of medication for the purpose of restraint, but does not include the administration of medication in accordance with the directions and prescription of a physician with the consent of the student's parent or guardian.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use of Restraint and Seclusion

The use of chemical restraint is strictly prohibited. The use of any seclusion or restraint intervention for punitive or disciplinary purposes is strictly prohibited. Similarly, the use of any technique that constitutes corporal punishment, which is the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Seclusion and/or restraint shall not be used for the convenience of staff or as a substitute for an educational program. When restraint or seclusion is used to respond to the danger of harm posed by a student's behavior, the intervention shall be discontinued as soon as the danger of harm has dissipated.

The use of physical restraint, mechanical restraint, and seclusion is permitted in a manner consistent with this policy:

- as reasonably necessary where the student's behavior risks causing physical harm to self, others, and property;
- in accordance with the student's IEP, Section 504, or behavior intervention plan; *or*
- as otherwise prescribed, recommended, or suggested by a medical or related services provider.

Procedures

No technique shall restrict a student's breathing, deprive a student of basic needs, or unnecessarily expose a student to physical pain or discomfort.

Seclusion shall not be used for students who are severely self-injurious or suicidal. When seclusion is utilized as permitted by this policy, the following procedures shall be followed:

- The student shall be monitored by an adult in close proximity who is able to regularly observe the student;
- The confining space shall be approved for such use, unless the use of such a space is impossible or impracticable under the circumstances;
- The confining space shall be appropriately lighted, ventilated, and heated or cooled; *and*
- The confining space shall be free from objects that unreasonably expose the student or others to harm.

If a pattern of behavior emerges that requires or is anticipated to require the use of restraint and/or seclusion for the student, the appropriate educators and/or team members shall review what assessments, evaluations, supports, services, programs, or placements are appropriate in light of the student's needs and circumstances.

Recording and Reporting

Each incident of restraint or seclusion must be recorded and reported as required by the building administrators.

Training

All staff members shall be provided notice of this policy and will be trained on its contents. The Superintendent or his or her designee will identify school staff members likely to implement the restraint or seclusion interventions authorized by this policy and arrange for those individuals to receive appropriate training on the appropriate implementation of such interventions and the use of other behavioral supports and interventions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

MAY-2020 | COZAD COMMUNITY SCHOOLS

MONTHLY FOOD SERVICE REPORT



Our Mission:
"Make Their Day"

OPAA! Core Values

Act in the best interest of the students, schools, and communities we serve.

Be honest in everything we do

Have a passion to serve others

Commit to continuous improvement.

Visit us online at www.opaafood.com

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12634
BREAKFASTS



12634
LUNCHES

It is our priority to provide kids a good quality and healthy meal every day. We are making diligent efforts each day to make ourselves better and focused on this goal.

Our Monday-Wednesday-Friday meal distribution is going great within the community as well for our Opaal Employees and our district partners.

With the help of Cozad School district, Opaal is happy to serve entrees to Grand Generation home in Cozad. This is a great initiative towards diligently serving our community in times of need.

A huge thank you to Cozad School District for being a crucial partner, and helping us in this mission.



We are proud to manage your food service program!



facebook.com/opaafood



@opaa_food_management



@opaafood