

Cozad Community Schools

Board of Education Regular Meeting

Monday, May 17, 2021 7:00 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 7:00 P.M.

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. A current copy of the Nebraska Open Meetings Act is posted on the west wall of the meeting room.

Notice of this meeting was given in advance by publication in the Lexington Clipper Herald 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. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

1.3. 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. WILKINS PRESENTATION

Wilkins will present to the board.

4. PRINCIPAL/ADMINISTRATIVE REPORTS

4.1. Patty Wolfe Report

4.2. William Beckenhauer Report

4.3. Jeremy Yilk Report

4.4. Brian Regelin Report

4.5. Dale Henderson Report

4.6. James Ford Report

5. SUPERINTENDENT REPORT

Enrollment 15 less from the beginning of year.

25 Home School Students in Cozad District (Not all are from Covid)

Buildings and Grounds update.

Community Wellness Center

Meeting Agenda

May 6th, 2021

7:30 AM

Multi-purpose room

Attendance:

Travis Lee ____ Nikki Schwanz ____ Kylie Goff ____ John Peden ____ Danielle Gearhart ____ Scott Trusdale ____

1. Approval of meeting minutes from April minutes.

Old Business

- *As of March 1st, 2021* we are at 466 memberships and 1150 members. Membership sales for April 2021.

- | | <u>Renewed</u> | <u>New</u> |
|------------|----------------|------------|
| Family | 0 | 1 |
| Sr. Family | 0 | 1 |
| Single | 0 | 2 |
| Sr. Single | 3 | 0 |
| Student | 1 | 0 |
| PT | 0 | 0 |

- The fountains are in; we are scheduled in 2 weeks to get installed.
- VVS is hoping to get our camera installed by the end of this week.

New Business

- I am going to run youth golf in June, I am changing the format to see if we can boost our numbers a little.(attached)
- With the nice weather we are starting to see a decline in usage.
- Other discussion.

Other Business

1. Approve Financial Reports.
2. Approve Bills.

Community Wellness Center

April 8th, 2021

Attendance: Travis Lee, Scott Trusdale, Danni Gearhart, Nikki Schwanz, John Peden and Darrel Francescato.

Darrel called meeting to order.

Motion to approve last month's minutes: Nikki motioned and second by John, all in favor.

Old Business:

- Water fountain is in at the CSC.

New Business:

- Would like to put 2 new fountains in upstairs and lobby, move the newer ones into the locker rooms. Nikki motioned, second by John and all in favor.

- Would like to add a camera in the multi-purpose room. Danni motioned and Travis second, all in favor.

Financials:

-Motion to approve; John second by Danni, all in favor.

-Motion to adjourn; Scott second by Travis.

9:22 AM

05/05/21

Accrual Basis

Community Wellness Center
Balance Sheet
As of May 5, 2021

	May 5, 21
ASSETS	
Current Assets	
Checking/Savings	
First Bank & Trust	20,552.27
Investment Plus checking	73,534.98
Total Checking/Savings	94,087.25
Other Current Assets	
Charles Schwab	20,000.00
North Star	9,571.70
Petty Cash	150.00
Total Other Current Assets	29,721.70
Total Current Assets	123,808.95
Fixed Assets	
Buildings & Equipment	2,971,681.00
Equipment Purchased	21,117.13
Accumulated Depreciation	-1,277,288.00
Total Fixed Assets	1,715,510.13
TOTAL ASSETS	1,839,319.08
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	-1,030.05
Total Accounts Payable	-1,030.05
Other Current Liabilities	
Loan	18,900.00
Fed W/H and Soc Sec	1,397.02
State Withholding	4,863.72
Retirement Payable	300.00
Total Other Current Liabilities	25,460.74
Total Current Liabilities	24,430.69
Total Liabilities	24,430.69
Equity	
Equity Repayment	20,000.00
Retained Earnings	1,736,520.77
Net Income	58,367.62
Total Equity	1,814,888.39
TOTAL LIABILITIES & EQUITY	1,839,319.08

9:23 AM

05/05/21

Accrual Basis

Community Wellness Center

Profit & Loss

April 2021

	<u>Apr 21</u>
Ordinary Income/Expense	
Income	
Sales	
Classes	47.00
Daily Pass & Punchcards	387.00
Leagues & Events	1,931.25
Lockers	25.00
Memberships	4,891.25
Vending Machine Sales	83.51
Total Sales	<u>7,365.01</u>
Facility Rental	36.00
Total Income	<u>7,401.01</u>
Gross Profit	7,401.01
Expense	
Cable	107.50
Advertising	18.00
Building Supplies	256.14
Employee Benefits	140.00
Insurance	
Work Comp	-25.00
Total Insurance	-25.00
Office Supplies	48.15
Payroll Expenses	7,519.26
Repairs & Maintenance	330.26
Sales Tax	771.62
Telephone	321.78
Utilities - Gas & Electric	2,031.15
Total Expense	<u>11,518.86</u>
Net Ordinary Income	-4,117.85
Other Income/Expense	
Other Income	
Card Fee	11.22
Total Other Income	<u>11.22</u>
Net Other Income	11.22
Net Income	<u><u>-4,106.63</u></u>

Community Wellness Center
Profit & Loss Prev Year Comparison
 January through April 2021

	Jan - Apr 21	Jan - Apr 20	\$ Change	% Change
Ordinary Income/Expense				
Income				
Donation Sales	0.00	2,000.00	-2,000.00	-100.0%
Classes	1,453.00	2,671.00	-1,218.00	-45.6%
Daily Pass & Punchcards	2,023.07	1,936.04	87.03	4.5%
Leagues & Events	3,285.25	1,977.00	1,308.25	66.2%
Lockers	200.00	115.00	85.00	73.9%
Memberships	54,833.66	65,020.48	-10,186.82	-15.7%
Vending Machine Sales	329.27	188.59	140.68	74.6%
Total Sales	62,124.25	71,908.11	-9,783.86	-13.6%
Facility Rental	1,126.00	1,400.00	-274.00	-19.6%
Interest	13.20	0.00	13.20	100.0%
Total Income	63,263.45	75,308.11	-12,044.66	-16.0%
Gross Profit	63,263.45	75,308.11	-12,044.66	-16.0%
Expense				
Cable	430.00	412.60	17.40	4.2%
Advertising	36.19	0.00	36.19	100.0%
Bank Service Charges				
Credit Card Fees	532.71	524.72	7.99	1.5%
Bank Service Charges - Other	51.00	68.00	-17.00	-25.0%
Total Bank Service Charges	583.71	592.72	-9.01	-1.5%
Building Supplies	1,211.57	1,053.61	157.96	15.0%
Class & Weight Room Supplies	472.78	1,639.50	-1,166.72	-71.2%
Donations	0.00	200.00	-200.00	-100.0%
Dues and Subscriptions	442.80	1,031.39	-588.59	-57.1%
Employee Benefits	675.98	630.00	45.98	7.3%
Insurance				
Liability Insurance	2,549.34	1,650.67	898.67	54.4%
Work Comp	975.00	1,079.00	-104.00	-9.6%
Total Insurance	3,524.34	2,729.67	794.67	29.1%
League/Event Expense	348.95	1,407.13	-1,058.18	-75.2%
Office Supplies	1,404.34	400.74	1,003.60	250.4%
Payroll Expenses	33,790.25	29,110.75	4,679.50	16.1%
Professional Fees	24.00	0.00	24.00	100.0%
Repairs & Maintenance	11,867.42	9,967.36	1,900.06	19.1%
Sales Tax	4,646.43	4,587.34	59.09	1.3%
Taxes	493.79	0.00	493.79	100.0%
Telephone	1,275.03	1,373.99	-98.96	-7.2%
Utilities - Gas & Electric	10,155.37	8,826.25	1,329.12	15.1%
Total Expense	71,382.95	63,963.05	7,419.90	11.6%
Net Ordinary Income	-8,119.50	11,345.06	-19,464.56	-171.6%
Other Income/Expense				
Other Income				
Card Fee	212.83	119.93	92.90	77.5%
Investment Gains or Losses	-10,000.00	0.00	-10,000.00	-100.0%
Other Income	76,656.45	0.00	76,656.45	100.0%
Total Other Income	66,869.28	119.93	66,749.35	55,656.9%
Net Other Income	66,869.28	119.93	66,749.35	55,656.9%
Net Income	58,749.78	11,464.99	47,284.79	412.4%

9:25 AM

05/05/21

Community Wellness Center

Check Detail

April 2021

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check	e-pay	04/12/2021	Nebraska Departmen...		First Bank & Trust		-771.62
					Sales Tax	-771.62	771.62
TOTAL						-771.62	771.62
Check	on-line	04/12/2021	Black Hills Energy		First Bank & Trust		-992.36
					Utilities - Gas & Electric	-992.36	992.36
TOTAL						-992.36	992.36
Check	on-line	04/12/2021	Supplyworks		First Bank & Trust		-256.14
					Building Supplies	-256.14	256.14
TOTAL						-256.14	256.14
Liability Check	on-line	04/12/2021	EFTPS		First Bank & Trust		-1,347.60
					Fed W/H and Soc Sec	-279.00	279.00
					Fed W/H and Soc Sec	-101.28	101.28
					Fed W/H and Soc Sec	-101.28	101.28
					Fed W/H and Soc Sec	-433.02	433.02
					Fed W/H and Soc Sec	-433.02	433.02
TOTAL						-1,347.60	1,347.60
Paycheck	10779	04/09/2021	Darrel A Francescato		First Bank & Trust		-1,499.34
					Payroll Expenses	-1,923.08	1,923.08
					Retirement Payable	80.00	-80.00
					Employee Benefits	-70.00	70.00
					Retirement Payable	70.00	-70.00
					Fed W/H and Soc Sec	130.00	-130.00
					Payroll Expenses	-119.23	119.23
					Fed W/H and Soc Sec	119.23	-119.23
					Fed W/H and Soc Sec	119.23	-119.23
					Payroll Expenses	-27.89	27.89
					Fed W/H and Soc Sec	27.89	-27.89
					Fed W/H and Soc Sec	27.89	-27.89
					State Withholding	66.62	-66.62
TOTAL						-1,499.34	1,499.34
Paycheck	10780	04/09/2021	Diana L Nunez		First Bank & Trust		-107.99
					Payroll Expenses	-117.00	117.00
					Payroll Expenses	-7.25	7.25
					Fed W/H and Soc Sec	7.25	-7.25
					Fed W/H and Soc Sec	7.25	-7.25
					Payroll Expenses	-1.70	1.70
					Fed W/H and Soc Sec	1.70	-1.70
					Fed W/H and Soc Sec	1.70	-1.70
					State Withholding	0.06	-0.06
TOTAL						-107.99	107.99
Paycheck	10781	04/09/2021	Evan M Thome		First Bank & Trust		-233.27
					Payroll Expenses	-270.00	270.00
					Fed W/H and Soc Sec	12.00	-12.00
					Payroll Expenses	-16.74	16.74
					Fed W/H and Soc Sec	16.74	-16.74
					Fed W/H and Soc Sec	16.74	-16.74
					Payroll Expenses	-3.91	3.91
					Fed W/H and Soc Sec	3.91	-3.91
					Fed W/H and Soc Sec	3.91	-3.91
					State Withholding	4.08	-4.08
TOTAL						-233.27	233.27

Community Wellness Center

Check Detail

April 2021

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Paycheck	10782	04/09/2021	Jaiden L Nelsen		First Bank & Trust		-217.18
				Payroll Expenses		-238.50	238.50
				Payroll Expenses		-14.79	14.79
				Fed W/H and Soc Sec		14.79	-14.79
				Fed W/H and Soc Sec		14.79	-14.79
				Payroll Expenses		-3.46	3.46
				Fed W/H and Soc Sec		3.46	-3.46
				Fed W/H and Soc Sec		3.46	-3.46
				State Withholding		3.07	-3.07
TOTAL						-217.18	217.18
Paycheck	10783	04/09/2021	Jami Stortenbecker		First Bank & Trust		-87.73
				Payroll Expenses		-95.00	95.00
				Payroll Expenses		-5.89	5.89
				Fed W/H and Soc Sec		5.89	-5.89
				Fed W/H and Soc Sec		5.89	-5.89
				Payroll Expenses		-1.38	1.38
				Fed W/H and Soc Sec		1.38	-1.38
				Fed W/H and Soc Sec		1.38	-1.38
TOTAL						-87.73	87.73
Paycheck	10784	04/09/2021	Janae Y Sanchez		First Bank & Trust		-176.91
				Payroll Expenses		-193.50	193.50
				Payroll Expenses		-12.00	12.00
				Fed W/H and Soc Sec		12.00	-12.00
				Fed W/H and Soc Sec		12.00	-12.00
				Payroll Expenses		-2.80	2.80
				Fed W/H and Soc Sec		2.80	-2.80
				Fed W/H and Soc Sec		2.80	-2.80
				State Withholding		1.79	-1.79
TOTAL						-176.91	176.91
Paycheck	10785	04/09/2021	Jose M Orellana		First Bank & Trust		-233.23
				Payroll Expenses		-256.50	256.50
				Payroll Expenses		-15.90	15.90
				Fed W/H and Soc Sec		15.90	-15.90
				Fed W/H and Soc Sec		15.90	-15.90
				Payroll Expenses		-3.72	3.72
				Fed W/H and Soc Sec		3.72	-3.72
				Fed W/H and Soc Sec		3.72	-3.72
				State Withholding		3.65	-3.65
TOTAL						-233.23	233.23
Paycheck	10786	04/09/2021	Kim Sutherland		First Bank & Trust		-73.88
				Payroll Expenses		-80.00	80.00
				Payroll Expenses		-4.96	4.96
				Fed W/H and Soc Sec		4.96	-4.96
				Fed W/H and Soc Sec		4.96	-4.96
				Payroll Expenses		-1.16	1.16
				Fed W/H and Soc Sec		1.16	-1.16
				Fed W/H and Soc Sec		1.16	-1.16
TOTAL						-73.88	73.88

Community Wellness Center

Check Detail

April 2021

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Paycheck	10787	04/09/2021	Maria L. Everett		First Bank & Trust		-132.98
				Payroll Expenses		-144.00	144.00
				Payroll Expenses		-8.93	8.93
				Fed W/H and Soc Sec		8.93	-8.93
				Fed W/H and Soc Sec		8.93	-8.93
				Payroll Expenses		-2.09	2.09
				Fed W/H and Soc Sec		2.09	-2.09
				Fed W/H and Soc Sec		2.09	-2.09
TOTAL						-132.98	132.98
Check	10788	04/12/2021	Terry Gullion		First Bank & Trust		-75.00
				Repairs & Maintenance		-75.00	75.00
TOTAL						-75.00	75.00
Check	10789	04/12/2021	Kelly's Hardware		First Bank & Trust		-27.76
				Repairs & Maintenance		-27.76	27.76
TOTAL						-27.76	27.76
Check	10790	04/12/2021	Board of Public Works		First Bank & Trust		-1,038.79
				Utilities - Gas & Electric		-1,038.79	1,038.79
TOTAL						-1,038.79	1,038.79
Check	10791	04/12/2021	Cozad Telephone Co...		First Bank & Trust		-429.28
				Cable		-107.50	107.50
				Telephone		-321.78	321.78
TOTAL						-429.28	429.28
Check	10792	04/12/2021	Dawson County Clim...		First Bank & Trust		-227.50
				Repairs & Maintenance		-227.50	227.50
TOTAL						-227.50	227.50
Check	10793	04/12/2021	Tri-City Trib		First Bank & Trust		-66.15
				Advertising		-18.00	18.00
				Office Supplies		-48.15	48.15
TOTAL						-66.15	66.15
Liability Check	10794	04/12/2021	LPL Financial		First Bank & Trust		-300.00
				Retirement Payable		-140.00	140.00
				Retirement Payable		-160.00	160.00
TOTAL						-300.00	300.00
Liability Check	10795	04/12/2021	Nebraska Departmen...		First Bank & Trust		-550.72
				State Withholding		-550.72	550.72
TOTAL						-550.72	550.72

9:25 AM

05/05/21

Community Wellness Center

Check Detail

April 2021

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Paycheck	10796	04/22/2021	Cassandra JL Holsin...		First Bank & Trust		-78.96
				Payroll Expenses		-85.50	85.50
				Payroll Expenses		-5.30	5.30
				Fed W/H and Soc Sec		5.30	-5.30
				Fed W/H and Soc Sec		5.30	-5.30
				Payroll Expenses		-1.24	1.24
				Fed W/H and Soc Sec		1.24	-1.24
				Fed W/H and Soc Sec		1.24	-1.24
TOTAL						-78.96	78.96
Paycheck	10797	04/22/2021	Darrel A Francescato		First Bank & Trust		-1,499.35
				Payroll Expenses		-1,923.08	1,923.08
				Retirement Payable		80.00	-80.00
				Employee Benefits		-70.00	70.00
				Retirement Payable		70.00	-70.00
				Fed W/H and Soc Sec		130.00	-130.00
				Payroll Expenses		-119.23	119.23
				Fed W/H and Soc Sec		119.23	-119.23
				Fed W/H and Soc Sec		119.23	-119.23
				Payroll Expenses		-27.88	27.88
				Fed W/H and Soc Sec		27.88	-27.88
				Fed W/H and Soc Sec		27.88	-27.88
				State Withholding		66.62	-66.62
TOTAL						-1,499.35	1,499.35
Paycheck	10798	04/22/2021	Diana L Nunez		First Bank & Trust		-299.41
				Payroll Expenses		-330.75	330.75
				Payroll Expenses		-20.51	20.51
				Fed W/H and Soc Sec		20.51	-20.51
				Fed W/H and Soc Sec		20.51	-20.51
				Payroll Expenses		-4.79	4.79
				Fed W/H and Soc Sec		4.79	-4.79
				Fed W/H and Soc Sec		4.79	-4.79
				State Withholding		6.04	-6.04
TOTAL						-299.41	299.41
Paycheck	10799	04/22/2021	Evan M Thome		First Bank & Trust		-107.99
				Payroll Expenses		-117.00	117.00
				Payroll Expenses		-7.25	7.25
				Fed W/H and Soc Sec		7.25	-7.25
				Fed W/H and Soc Sec		7.25	-7.25
				Payroll Expenses		-1.70	1.70
				Fed W/H and Soc Sec		1.70	-1.70
				Fed W/H and Soc Sec		1.70	-1.70
				State Withholding		0.06	-0.06
TOTAL						-107.99	107.99
Paycheck	10800	04/22/2021	Jaiden L Nelsen		First Bank & Trust		-205.15
				Payroll Expenses		-225.00	225.00
				Payroll Expenses		-13.95	13.95
				Fed W/H and Soc Sec		13.95	-13.95
				Fed W/H and Soc Sec		13.95	-13.95
				Payroll Expenses		-3.26	3.26
				Fed W/H and Soc Sec		3.26	-3.26
				Fed W/H and Soc Sec		3.26	-3.26
				State Withholding		2.64	-2.64
TOTAL						-205.15	205.15

Community Wellness Center

Check Detail

April 2021

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Paycheck	10801	04/22/2021	Jami Stortenbecker		First Bank & Trust		-137.72
				Payroll Expenses		-150.00	150.00
				Payroll Expenses		-9.30	9.30
				Fed W/H and Soc Sec		9.30	-9.30
				Fed W/H and Soc Sec		9.30	-9.30
				Payroll Expenses		-2.18	2.18
				Fed W/H and Soc Sec		2.18	-2.18
				Fed W/H and Soc Sec		2.18	-2.18
				State Withholding		0.80	-0.80
TOTAL						-137.72	137.72
Paycheck	10802	04/22/2021	Janae Y Sanchez		First Bank & Trust		-180.96
				Payroll Expenses		-198.00	198.00
				Payroll Expenses		-12.28	12.28
				Fed W/H and Soc Sec		12.28	-12.28
				Fed W/H and Soc Sec		12.28	-12.28
				Payroll Expenses		-2.87	2.87
				Fed W/H and Soc Sec		2.87	-2.87
				Fed W/H and Soc Sec		2.87	-2.87
				State Withholding		1.89	-1.89
TOTAL						-180.96	180.96
Paycheck	10803	04/22/2021	Jose M Orellana		First Bank & Trust		-197.11
				Payroll Expenses		-216.00	216.00
				Payroll Expenses		-13.40	13.40
				Fed W/H and Soc Sec		13.40	-13.40
				Fed W/H and Soc Sec		13.40	-13.40
				Payroll Expenses		-3.14	3.14
				Fed W/H and Soc Sec		3.14	-3.14
				Fed W/H and Soc Sec		3.14	-3.14
				State Withholding		2.35	-2.35
TOTAL						-197.11	197.11
Paycheck	10804	04/22/2021	Kim Sutherland		First Bank & Trust		-153.74
				Payroll Expenses		-170.00	170.00
				Fed W/H and Soc Sec		2.00	-2.00
				Payroll Expenses		-10.54	10.54
				Fed W/H and Soc Sec		10.54	-10.54
				Fed W/H and Soc Sec		10.54	-10.54
				Payroll Expenses		-2.46	2.46
				Fed W/H and Soc Sec		2.46	-2.46
				Fed W/H and Soc Sec		2.46	-2.46
				State Withholding		1.26	-1.26
TOTAL						-153.74	153.74
Paycheck	10805	04/22/2021	Maria L. Everett		First Bank & Trust		-232.73
				Payroll Expenses		-252.00	252.00
				Payroll Expenses		-15.62	15.62
				Fed W/H and Soc Sec		15.62	-15.62
				Fed W/H and Soc Sec		15.62	-15.62
				Payroll Expenses		-3.65	3.65
				Fed W/H and Soc Sec		3.65	-3.65
				Fed W/H and Soc Sec		3.65	-3.65
TOTAL						-232.73	232.73

Cozad Youth Golf Camp

Grades: 3rd thru 8th (Based on the school year 2021-2022)

- 3rd & 4th Grades will be June 7th, 14th, 21st and 28th.
 - o 9:00 – 10:00 am 3rd and 4th grade girls
 - o 10:30-11:30 am 3rd and 4th grade boys
- 5th & 6th Grades will be June 8th, 15th, 22nd and 29th.
 - o 8:45 – 10:15 am 5th and 6th grade girls
 - o 10:30 – 12:00 5th and 6th grade boys
- 7th & 8th Grades will be June 9th, 16th, 23rd and 30th.
 - o 8:45 – 10:15 am 7th and 8th grade girls
 - o 10:30-12:00 7th and 8th grade boys

- Participants will receive a sleeve of golf balls, golf tees and a t-shirt

You will learn the rules of golf, golf etiquette, basic putting skills and basic golf swing!!

Registration Fee:

- 3rd & 4th Graders = \$30.00
- 5th, 6th, 7th, and 8th Graders = \$45.00

Make Checks Payable to Cozad Youth Golf

Registration Deadline is June 2nd.

Mail your registration form and check or drop them off to:

Community Wellness Center
210 east 16th street or
PO Box 288
Cozad, NE 69130

For more information please call Darrel Francescato at 308-784-5100.

Registration

Name: _____ Grade: _____ (circle) Boy Girl

Address: _____ City: _____

Phone: _____

Shirt size: Circle one YS YM YL AS AM AL AXL

Parent/Guardian Signature: _____

(Parent/Guardian hereby releases all sponsors from any liability pertaining to minor's attendance and participation)

Office use only! Paid Cash: _____ Check: _____ Date: _____ Employee: _____

6. CONSENT AGENDA

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

Board of Education Regular Meeting

Monday, April 19, 2021 7:00 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

Posted Locations:

- Tri-City Tribune
- Cozad Community Schools District Office

Posted Date: 4/15/2021

The meeting was called to order at 7:00 PM

Ann Burkholder: Absent

Joel Carlson: Present

Judy Eggleston: Present

Kiley Goff: Present

John Peden: Present

Michele Starman: Present

Ann Burkholder: Present

Ann Burkholder arrived at the board meeting at 7:13pm.

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

1.1. Call to Order, Roll Call

President Starman called the meeting to order at 7pm.

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. A current copy of the Nebraska Open Meetings Act is posted on the west 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. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

1.3. Excused/Unexcused Board Member Absence

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

Joel Carlson: Yea, Judy Eggleston: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: 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.

No public comment was made.

3. DILLON HIGGINS PRESENTATION

Dillon Higgins will speak to the board about his experience as a student teacher for Cozad Community Schools.

Higgins thanked the board for allowing him to student teach at Cozad Community Schools and to be an assistant basketball coach. He was grateful for also being hired for the 2021-2022 school year as a full time Middle School Math teacher.

4. REPORT ON EXTERNAL VISIT

Dave Evertson will present to the board a report on the external visit.

Ann Burkholder arrived at 7:13pm

Dave Evertson presented the board with the External Visit Overview. External Visits occur on a 5-year cycle. By doing this external visit, it completed our Nebraska Framework Accreditation.

5. PRINCIPAL/ADMINISTRATIVE REPORTS

5.1. Patty Wolfe Report

1. Device Planning for 2021-2022 School Year

1. Student Devices--Need 200 chromebooks for grades 6-8 (their devices will be on year 5) License will expire and will not update after year 5

2. Staff Devices

1. 37 staff members with devices from 2015 or earlier

2. Did not do a rotation last year

3. Network Infrastructure

1. Replace Bus Barn link (it was installed in August 2015)

2. Fortigate renew licensing until 8-1-22

1. We will need to replace Fortigate hardware in summer of 2022 which will be erate eligible)

3. Replace Core & server switches and power supplies (erate eligible)

2. Future Ready District Technology Profile 2020 - 2021

1. Filed March 30, 2021, with Nebraska Department of Education

2. Data collected from the profile will be shared back out to school districts through the [Nebraska Education Profile](#) (NEP) website in the late Spring/Summer 2021.

3. Upcoming Events/Tasks (Future Planning)

1. High School Schedule

1. Mrs. Haarberg (HS) Counselor and myself working on building the HS Schedule for 21-22 school year

2. Continuing working with HS/MS staff training in Canvas

1. Teacher trainers: Barry Mraz, Brent Frauen, Jacob Brummer, Amanda Rossell, and Nick Auwerda

3. Great Plains Google Summit

1. **Virtual Event**
2. **\$49.00 for two mornings**
3. **Additional workshops available (Fee charged)**
4. **Google Group attend**
4. **New Teacher Tech Day will be planned for June for new CCS Staff to get their accounts & devices**
5. **Starting to work on State Reporting Data as this will be due the end of June**

5.2. William Beckenhauer Report

1. In the last stretch of year, so the beginning of wrapping up this school year and beginning next school year processes. For the next school year registration of students for courses and master schedule nearing completion, all staff positions have been filled.
2. NWEA/MAP testing in high school on 4/26 and 4/27
3. Numerous end of year school activities:
 - a. NHS induction, tonight, 7:00 pm.
 - b. District Music contest on 4/23, limited to individual and small groups.
 - c. Track has SWC meet at Broken Bow on 5/1, District meet on 5/13
 - d. Boys Golf has SWC meet at Gothenburg on 5/6, District meet on 5/17
 - e. Senior activities: Staff BBQ reception for seniors and families on 5/5, Camp Comeca Day and Honors Night on 5/11, Senior Tea on 5/12, Commencement on 5/15 at 4:00 pm.

5.3. Jeremy Yilk Report

1. Winter Activities Update
 - a. FFA
 - i. Congratulations to Gracie Schneider on receiving a State Office position! - State FFA Vice President
 - ii. Upcoming
 1. N/A
 2. Spring Activities Update
 - a. Boys Golf
 - i. Var Scores:
 1. Kearney High Invite Results: Jacob Engel - 85 (T-15th), Paul Cole - 90, Hayden Russman - 98, Alex Svajgr - 95, Ben Yocom - 107. Finished 9th as a team.
 2. Lexington Invite Results: Jacob Engel - 83 (T-8th), Paul Cole - 83 (T-8th), Hayden Russman - 95, Alex Svajgr - 95, Ben Yocom - 106. Finished 8th as a team.

ii. JV Scores:

1. Minden Invite (Par 3 Tournament): Cord Chytka - 89, Jed Dugan - 79 (4th), Maddex German - 90, Hunter Keim - 93, Kooper Pohl - 107. Finished 5th as a team.

iii. UPCOMING:

1. McCook Invite (4.20) / Gothenburg Invite (4.22)

b. Boys/Girls Track

i. HS Recent Results / Placings:

1. Broken Bow Invite (Girls): Brittney Aitken - 100 M (1st) / 200 M (2nd); Makaia Baker - 100 M (2nd) / 400 (2nd); Mallory Applegate - 800 M (3rd); Karyn Burkholder - 800 M (4th)
2. Broke Bow Invite (Boys): 4x100 Relay (6th) - Wilkinson, Weatherly, Sandoval, Rogers; Jake Lindstedt - Pole Vault (6th)

ii. MS Boys / Girls Track

1. Participants: 7 - 7th Girls / 11 - 8th Girls / 15 - 7th Boys / 16 - 8th Boys

iii. UPCOMING:

1. Gothenburg Invite (4.15) / Broken Bow MS Invite (4.20) / Northwest Invite (4.22) / McCook JV Invite (4.26)

3. Other

a. FCCLA

i. Fashion Design - Gold (Level 3) - Katie Wilson

ii. Chapter Service Project Display - Silver (Level 2) - Sydney Howerter, Kelsey Shotkoski, Maddie Spaulding

iii. Both categories qualified for Nationals in Nashville!

b. Gym Floor

i. Week of May 24 Start Date / Removal of existing floor

ii. Working on design with HayRack Group

c. Bleacher improvement project for Haymaker Stadium

i. Close to finalizing all of the details

ii. No specific timeline yet

5.4. Brian Regelin Report

MS Board Report 4/19/21- Brian Regelin

High Honors students with cumulative GPA of 3.5 and higher were honored with a movie at the FOX Theater on April 1st. Our students enjoyed the experience and it was well deserved.

Social studies teachers for MS and HS have decided on textbooks for next school year.

Evaluations of all non-tenured teachers were completed first semester. Second semester evaluations- 17 completed out of 17.

5th Grade Orientation will be held on May 10th-13th. Student congress members will be helping with the tour.

Dates and Times for NSCAS and MAP.

NSCAS Testing-

Math- 6th, 7th and 8th grade- April 19th, 1st and 2nd period

LA- 6th, 7th and 8th grade- April 20th, 3rd and 4th period

Science- 8th grade ONLY- April 22th 6th, 7th and 8th period

MAP Testing-

Tuesday- April 27th Language 8:20-9:30, Reading 9:35-11:20.

Wednesday- April 28th Science 1:05-2:00, Math-2:05-3:25.

Mr. Shaffer is in the beginning stages of scheduling for next year. This process will be completed after MAP testing.

Planning for next year is going well. I will give you some updates tonight on RIT, My Path, MTSS, Academic Success, Honors Classes, HAL, Activities Classes, Honor Roll and honoring high performing students.

5.5. Dale Henderson Report

1. Evaluation Progress:

- Non-Tenured Staff: Completed.

-Tenured Staff: 2 remaining.

2. Curriculum Adoption Procedure

-Working with ESU10 on a formal procedure adoption of new curriculum.

- Primarily reading and math.

- Reading should have a recommendation in approx. one year.

- Math- should have a recommendation in similar time frame, not sure if adoption will occur until spring of 2023.

3. Grade levels started NSCAS testing this week (04.12).

4. 5th grade classes will be completing their middle school orientation on May 10, 11 and 12.

5.6. James Ford Report

CEEC: We have 52 accepted students now, with 5 packets still out. A full program is 55. We have coordinated with the other early childhood providers in the district, and I think this has helped improve all of our programs. We had the week of the Young Child

celebration the week of the 12th, where we had color days and different fun activities for the children to celebrate early childhood education. We had a marquee, colorful pinwheels lining our sidewalks, and commemorative stickers for parents to promote early childhood education. The students will also have their last round of Kind Kids recognition, and this has been a very positive experience and program for our students and families.

SPED: End of the year testing is coming up, so our teachers are preparing for that and are making sure all of the proper accommodations are in place for our students. Graduation is on the horizon, so staff at the high school are preparing all of the necessary materials and procedures for our students who will be graduating and gathering information for our Post School Outcome report we have to submit to the state.

Observation progress: Completed all observations for the 20-21 school year.

MTSS: Both integrated teams at the elementary and MS have met and continue to make progress on our systematic approach. The elementary team is in the process of evaluating the curriculum for Math and Reading, also we hope to launch the website to start next school year. MS team received a follow-up training with MyPath on April 1st and gained a better understanding and will help train our other staff on this intervention program. MS team will have another MTSS meeting on May 3rd to follow our decision rules for students to be properly placed for the next school year in terms of Honors or for support during academic success. Also, the MS team will have a brief meeting on May 5th to design our rubric and other classroom resources for next year's academic success class.

Our district champions were in the first in-depth training of the K-12 Mosaic Social Emotional Learning program on April 15th. Our professional development that comes with this program will most likely start next school year and will be rolled out throughout the school year. With us being granted a second year on our pilot, this is going to help our district take our time and implement this program with fidelity.

6. SUPERINTENDENT REPORT

Tenure Listing for 2021-2022SY

Jacob Brummer, High School, Science

Kylie Corkern, Middle School, Art

Stephanie Flint, Elementary, Counselor

Ashley Ford, Middle School, Language Arts & Science

Heather Schultz, Middle School, Language Arts

Enrollment

Student enrollment went up 8 students since last month. (Most students moved to Cozad from out of state)

Legislative Update

Mr. Wymore spoke to the board about the new legislative updates and the bills that may affect school districts in Nebraska.

7. CONSENT AGENDA

Motion to approve the consent agenda, as presented 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, Michele Starman: Yea
Yea: 6, Nay: 0

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

- Board of Education Regular Meeting, Monday, March 15, 2021, 7pm

7.2. Congratulations, Condolences, Correspondences

7.3. Classified Resignations

Zach Stauffer, Middle School, SpEd/TLC Paraprofessional & High School Head Girls Basketball Coach

7.4. Classified Hires

Karmen Morse, Afterzone Director

7.5. Standing Reports

7.5.1. Sub Reports

7.5.2. Nutrition Services SNP Claim for Reimbursement Summary

SFSP: \$85,528.35

SNP: \$826.56

Total: \$86,354.91

7.5.3. Bus Route Averages

7.6. Salary Advancement Applications

Karysn Bell

University of Nebraska-Lincoln, Issues in Early Childhood Special Education, 3 Hours
University of Nebraska-Lincoln, Early Childhood Assessment, 3 Hours
University of Nebraska-Lincoln, Foundation of Educational Research, 3 Hours
University of Nebraska-Lincoln, STEM in Early Childhood Education, 3 Hours
University of Nebraska-Lincoln, Medically Fragile Infants, 3 Hours
University of Nebraska-Lincoln, Language Development, 3 Hours

Ashley Bown

Western Governors University, Curriculum Evaluation, 2 Hours
Western Governors University, Curriculum Design, 2 Hours
Western Governors University, Assessment for Student Learning, 2 Hours
Western Governors University, Differentiated Instruction, 2 Hours
Western Governors University, Research Questions and Literature Review, 2 Hours
Western Governors University, Research Design and Analysis, 2 Hours
Western Governors University, Research Proposals, 2 Hours
Western Governors University, Research Foundations, 2 Hours
Western Governors University, MS: Curriculum and Instruction Capstone, 6 Hours

Trey Botts

University of Nebraska-Kearney, Art Education Research Methods, 3 hours
University of Nebraska-Kearney, Visual Culture and Studio Practice, 3 hours
University of Nebraska-Kearney, Curriculum Development and Assessment in PK-12 Classrooms, 3 Hours
University of Nebraska-Kearney, History: Theories and Philosophies of Art Education, 3 hours
University of Nebraska-Kearney, Multicultural Art in the Elementary and Secondary Curriculum, 3 Hours
University of Nebraska-Kearney, Art for Students with Diverse Needs, 3 hours

Kylie Corken

University of Nebraska-Kearney, Art Education Research Methods, 3 hours
University of Nebraska-Kearney, Visual Culture and Studio Practice, 3 hours
University of Nebraska-Kearney, Curriculum Development and Assessment in PK-12 Classrooms, 3 hours
University of Nebraska-Kearney, History: Theories and Philosophies of Art Education, 3 hours
University of Nebraska-Kearney, Multicultural Art in the Elementary and Secondary Curriculum, 3 hours
University of Nebraska-Kearney, Art for students with Diverse Needs, 3 hours

Brent Frauen

University of Nebraska-Kearney, Principal as Instructional Leader, 3 hours

University of Nebraska-Kearney, Activity Director, 3 hours

University of Nebraska-Kearney, Administrators trends and Issues, 3 hours

Mark Messner

University of Nebraska-Kearney, Foundations of Music Education, 3 hours

Arika Russell

Augustana University, Five Keys to Reading Instruction, 3 hours

Caitlin Smith

Doane University, SEL- Building a Classroom into Community, 3 hours

Doane University, Research Methods, 3 hours

Doane University, Assessment for Learning, 3 hours

David Squiers

Northwest Missouri State University, Practicum for School Leadership (K-12):Capstone

Jennifer Walls

University of Nebraska- Kearney, Organization of School Library/Technology Resources, 3 hours

University of Nebraska- Kearney, Reference Services and Resources, 3 hours

8. 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 Kiley Goff and a second by Judy Eggleston.

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

Peden: Yea, Michele Starman: Yea

Yea: 6, Nay: 0

8.1. District Treasurer's Report

8.2. District Financial Report

8.3. Check Journal General Fund

8.4. Check Journal Lunch Fund

8.5. Activities Financial Report

8.6. Activities Check Journal

8.7. BANK STATEMENTS

8.7.1. Bond Fund

8.7.2. Building Fund

8.7.3. General Fund

8.7.4. Depreciation Fund

8.7.5. Employee Benefit

8.7.6. Student Fees

8.7.7. Lunch Fund

8.8. Standing Financial Reports

8.8.1. Bond Fund Taxes Report

8.8.2. General Fund Taxes Report

8.8.3. Building Fund Taxes Report

9. DISCUSS, CONSIDER AND TAKE ACTION ON CERTIFICATED STAFF CONTRACTS FOR NEW HIRES FOR THE 2021-2022 SCHOOL YEAR

Motion to approve the contracts for Alexandria Trimble, First Grade; Daniel Revelo, Guidance Counselor; Ethan Haarberg, Special Education; Cheyenne Fitzgerald, Kindergarten; Sydney Widick, Third Grade and Tory Gilson, Business Marketing and Information Technology for the 2021-2022 school year Passed with a motion by Ann Burkholder and a second by Kiley Goff.

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

Yea: 5, Nay: 1

Alexandria Trimble, Elementary, First Grade

Daniel Revelo, High School, Guidance Counselor

Ethan Haarberg, High School, Special Education

Cheyenne Fitzgerald, Elementary, Kindergarten

Sydney Widick, Elementary, Third Grade

Tory Gilson, High School, Business Marketing and Information Technology Teacher

10. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF RESIGNATION OF CERTIFICATED STAFF AT THE END OF THEIR 2020-2021 CONTRACT YEAR

Motion to approve the resignation of certificated staff, Audie Woldt effective at the end of their 2020-2021 contract year 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, Michele Starman: Yea
Yea: 6, Nay: 0

Audrie Woldt, Elementary, Kindergarten

11. DISCUSS, CONSIDER AND TAKE ACTION OF AMGL PROPOSAL FOR 2020-2021, 2021-2022, & 2022-2023 AUDITS

Motion to approve AMGL's proposal to be the Cozad Community Schools auditors for the 2020-2021, 2021-2022 and 2022-2023 school years 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, Michele Starman: Yea
Yea: 6, Nay: 0

12. DISCUSS, CONSIDER AND TAKE ACTION ON THE MIDDLE SCHOOL AND HIGH SCHOOL HISTORY BOOK SERIES

Motion to approve Middle School and High School History Books from McGraw Hill, HMH and Pearson 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, Michele Starman: Yea
Yea: 6, Nay: 0

Middle School

World History 6th & World History 7th

McGraw Hill

Discovering Our Past: A History of the World

8th Grade Social Studies

HMH

United States History: Beginnings to 1877

High School

American Government:

HMH

United States Government

World Geography:

HMH

Global Geography

Psychology:

HMH

Psychology

Sociology:

HMH

Sociology

Economics:

Pearson

Economics

World History

HMH

World History

13. POLICIES TO BE DELETED 4112, 6163, 6500 & 6501

Motion for the deletion of board policies 4112, 6163, 6500 & 6501 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, Michele Starman: Yea
Yea: 6, Nay: 0

13.1. Policy 4112: Line of Authority

Policy to be deleted, contained in Policy 3035: Chain of Command-District Administration

13.2. Policy 6163: Internet-Acceptable Use

Policy 6163 to be deleted, contained in Policy 5037: Student Internet and Computer Access

13.3. Policy 6500: Extra-curricular and Co-curricular Activities

Policy 6500 to be deleted, already contained in Policy 6028: The Extracurricular Activities Program

13.4. Policy 6501: Concussion Awareness

Policy to be deleted, already contained in Policy 6034: Concussion Awareness

14. DISCUSSION

14.1. COVID UPDATES AND RECOMMENDATIONS

Monday, April 26th, Cozad Community Schools will begin to rollback some covid requirements. Students will need to show up to school with a mask and use masks in hallways. Once a student is seated in class they can choose to not wear a mask. Temperature checks and proactive cleaning will continue for the remainder of the school year. If CCS does not experience a spike in COVID cases in two weeks, students would then get to choose if they would want to wear a mask starting May 7th.

14.2. Cozad Community Schools Gas Supplier

Mr. Wymore explained to the board that he had called around for the Choice Gas program estimates and would be making a choice for the school before the deadline.

15. AGENDA SETTING AND FUTURE MEETINGS

Motion to enter closed session for the protection of the public interest or for the prevention of needless injury to the reputation of an individual 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, Michele Starman: Yea
Yea: 6, Nay: 0

Exited Closed session at 8:59pm.

Board of Education Retreat, Wednesday, April 21, 2021, 7pm
Board of Education Regular Meeting, Monday, May 17, 2021, 7pm

GROUP PICTURE!!

16. ADJOURNMENT

Motion to adjourn the meeting at 9:01Pm 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, Michele Starman: Yea
Yea: 6, 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 9:01 PM.

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

Board of Education Retreat

Wednesday, April 21, 2021 7:00 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

Posted Locations:

- Tri-City Tribune
- Cozad Community Schools District Office

Posted Date: 4/15/2021

The meeting was called to order at 7:00 PM

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

1. BOARD OF EDUCATION RETREAT 7:00 P.M.

1.1. Call to Order, Roll Call

President Starman called the meeting to order at 7pm.

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. 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. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

1.3. Excused/Unexcused Board Member Absence

All board members were present.

2. DISCUSSION

2.1. Wilkins Facility Study

Wilkins presented the board with the Cozad Community Schools Facilities Assessment Draft. This is the 1st step in the Wilkins process. The on-site evaluation listed everything that Wilkins saw in the current state that could be improved within the building envelope, mechanical and electrical. The board was presented with the probable cost to for the 4 buildings in the district.

2.2. Superintendent Transition

Mr. Wymore spoke to the board about how he was including New Superintendent Simpson with financials and future purchases. That was it will be a smooth transition.

2.3. ESSERS 2 and American Rescue Plan Funding

Mr. Wymore told the board about the incoming Federal funding and possible uses of funds. He wanted the input from Ms. Simpson as she would be the one showing fund spending.

3. AGENDA SETTING AND FUTURE MEETINGS

Board of Education Regular Meeting- Monday, May 17, 2021, 7pm

4. ADJOURNMENT

Motion to adjourn the meeting at 9:12Pm 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, Michele Starman: Yea

Yea: 6, 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 9:12 PM.

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

6.2. Congratulations, Condolences, Correspondences

Congratulations to Heather and Brandon Schultz on the birth of their son, Conner.

6.3. Classified Resignations

Amber Mathews, Elementary, Title Paraprofessional, effective 5.20.2021
Marge Finnell, Middle School, SpEd Paraprofessional, effective 5.14.2021

6.4. Classified Hires

6.5. Standing Reports

6.5.1. Sub Reports

6.5.2. Nutrition Services SNP Claim for Reimbursement Summary

SNP(Afterzone Snack)-	\$733.44
SFSP-	\$75,970.54

Total:	\$76,703.98
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6.5.3. Bus Route Averages

Average Students Riding Route Bus Per Day

2020-2021

ROUTE	MONTH										TOTAL
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	
South/In Town	22.33	22.70	21.00	22.50	24.43	22.17	28.75	25.41	25.10		214.39
Northeast	24.77	20.90	24.00	23.11	21.64	21.47	20.06	17.86	23.00		196.81
North/Northwest/In Town	34.33	41.55	40.05	36.40	38.43	30.71	29.44	32.05	23.50		306.46
TOTAL AVERAGE	81.43	85.15	85.05	82.01	84.50	74.35	78.25	75.32	71.60	0.00	717.66
SpEd	11.44	10.55	11.20	9.94	8.57	13.76	14.68	12.36	12.55		105.05

Total Mileage of Bus Routes

2020-2021

ROUTE	MONTH										TOTAL
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	
South/In Town	655	1429	1324	1271	1010	1217	1185	1442	1379		10912
Northeast	591	1305	1339	1199	929	1139	1012	1443	1372		10329
North/Northwest/In Town	674	1364	1246	1139	1068	1116	1041	1407	1158		10213
TOTAL MILES	1920	4098	3909	3609	3007	3472	3238	4292	3909	0	31454
SpEd	138	353	272	233	206	320	314	351	339		2526
TOTAL MILES (with SpEd)	2058	4451	4181	3842	3213	3792	3552	4643	4248	0	33980

7. APPROVAL OF BOND PAYMENT

Bond Payment for \$253,287.75

8. FINANCIAL REPORTS AND CLAIMS

8.1. District Treasurer's Report

8.2. District Financial Report

8.3. Check Journal General Fund

8.4. Check Journal Lunch Fund

8.5. Activities Financial Report

8.6. Activities Check Journal

8.7. BANK STATEMENTS

8.7.1. Bond Fund

8.7.2. Building Fund

8.7.3. General Fund

8.7.4. Depreciation Fund

8.7.5. Employee Benefit

8.7.6. Student Fees

8.7.7. Lunch Fund

8.8. Standing Financial Reports

8.8.1. Bond Fund Taxes Report

8.8.2. General Fund Taxes Report

8.8.3. Building Fund Taxes Report

9. DISCUSS, CONSIDER AND TAKE ACTION ON THE RESPONSIBLE USE AGREEMENT & TAKE HOME AGREEMENT FOR 2021-2022

10. DISCUSS, CONSIDER AND TAKE ACTION ON FOOD SERVICE CONTRACT RENEWAL WITH OPAA! FOOD MANAGEMENT INC. FOR THE 2021-2022 SCHOOL YEAR

This is our 4th year with OPAA! In 2021-2022 Cozad Community Schools will ask for bids.

11. DISCUSS, CONSIDER AND TAKE ACTION ON 2021-2022 PROPOSED CLASSIFIED HOURLY PAY RATE

12. DISCUSS, CONSIDER AND TAKE ACTION ON OFFERING COZAD COMMUNITY WELLNESS CENTER STIPENDS TO STAFF FOR THE 2021-2022 SCHOOL YEAR

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 2020-2021 school year, punch cards were selected by 46 employees and memberships were selected by 38 employees. The benefit total was \$8,250.

13. DISCUSS, CONSIDER AND TAKE ACTION ON PROPOSED BOARD OF EDUCATION REGULAR MEETING CALENDAR FOR 2021-2022

14. DISCUSS, CONSIDER AND TAKE ACTION ON CERTIFICATED STAFF CONTRACTS FOR NEW HIRES FOR THE 2021-2022 SCHOOL YEAR

Kenna Storrs, Elementary

15. POLICIES TO BE DELETED 4113.2, 4114, 4116.1, 4120, 4134, 4139, 5130.4, 5136, 5138, 5140, 5152, 5203, 6115, 6200, 6212, 6286, 6502

15.1. Policy 4113.2- Non-Discrimination Complaint Form: Discrimination, Harassment or Retaliation

Policy to be deleted, no longer needed

15.2. Policy 4114- Time of Arrival and Departure of teachers

Policy to be deleted, contained in Policy 4024-Teachers' Rights, Responsibilities and Duties and District Handbook

4024

Teachers' Rights, Responsibilities and Duties

All certificated employees shall assume the duties and responsibilities assigned by the superintendent or designee. Teachers' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Teachers must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All teachers must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community.

Adopted on: 12/17/18

Revised on: _____

Reviewed on: _____

Policy 4114: Time of Arrival and Departure of Teachers

Teachers shall report for duty at 7:45 a.m. on all contractual days. All teachers shall remain on duty until 4:00 p.m. All requests must contain reasons for the deviations of this policy. The Principal has the right to approve or disapprove this request. Occasionally, the Principal will call meetings that extend beyond these hours and the teacher will be at these meetings.

Adopted 12-4-98

Updated 8-12-02

Revised 5.11.2009

15.3. Policy 4116.1- Fair Dismissal Procedures

Policy to be deleted, contained in Policy 4030- Evaluation of Certificated Employees

Policy 4116.1: Fair Dismissal Procedures

The Cozad Board of Education may dismiss or not re-employ teachers under the guidelines of a fair dismissal policy. The policy shall be that all teachers shall be notified in writing of any undesirable traits or practices which may endanger his/her maintaining his/her position. The teacher shall be given sufficient time to improve except in extremely serious circumstances. If the teacher is not satisfied with the Board's decision, he may appeal to the Board for a hearing.

Adopted 12/7/98

Reviewed 5.11.2009

4030 Evaluation of Certificated Employees

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: 12/17/18

Revised on: _____

Reviewed on: _____

15.4. Policy 4120- Code of Ethics

Policy to be deleted, contained in Policy 4023- Professional Ethics, Policy 4053- Conflict of Interest, Policy 4009- Restrictions on Employees Receiving Gratuities

4009
Restrictions on Employees Receiving Gratuities

An employee who, because of his or her employment by the school district, receives any bonus merchandise or gift with a value over \$100.00 must disclose the receipt of such gift to the superintendent, who will then report that gift to the board. No certificated staff member may accept any gift which will impair the professional judgment of the recipient.

Employees are directed to discourage merchants from offering bonus paraphernalia in exchange for the school's patronage in circumstances which benefit the district but do not benefit the employee personally, unless it is consistent with Nebraska law, NDE rules, the staff member's contract, and board policy. At no point can an employee accept a gift, payment, or other thing of value for purposes of their own personal gain or benefit, to influence their judgement as a public employee, or otherwise use their position for personal gain if accepting it would violate Nebraska law, NDE rules, the employee's contract, or board policy.

Adopted on: 9/17/18

Revised on: _____

Reviewed on: _____

4023
Professional Ethics

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certificated employees are responsible for reading, understanding, and complying with these standards.

Adopted on: 12/17/18

Revised on: _____

Reviewed on: _____

4053 Conflict of Interest

Any school district employee who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For the purposes of this policy:
 - a. Business with which an employee is associated shall include the following:
 - (1) A business in which the employee or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
 - (2) A business in which the employee or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or he or she, or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the employee reports the name and address of the company and stockbroker.
 - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
2. Contracts with the School District.
 - a. No employee or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular business hours the proposals considered and the contract awarded.

- b. The existence of any conflict of interest in any contract in which the employee has an interest and in which the school district is a party, or the failure to make public the employee's interest known, may render a contract null and void.
 - c. The prohibition of a conflict of interest or requirement for public notice shall apply when the employee, or his or her immediate family (parent, spouse, or child) has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.
3. Employing Members of the Immediate Family.
- a. An employee may employ or recommend or supervise the employment of an immediate family member if:
 - (1) The employee does not abuse his or her position.
 - (a) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
 - (2) The employee makes a reasonable solicitation and consideration of applications for employment.
 - (3) The employee makes a full disclosure on the record to the governing body of the school district and to the secretary of the board.
 - (4) The board approves the employment or supervisory position.
 - b. The employee shall not terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

4. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

- a. No employee shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:
 - (1) a public official, public employee, or candidate.
 - (2) a member of the immediate family of an individual listed in Subparagraph 'a' above.
 - (3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.
- b. No employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.
- c. An employee shall not use or authorize the use of his or her public employment or any confidential information received through the public employment to obtain financial gain, other than compensation provided by law, for himself or herself or a member of his or her immediate family, or a business with which he or she is associated.
- d. An employee shall not use or authorize the use of personnel, resources, property, or funds under that person's official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items for personal financial gain, other than compensation provided by law.

5. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, an employee shall not authorize the use of school district personnel, property, resources, or funds for the purpose of campaigning for or against the nomination

or election of a candidate or the qualification, passage, or defeat of a ballot question.

- b. This does not prohibit an employee from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
 - c. This does not prohibit an employee from discussing and voting upon a resolution supporting or opposing a ballot question.
 - d. This does not prohibit an employee under the direct supervision of a public official from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - e. An employee may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the school district. However, this shall not be done during a time that the individual is engaged in his or her official duties.
6. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: 3/18/19

Revised on: _____

Reviewed on: _____

Policy 4120: Code of Ethics

Teachers shall not act as agents or accept commissions, or other rewards for books or other school of educational materials, the selection or purchase of which they may influence.

Adopted 12/5/98

Reviewed 5.11.2009

15.5. Policy 4134- Committees/Meetings

Policy to be deleted, already contained in the District Handbook

Policy 4134: Committees/Meetings

Teachers will occasionally be asked to serve on committees which will be formed during the course of the year for the improvement of some phase of the school program.

Adopted 12/7/98

Reviewed 6.15.09

15.6. Policy 4139-Care of Equipment

Policy to be deleted, contained in District Handbook

Policy 4139: Care of Equipment

Teachers shall be responsible for the proper care of all books, materials, apparatus, supplies and furniture owned by the School District. Any teacher sharing a classroom and/or equipment with another must assume equal responsibility for that room and/or equipment.

Adopted 12/7/98

Reviewed 6.15.09

15.7. Policy 5136- Citizenship

Policy to be deleted, already contained in Policy 5041- Student Government

Policy 5136: Citizenship

Being a citizen of the United States, of Nebraska and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students shall have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students shall be instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community, the value of active participation and the practice of civil discourse. Instruction will also be aimed at developing patriotism, recognizing patriotic holidays and a reverence for the flag, developing an understanding of our nation's history and its constitution, and gaining an understanding of the dangers and fallacies of other forms of government.

Legal Reference: Nebraska Statute 79-724

Approved 7.81.2011

5041
Student Government

Students are encouraged to formulate and participate in elective and representative student government activities. The organization, operation and scope of the student government shall be administered by the superintendent or designee.

Adopted on: 6/17/19

Revised on: _____

Reviewed on: _____

15.8. Policy 5138- Sneak Day

Policy to be deleted, no longer needed

Policy 5138: Sneak Day

The practice of students participating in a "sneak day" does not contribute to the educational program of the student. There will, therefore, be no "sneak day" for any student group. Described by this Policy and as defined by statute.

Updated 12/8/98

Review 3.15.2010

15.9. Policy 5140- Student Conduct on Buses

Policy to be deleted, contained in Policy 5044-Safe Pupil Transportation Plan

Policy 5140: Student Conduct on Buses

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, the board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

The driver of a school bus shall be responsible for safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the supervisor of transportation or the principal of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. In such cases, the parents of the children involved will be responsible for seeing that their children get to and from school safely.

The student may also face detention, suspension, or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Approved 4-12-04

Review 4.13.2010

Reviewed 6.14.2010

5044
Safe Pupil Transportation Plan

It is the goal of the school district to provide safe, comfortable and reliable transportation for bus-riding school children.

1. Emergency Procedures

a) Mechanical breakdown

In the event of a mechanical breakdown, the driver will:

- 1) Stop the vehicle in a safe location
- 2) Keep passengers in the vehicle, if it is safe to do so
- 3) Take steps to warn motorists, by activating hazard lights and placing emergency triangles
- 4) Radio or call for assistance

b) Injuries/Medical Emergencies

If a student is seriously injured or suffers from a medical emergency, the driver will stop the vehicle at the first safe opportunity. The driver will provide emergency medical assistance in accordance with the driver's first aid training. The driver will notify the school district of the emergency using the radio or other communication equipment. The district will then summon emergency medical services by immediately calling 911 and notify administrative personnel.

c) Severe Weather

1) Tornadoes.

If the driver determines that there is likelihood that a tornado will hit the vehicle, and there is not an escape route available or time to drive to a safe location, the driver will evacuate the vehicle, taking only the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the vehicle far enough away from the vehicle so that it will not roll over on the students. The driver should instruct students to cover their heads with their arms. If the students are wearing coats or jackets, they can be used to provide additional protection for their heads and bodies. If there is no time to evacuate the students after stopping the vehicle, the driver should have the students remain in

their seats and assume a protective position with their heads below window level.

2) **Winter Weather**

If the school district or driver determines that a trip is too dangerous to drive due to winter weather conditions, the district will cancel the trip.

Parents should ensure that students are appropriately dressed for winter conditions.

d) **Weapons, Hazardous Substances and Dangerous Contraband**

If a driver discovers that a passenger may have a weapon, hazardous substance or other dangerous contraband on the vehicle, he or she should remain calm and call for assistance. The driver should not inform passengers of the presence of the weapon or other contraband.

e) **Terroristic Threat**

If a driver receives a terroristic threat that he or she deems credible, he or she will notify the school district of the threat using the radio or other communication equipment. After consulting with school officials, the driver will determine whether the threat requires evacuation of the bus. The school will promptly notify the authorities of the threat.

For purposes of this policy, a terroristic threat is a threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of the bus or in reckless disregard of causing such terror or inconvenience

f) **Emergency Incident Reports**

Drivers will provide written documentation of any of the emergency events specified in this policy by completing the incident form attached hereto. This documentation must be submitted to the school administration within 24 hours of the event.

2. **Drop-off**

Drivers will drop students off at a location pre-determined through communication between the school district and

parents/guardians. In the event the drop-off location is uncertain or appears to be unsafe, the driver will communicate with school staff in the building to seek additional guidance.

In no event will a driver drop a student off in a location which in the reasonable judgment of the driver appears to be unsafe. Drivers who believe the drop-off location to be unsafe shall release students directly into the custody of a parent/guardian or shall return students to their school building.

3. **Evacuation of Students With Disabilities**

The transportation supervisor, in consultation with bus drivers and members of the administrative team, shall develop a written emergency evacuation plan for each bus route. The plan shall include an assessment of each student's ability to evacuate himself or herself as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any equipment on the bus that would aid in the actual evacuation.

4. **Student Behavior on School Vehicles**

Riding school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles.

a) **Rules of Conduct on School Vehicles:**

- 1) Students must obey the driver promptly.
- 2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3) Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- 4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.

- 6) Students are prohibited from throwing or passing objects on, from, or into vehicles.
- 7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- 10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 12) Student must respect the rights and safety of others at all times.
- 13) Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.
- 14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
- 15) Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) **Consequences**

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include:

- 1) Note home to parents
- 2) Suspension of bus riding privileges

- 3) Exclusion from extracurricular activities
- 4) In-school suspension
- 5) Short term or long term suspension from school
- 6) Expulsion

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) **Records**

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

Adopted on: 6/17/19

Revised on: _____

Reviewed on: _____

15.10. Policy 5152- Student Library Circulation Records

Policy to be deleted, contained in Policy 5015- Protection of Pupil Rights

5015
Protection of Pupil Rights

The Board of Education respects the rights of parents and their children, and has adopted this policy in consultation with parents to comply with the federal Protection of Pupil Rights Amendment (PPRA).

1. Surveys

- a. Surveys Created by a Third Party
 - i. This section applies to every survey:
 - (1) that is created by a person or entity other than a district staff member or student;
 - (2) regardless of whether the student answering the questions can be identified; and
 - (3) regardless of the subject matter of the questions
 - ii. Parents have the right to inspect any survey created by a third party before that survey is distributed to their student.
- b. Surveys Requesting Particular Sensitive Information
 - i. Sensitive information shall include:
 - (1) Political affiliations or beliefs of the student or the student's parent(s);
 - (2) Mental or psychological problems of the student or the student's family;
 - (3) Sexual behavior or attitudes;
 - (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - (5) Critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) Legally recognized privileged or analogous relationships, such as those of lawyers; physicians, and ministers;
 - (7) Religious practices, affiliations, or beliefs of the student or student's parent(s); or
 - (8) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.
 - ii. No student shall be required to submit to a survey, analysis, or evaluation that requests sensitive information.
 - iii. If a survey requesting sensitive information is funded, in whole or in part, by a program administered by the U.S. Department of Education, the school district must obtain the

- written consent of a student's parent(s) before the student participates in the survey.
- iv. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey (created by any person or entity, including the district) containing any sensitive information.
 - v. Parents have the right to inspect any survey which requests sensitive information before that survey is distributed to their student.
- c. Survey Inspection Requests
- i. School officials shall inform parents of their right to inspect surveys requesting sensitive information before the surveys are distributed to any student.
 - ii. All survey inspection requests must be in writing to the building principal and delivered to the building principal prior to the date on which the survey is scheduled to be administered to the students.
 - iii. The principal shall respond to survey inspection requests without delay.

2. Invasive Physical Examinations

- a. The term "invasive physical examination" means:
 - i. any medical examination that involves the exposure of private body parts; or
 - ii. any act during such examination that includes incision, insertion, or injection into the body; and
 - iii. does not include a hearing, vision, or scoliosis screening.
- b. Parents may refuse to allow their student to participate in any non-emergency, invasive physical examination or screening that is:
 - i. required as a condition of attendance;
 - ii. administered by the school and scheduled by the school in advance; and
 - iii. not necessary to protect the immediate health and safety of the student, or of other students.
- c. This policy does not apply to any physical examination or screening that:
 - i. is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;

- ii. is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*)
- iii. is otherwise authorized by Board policy.

3. Collection of Personal Information from Students for Marketing

- a. The term "personal information" means individually identifiable information including:
 - i. student's and parent(s)' first and last name;
 - ii. home or other physical address;
 - iii. telephone number; and/or
 - iv. social security number.
- b. No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or for selling that information.
- c. This policy does not apply to the collection, disclosure or use of personal information for the exclusive purpose of providing educational services to students, such as the following:
 - i. post-secondary education recruitment;
 - ii. military recruitment;
 - iii. tests and assessments to provide cognitive, evaluative, diagnostic or achievement information about students; and/or
 - iv. student recognition programs.

4. Inspection of Instructional Material

- a. Definition
 - i. The term "instructional materials" means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet).
 - ii. The term does not include academic tests or academic assessments.
- b. Parents may inspect, upon their request, any instructional material used as part of their child's education curriculum.
- c. Curriculum inspection requests must be made to the building principal in writing.
- d. Building principals shall respond to inspection requests within a reasonable amount of time.

5. Notification of Rights and Procedures

- a. The superintendent shall notify parents of:
 - i. this policy and its availability upon request from the office of the district;
 - ii. how to opt their child out of participation in activities as provided for in this policy;
 - iii. the approximate dates during the school year when a survey requesting personal information is scheduled or expected to be scheduled; and
 - iv. how to request access to any survey or other material described in this policy.
- b. This notification shall be given to parents as least annually, at the beginning of the school year and within a reasonable period after any substantive change in this policy.

Adopted on: 4/8/19

Revised on: _____

Reviewed on: _____

Policy 5152: Student Library Circulation Records

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries and media center. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may assess such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may assess the student's library circulation records without the approval or the notification of the student's parents.

It shall be the school librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying shall be charged.

It shall be the responsibility of the superintendent in conjunction with the school librarian, to develop administrative regulations regarding this policy.

Adopted 2-10-03

Approved 3-10-03

Reviewed 6.14.2010

15.11. Policy 5203- Academic Progress

Policy to be deleted, already contained in Policy 5019-Communicating with Parents

Policy 5203: Academic Progress

The Superintendent will be responsible for implementing a uniform system for appraising and reporting the development of students' academic and behavioral skills.

Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher. Written reports of student progress will be made available to parents at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held in both the elementary and junior-senior high school each year. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Adopted 7/18/16

5019
Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing, either through communication from the school or through parental access to the district's student information system. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail, electronic communication, telephone calls, by personal contact or other appropriate method. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school. By providing the school district with their telephone number(s), parents agree to receive notifications from the school district's automatic notification system.

Adopted on: 4/8/19

Revised on: _____

Reviewed on: _____

15.12. Policy 6115- Fire Drills

Policy to be deleted, contained in District Handbook and Policy 3041- Crisis Team Duties

Policy 6115: Fire Drills

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

The frequency of fire drills shall be as follows:

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

The manner of conducting fire drills shall be as follows:

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

Crisis Plans

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

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

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

Date of Adoption: 07/20/2015

3041

Crisis Team Duties

The crisis team is responsible for planning for the safety and security of the school, staff, and students. The teams will respond to and manage any safety or security incident that occurs in the school setting or which has the potential to disrupt the orderly operation of the school system.

1. Membership on and Chair of Team

The superintendent will appoint members to serve on the crisis team.

If the superintendent does not serve on the crisis team personally, he/she shall appoint an individual to serve as the chair of the crisis team. The chair of the crisis team shall have the responsibility of scheduling crisis team meetings, documenting crisis team actions and reporting to the board at least annually on the district's All-Hazard School Safety Plan and other activities of the crisis team.

2. Meetings of the Crisis Team

The crisis team will meet at least twice annually with representatives from local law enforcement and local fire and rescue personnel. At these meetings, the team will coordinate with local agencies to prepare for and communicate about a variety of real world scenarios.

The crisis team will meet at such additional times as necessary to fulfill the duties given to it pursuant to this policy.

3. School Self-Assessment

The crisis team shall conduct the self-assessment created by the Nebraska Department of Education as part of its School Safety and Security Standards. This assessment shall be conducted for each school building. The team shall report the results of this self-assessment to the superintendent and to the board of education.

Either the superintendent or the chair of the safety committee will also report the results of the self-assessment to the Nebraska Department of Education.

4. All-Hazard School Safety Plan

The crisis team will create an All-Hazard School Safety Plan. The plan must be customized to the needs of each of the school district's buildings. The plan must include all of the components required by the School Safety and Security Standards adopted by the Nebraska Department of Education, and shall meet at least the minimum indicators set by those Standards.

The crisis team shall share a copy of the district's All-Hazard School Safety Plan with local authorities and first responders.

The chair of the crisis team shall provide a copy of the district's All-Hazard School Safety Plan to the NDE Security Assessor at least one-week prior to the assessor's scheduled visit to the district.

5. Standard Response Protocol (SRP)

Crisis team shall be knowledgeable about the Standard Response Protocol promoted by the "I love u guys" Foundation.

The crisis team will coordinate with members of the administrative team to arrange for all students, employees and other individuals who routinely use the district's facilities to receive SRP training and guidance.

The crisis team will assess the need for SRP to be implemented at off campus locations where students may be present for school activities.

The crisis team will confer with individuals knowledgeable about students, staff or patrons who may have special needs in order for those individuals to be able to understand and implement the SRP.

6. Consultation With Building Principals

The crisis team shall confer with the principal of each building within the district to ensure that visible signage is present in each building which meets the needs of local emergency responders

The crisis team will review the utility of non-required drills in light of the needs and unique circumstances present within each building within the district. Non-required drills recommended by NDE include lock-down, lock out, evacuation, shelter and reunification process. The crisis team will consult with building principals to review both required and non-required drills.

7. Consultation with Threat Assessment Team

The crisis team will consult with members of the threat assessment team to determine if the district’s All-Hazard School Safety Plan has been appropriately implemented and if it should be modified or updated.

8. Review of Training

The crisis team shall review the training which the school system provides for specified employees in required areas to comply with local, state, and federal regulations.

The crisis team shall also review any non-required training which could be provided to appropriate staff to increase the safety and security of the school district and its students, staff and patrons. If the team believes such non-required training would be beneficial, it shall recommend to the superintendent that the training be provided to the identified staff member at district expense.

9. Communication with School Community and Stakeholders

The crisis team will work continuously to improve communication with the school community and relevant stakeholders. This communication shall include, but not be limited to, the communication strategies and protocols identified in the district’s All-Hazard School Safety Plan.

10. Communication with the Board of Education

The crisis team will report to the board at least annually on its activities. This report may be included as part of the superintendent’s report at a regular board meeting.

Adopted on: 07/16/18
Revised on: _____
Reviewed on: _____

15.13. Policy 6200- Chapter 1 Programs

Policy to be deleted, contained in Policy 5057-District Title 1 Parent and Family Engagement Policy and Policy 6010- Special Education

Policy 6200: Chapter I Programs

Education of the Handicapped

The Legislature desires to reaffirm its position that all children in the State of Nebraska, regardless of physical or mental capacity, are entitled to a meaningful educational program. It shall be the duty of the Board of Education of every School District to provide or contract for special education programs for all resident children who would benefit from such programs. Such programs shall include, but not be restricted to the development of self-realization, social awareness, economic fullness, and civic responsibility. (Section 1 043-638 of Nebraska School Law. Also see Policy 6203 otherwise referred to as LB403)

Adopted 12/8/98

Reviewed 7.12.2010

5057

District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to

improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: 10/19/2020

Revised on: _____

Reviewed on: _____

6010
Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: 3.15.2021

Revised on: _____

Reviewed on: _____

Special Education Procedures (Updated February 2019)

The following procedures describe the steps that the school district will generally follow in implementing certain portions of the Individuals with Disabilities in Education Act and Rules 51 and 52 of the Nebraska Department of Education (NDE). If any procedure described herein conflicts with or is inconsistent with state or federal laws or regulations, the law or regulation will control. Nothing in the following procedures creates any enforceable right, educational entitlement or procedural protection that is separate from or in addition to the rights provided by state and federal law and regulation.

Free Appropriate Public Education (FAPE) (Rule 51 § 004.01; 34 § CFR 300.101)

Except as otherwise provided by law, the school district will ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a FAPE, which includes special education and related services to meet their unique needs and the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons.

The school district will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

Full Education Opportunity Goal and Program Options (Rule 51 § 004.11A; 34 CFR § 300.109)

The school district provides full educational opportunities to all children with disabilities aged birth to 21. The school district does this, in part, by:

- Offering and providing a free appropriate public education (FAPE), including special education and related services, and complying with all state and federal special education laws and regulations;
- Making available to children with disabilities a variety of educational programs and services that are available to nondisabled children including, but not necessarily limited to, art,

music, industrial arts, consumer and homemaking education, and vocational education

- Working collaboratively with parents, teachers, guidance counselors, other school staff members, community agencies, educational service units, and other school districts to review and/or offer appropriate course offerings and other educational opportunities;
- Providing supplementary aids, services, and other effective supports determined appropriate and necessary by the child's IEP Team, to ensure that students have an equal opportunity to participate in academic, nonacademic, and extracurricular services and activities;
- Collecting and examining data; and
- Staff development activities

The timetable for accomplishing this goal is immediate and ongoing. The school district accomplishes this goal by taking the above steps on a regular, scheduled, and ongoing basis as well as on an unplanned basis when the need arises for each individual student.

Child Find Process (Rule 51 § 006.01A and Rule 52 § 006.01; 34 CFR § 300.111)

To identify, locate and evaluate children residing within the geographic boundaries of the school district who may qualify for special education (including homeless children and wards of the State), the school district will take the following practical steps:

- a) announce in mailings sent to families with school-aged children at least annually that the school district will identify and verify children at no charge for possible disabilities;
- b) include information about the identification and verification of children for possible disabilities at no charge in mailings sent to patrons, homeless shelters, and Health and Human Service offices located in the school district at least annually; and
- c) accept referrals for evaluation directly from parents, school personnel, and other state and regional agencies.

Student Assistance Teams (Rule 51 § 006.01B). The school district will use student assistance teams to develop individualized programs of support for students who may be experiencing difficulties in school. The school district will generally work to assist a student through the SAT

process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51 of the Nebraska Department of Education.

The SAT will be an ad hoc group created around a student, and will generally include building staff with expertise in the specific content area(s) identified as problematic for the student. The SAT may also involve other interested or relevant staff and may, but is not required to, include the student's parent.

The team will review the strengths and interests that are unique to the student and determine the academic or social challenges the student is facing at school. The team will then develop ideas and strategies that may help the student be more successful in school.

If the SAT determines that appropriate general education interventions have been attempted without success, it will consider evaluating the student for eligibility under Section 504 of the Rehabilitation Act or referring the student to the multidisciplinary team for evaluation pursuant to Rule 51.

Multidisciplinary Evaluation Team (Rule 51, § 006.03 and Rule 52 § 006.09). The school district will appoint a Multidisciplinary Evaluation Team (MDT) which will be responsible for making all verification decisions pursuant to the qualification criteria in Rule 51 of the Nebraska Department of Education. The MDT will analyze, assess, and document the needs of each student, and the MDT's compiled information will be used on the Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) if the MDT determines that the student qualifies for special education.

The MDT will not base a student's verification upon 1) lack of appropriate instruction in reading as contemplated in Section 614(a)(5)(A) of the Individuals with Disabilities Education Act of 2004, 2) lack of instruction in math, or 3) limited English proficiency.

If a nonpublic school student qualifies for the school district's special education program, an administrator or other designated representative of the student's nonpublic school shall be appointed as a member of the student's MDT.

Referral Procedures for Infants and Toddlers (Rule 52 § 006.01-006.03).

The school district will make a referral for a child under the age of three to the agency responsible for providing services coordination in the Planning Region as soon as possible but in no case later than seven (7) days after becoming aware of the infant's or toddler's potential eligibility for early intervention services. A child under the age of three who is the subject of a substantiated case of child abuse or neglect; or is identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure must be referred to the Early Intervention Program (the agency responsible for providing services coordination in the Planning Region).

Except as otherwise allowed by law or regulation (see Rule 52 § 006.02B), the school district must complete the screening; complete the initial evaluation and assessments; and participate in the initial individualized family service plan (IFSP) within 45 calendar days from the date of referral.

IEP Meetings (Rule 51 § 007.09A–C, G–H)

Each student's IEP team will meet initially to develop the student's IEP within 30 calendar days of the determination that the student qualifies for special education. Thereafter, each IEP team will meet at least once annually to determine whether the annual goals of the student's IEP are being achieved. The student's IEP team will also ensure that the student's IEP is in effect at the beginning of each school year. The school district will encourage the consolidation of reevaluation meetings with other IEP Team meetings to the extent possible. The school district and parents may agree to meeting participation by video conference, conference call, or other electronic or alternative means.

Pre-Meeting Procedures. Staff members may engage in activities such as researching placements and service options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings prior to and in preparation for IEP team meetings. Actual IEP and placement decisions, however, will not be made until concerns and input of parents and other members of the IEP team are received and considered at an IEP meeting. Although staff members may consider possible service and placement options and form opinions about them outside of an IEP meeting, no final decision will be made before full consideration of all data and input from all team members at an IEP team meeting. The school district has no policy of

refusing to consider or use any particular service, program, or placement option.

Individualized Education Program (Rule 51 § 007; 34 CFR § 324)

At the beginning of each school year, the school district will have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in 34 CFR § 300.320 that meets the requirements of 34 CFR § 300.323. The IEP shall be developed, reviewed, and revised for each child with a disability as follows.

Development of the IEP

General. In developing each child's IEP, the IEP Team will consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child.

Consideration of special factors. The IEP Team will:

- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and

communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) Consider whether the child needs assistive technology devices and services.

Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

(i) Appropriate positive behavioral interventions and supports and other strategies for the child; and

(ii) Supplementary aids and services, program modifications, and support for school personnel consistent with law.

Agreement.

(i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the school may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If such changes are made to the child's IEP, the school must ensure that the child's IEP Team is informed of those changes.

Consolidation of IEP Team meetings. To the extent possible, the school must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by *Agreement* as provided above, by amending the IEP rather than by redrafting the entire IEP. Review and revision of IEPs

General. The school will ensure that the IEP Team:

(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address -

(A) Any lack of expected progress toward the annual goals described in 34 CFR § 300.320(a)(2), and in the general education curriculum,

if appropriate;

(B) The results of any reevaluation conducted under 34 CFR § 300.303;

(C) Information about the child provided to, or by, the parents, as described under 34 CFR § 300.305(a)(2);

(D) The child's anticipated needs; or

(E) Other matters.

Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors described above.

Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with the requirement above, participate in the review and revision of the IEP of the child.

Failure to meet transition objectives

Participating agency failure. If a participating agency, other than the school, fails to provide the transition services described in the IEP in accordance with 34 § 300.320(b), the school will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Children with disabilities in adult prisons

Requirements that do not apply. The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and 34 CFR § 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in 34 CFR § 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

Modifications of IEP or placement.

(i) Subject to law, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult

prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of 34 CFR §§ 300.320 (relating to IEPs), and 300.114 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

Contracted Programs (Rule 51 § 013.02).

The school district shall be responsible for the development and maintenance of the IEP and the participation in all IEP meetings and shall assure that IEP meetings are arranged with the contracted program and the parents. Such arrangements may include meetings with the contracted program, the school district, and the parent. Meetings may occur within the district, at the contracted program site, or another site if more appropriate.

IEP Distribution to Parents (Rule 51 § 007.09D, F).

A copy of the IEP will be provided to the parent at no cost. If the IEP is amended, the parent will be provided with a revised copy of the IEP with the amendments incorporated upon request.

Distribution of IEP information to staff (Rule 51 § 007.02C, § 007.02D, and § 007.09E1).

The case manager for each student with an IEP will provide the staff assigned to work with that student with information about the student's disabling conditions, the modifications and accommodations called for in the student's IEP. The case manager will also inform relevant staff of any subsequent changes made to the student's IEP. This information may be provided by: giving staff members a copy of the student's IEP; giving staff members a copy of the accommodations page of the student's IEP; or using any other method reasonably calculated to communicate relevant information to the responsible staff member(s).

Least Restrictive Environment (Rule 51 § 008.01A; 34 CFR 314)

The school district will assure that, whenever possible, all students with disabilities are educated in the same manner and in the same environment as students without disabilities by using supplementary

aids and services. A student with a disability or disabilities will be removed from the regular educational environment and given special services and classes *only* when the nature of the disability does not allow for the satisfactory education of the student in regular classes.

Procedural Safeguard Notice (Rule 51 § 009.06A-D; 34 CFR 504)

A copy of the procedural safeguards will be given by the school district one time per school year. A copy shall also be given to the parent upon: a) initial referral or parental request for evaluation, b) upon request by a parent, c) upon receipt by the school district of the first occurrence of the filing of a complaint under section 009.11 of Rule 51, d) the first occurrence of filing a special education due process case under Rule 55, and e) in accordance with the discipline procedures in section 016 of Rule 51. The notice shall include a full explanation of all procedural safeguards in compliance with section 009.06B of Rule 51. The notice shall be written in English and provided in the native language of the parent as required by sections 009.05C-D of Rule 51.

Evaluation Procedures (Rule 51 § 006.02; 34 CFR.304)

Notice. The school will provide notice to the parents of a child with a disability that describes any evaluation procedures the school proposes to conduct.

Conduct of evaluation. In conducting the evaluation, the school will:

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - (i) Whether the child is a child with a disability; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Other evaluation procedures. The school will ensure that:

(1) Assessments and other evaluation materials used to assess a child:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public school to another public school in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with law, to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under 34 CFR §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(8) Evaluations shall also comply with any additional requirements found in Rule 51, including but not limited to those found in section 006.02.

Review of Existing Evaluation Data (Rule 51, § 006.06). For initial evaluations and reevaluations, the IEP team and other qualified professionals will review all existing educational assessments as well as parental, classroom and other relevant observations in determining whether:

- a) the student is a student with a disability or continues to be a student with a disability qualifying for special education;
- b) a student with a disability needs or continues to need special education services; and
- c) a student with a disability needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum.

Independent Education Evaluation (Rule 51 § 006.07). When a student's parent requests an independent education evaluation, the student's case manager or the district's special education director will respond in writing without unnecessary delay that (1) the school district will initiate a hearing under 92 NAC 55 to show that its evaluation is appropriate OR (2) an independent educational evaluation will be provided at public expense. The written response will (1) include a copy of the board's policy on IEEs and (2) if appropriate, identify at least one qualified individual who meets the policy's criteria within the geographic area.

Confidentiality of Personally Identifiable Information (Rule 51 § 009.03; 34 CFR § 300.123, 34 CFR § 300.610-.626)

Notice to parents. The school must give notice that is adequate to fully inform [parents](#) about the requirements of protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of the Act, including:

- (1) A description of the extent that the notice is given in the native languages of the various population groups in the [district](#);
- (2) A description of the children on whom [personally identifiable](#) information is maintained, the types of information sought, the methods the [district](#) intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- (3) A summary of the policies and procedures that the school will follow regarding storage, disclosure to third parties, retention, and [destruction](#) of [personally identifiable](#) information; and
- (4) A description of all of the rights of [parents](#) and children regarding this information, including the rights under FERPA and implementing regulations in [34 CFR part 99](#).

Before any major identification, location, or [evaluation](#) activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify [parents](#) throughout the [district](#) of the activity.

Access rights. The school will permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school. The school will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to law, or resolution session pursuant to law, and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

- (1) The right to a response from the school to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that the school provide copies of the records

containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

(3) The right to have a representative of the parent inspect and review the records.

The school may presume that the parent has authority to inspect and review records relating to his or her child unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of access. The school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on more than one child. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of types and locations of information. Each participating school must provide parents on request a list of the types and locations of education records collected, maintained, or used by the school.

Fees. The school may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The school may not charge a fee to search for or to retrieve records.

Amendment of records at parent's request. A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the school to amend the information.

The school must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

If the school decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise

the parent of the right to a hearing as provided below.

Opportunity for a hearing. The school must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Result of hearing. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the records the school maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

Any explanation placed in the records of the child under this section must:

- (1) Be maintained by the school as part of the records of the child as long as the record or contested portion is maintained by the school; and
- (2) If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

Hearing procedures. A hearing held under this section must be conducted according to the procedures in 34 CFR § 99.22.

Consent. Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies described below, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99.

- (1) Except as provided in paragraphs (2) and (3) of this section, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.
- (2) Parental consent, or the consent of an eligible child who has

reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with § 300.321(b)(3).

(3) If a child is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

Safeguards. The school will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the school's policies and procedures under 34 § 300.123 and 34 CFR part 99. Each school must maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

Destruction of information. The school must inform parents when personally identifiable information collected, maintained, or used under this policy is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Children's rights. The school has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with § 300.520, the rights regarding educational records in §§ 300.613 through 300.624 must also be transferred to the student. However, the public school must provide any notice required under section 615 of the Act to the student and the

parents.

Enforcement. The school district will follow any policies and procedures the State has in effect, including sanctions that the State uses, to ensure that its policies and procedures consistent with §§ 300.611 through 300.625 are followed and that the requirements of the Act and the stated procedures are met.

Early Intervention Transition (Rule 51 § 005.03, Rule 52 § 008; 34 CFR § 300.124)

The school district shall ensure that students participating in early intervention services experience a smooth and effective transition to preschool programs and/or services provided under Part B of IDEA by following the procedures described in 92 NAC 52-008.

Children Placed In or Referred To a Nonpublic School or Facility by the School District or Approved Cooperative As a Means of Providing Special Education and Related Services (Rule 51 § 015.01; 34 CFR § 300.129)

A special education student may be placed in a nonpublic school or facility, if the student's IEP team develops an IEP for the child in accordance with Section 007 that places the student in the nonpublic school or facility. If a student's IEP team determines that the student will be placed in a nonpublic school or facility, the school district will ensure that the student is provided special education and related services in conformance with the provisions of Rule 51 at no cost to the student or parents. The school district will be responsible for initiating and conducting IEP meetings after the student has been placed in the nonpublic school or facility and will insure that both the parents and representatives from the nonpublic school or facility are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented.

Children Placed In a Nonpublic School by Parents As a Means of Obtaining Special Education and Related Services; FAPE is At Issue (Rule 51 § 015.02; 34 CFR § 300.129)

The school district will not pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if the school made FAPE available to the child and the

parents elected to place the child in a nonpublic school or facility as a means of obtaining special education and related services. However, the school district will include that child in the population whose needs are addressed consistent with Rule 51. Disagreements between a parent and the school district regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures of Rule 55 of the Nebraska Department of Education.

Working with Nonpublic Schools within the Boundaries of the District
(Rule 51 § 015.03B and § 015.03D1a; 34 CFR § 300.129)

The school district will provide written information to each non-public school within its geographic boundaries that the public school will identify and verify children for possible disabilities at no charge. This communication will also inform the non-public school officials, staff and parents about the availability of equitable services for students with disabilities who attend non-public schools that are not within the geographic boundaries of the district.

A student who attends a nonpublic school may participate in the school district's special education program to receive FAPE provided that (1) the student has been verified pursuant to Rule 51 and (2) the student is a resident of the school district as defined by NEB REV. STAT. § 79-215. The student's IEP team will determine the physical location where the student will receive services and will consider whether it is necessary for the student to be transported to the service location. A non-resident student who attends a nonpublic school within the geographic boundaries of the district may receive equitable services if the student has been verified pursuant to Rule 51.

Disagreement between parents and the school district over whether or not the school district has a program available to serve the needs of a special education student, including claims for tuition reimbursement by parents, are subject to the appeal procedures established in Rule 55.

Personnel Standards (Rule 51 § 010; 34 CFR § 300.156)

The school district shall ensure that all personnel are appropriately and adequately trained and prepared to provide special education and related services to children with disabilities as required by law including but not limited to Section 2122 of the Elementary and Secondary

Education Act of 1965, Rule 51, and IDEA. The school district shall ensure that its recruits, hires, trains, and retains such personnel by doing the following:

- 1) Advertising for only qualified candidates.
- 2) Verifying that all personnel hold the required certificate, license, registration, or other credentials and training during the interview process or prior to employment.
- 3) Verifying that all personnel maintain the required certificate, license, registration, or other credentials and training during employment.
- 4) Providing continuing education opportunities and training programs.
- 5) Evaluating personnel performance for compliance with federal and state law and regulations and school district standards and policies.

District-Wide Assessments (Rule 51 § 004.05B, § 004.05C, and § 004.05D; 34 CFR § 300.160)

Each student who has been verified under Rule 51 will participate in district-wide assessments in a manner that is appropriate for the student. Each student's IEP team will determine how the student will participate in district-wide assessments. The method of assessment will be recorded on the student's IEP. Alternate assessments will be administered at the same time that state and district-wide assessments are administered to the student's grade level peers. The school district shall report assessment results to parents, the public, and the Department with the same frequency and in the same detail as they report on the assessment of nondisabled children and/or as required by Rule 51.

Suspension and Expulsion Reporting (Rule 51 § 004.06E; 34 CFR § 300.170)

The school district shall report the incidences, duration, and count of removals, suspensions, and expulsions, and other disciplinary information of children receiving special education services required by 92 NAC 004.06E to the State electronically through the NDE website by June 30th of each year. The report will be disaggregated by race/ethnicity, gender, LEP status, and disability category. If disciplinary discrepancies are occurring in the rate of long-term

suspensions and expulsions of children with disabilities, the school district shall review its policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that they comply with IDEA.

Access to Instructional Materials (Rule 51 § 004.15; 34 CFR § 300.172)

The school district may contract with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials and/or assures the Nebraska Department of Education that it will provide such materials to children with blindness or other children with print disabilities at the same time as other children.

Overidentification and Disproportionality (34 CFR § 300.173)

The school district shall take affirmative steps to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 C.F.R. §300.8. These steps shall include, but not necessarily be limited to:

- Providing staff with technical assistance, professional development, and other educational opportunities;
- Collecting, examining, and reporting data;
- Monitoring, assessing, and providing continuous improvement activities;
- Reviewing school district policies, procedures, and practices.

The school district shall collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring with respect to:

- The identification of children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in 34 C.F.R. §300.8;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The school district will review and analyze the data and any other applicable indicators or information that is needed to adequately measure overidentification and disproportionate representation. In the event that the available information demonstrates inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, the school district shall correct the matter as soon as practicable, but in no case later than any time period required by law.

Prohibition on Mandatory Medication (34 CFR § 300.174)

State and school district personnel shall not require parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation under sections 300.300 through 300.311, or receiving services authorized under IDEA.

Transportation (Rule 51 § 014; 34 CFR § 300.34(c)(16))

The school district shall provide transportation or transportation services to special education students who qualify for it under law as provided in NEB. REV. STAT. 79-1129, Rule 51, and IDEA. This may include paying mileage reimbursement to parents, transporting children with school district vehicles, contracting with a transportation company, or using any other method that is proper and necessary to transport students. Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP if required by law.

Written Notice of Change (Rule 51 § 009.05A-D)

The school district will provide the parents of a student with a disability with prior written notice within a reasonable time before the school district either proposes or refuses to make a change to the student's identification, evaluation, or educational placement, or the provision of a free appropriate public education. The written notice will comply with sections 009.05B-D of Rule 51 of the Nebraska Department of Education.

Informed Parental Consent (Rule 51 § 009.08)

The school district will obtain informed parental consent before: a) conducting an initial evaluation to determine if a child qualifies as a child with a disability, b) conducting a reevaluation, c) initial placement of a child with disabilities in a program providing special education and related services or early intervention services, d) accessing a child's or parent's public benefits or insurance for the first time (and after providing notification to the child's parents consistent with 92 NAC 51-009.90A2); and e) accessing a child's or parent's private insurance proceeds (each time).

Parent Refusal to Consent Under Rule 52 (Rule 52 § 009.02K3)

If a parent refuses to provide consent under Rule 52, the school district may:

- Hold a meeting with the parent(s) to explain how the parent's failure to consent affects the ability of their child to receive early intervention services;
- Provide the parents with written information regarding early intervention services;
- Provide referrals to other agencies, if appropriate; and
- Take other actions or make such other efforts as the school district deems appropriate.

Nothing in these procedures shall override a parent's right to refuse to consent under section 009.03A of Rule 52.

Appointment of Surrogate For Student (Rule 51 § 009.10B)

The school district shall ensure that the rights of students with disabilities are protected by informing the members of the student's IEP team whenever (1) a parent cannot be identified, (2) a parent(s), legal guardian or individual acting *in loco parentis* for the student cannot be located, (3) the child is an unaccompanied homeless youth, or (4) the child is a ward of the State or court. The team will then hold a meeting to discuss and consider whether the school district must appoint a surrogate to participate on the IEP team and fulfill the role of the student's parent. Surrogate parents shall only be appointed when required or allowed by Rule 51 or IDEA. If the district identifies students who may be in need of a surrogate parent, the district will:

1. Attempt to identify and locate the parent;
2. Investigate the legal status of those student(s); and

3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate.
4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed.
5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student.
6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.
7. The surrogate parent shall continue to represent the student until one of the following occurs:
 - a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;
 - b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,
 - c. It is determined that the appointed surrogate parent no longer adequately represents the student.
 - d. The surrogate parent's term has expired.

15.14. Policy 6212- Assessments: Academic Content Standards

Policy to be deleted, contained in Policy 6004- Curriculum Development

6004 Curriculum Development

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The standards shall be the same as the measurable model academic content standards adopted by or required by the State Board of Education and shall cover at least the same grade levels required by the State Board. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Adopted on: 3/16/2020

Revised on: _____

Reviewed on: _____

Policy 6212: Assessments - Academic Content Standards

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

- Language Arts standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in September 2015;
- Science standards that were adopted by the State Board in November 2010; and
- Social Studies standards that were adopted by the State Board in December, 2012.

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

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

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

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

Adopted: August 10, 2009 Reviewed: 6.14.2010 Revised: 7.20.2015

15.15. Policy 6286- Return to Learn From Cancer

Policy to be deleted, already contained in Policy 5023- Student Illness

Policy 6286: Return to Learn From Cancer

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

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

Adopted 07/20/2015 Revised 7/18/16

5023 Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and make arrangements for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

Adopted on: 4/8/19

Revised on: _____

Reviewed on: _____

15.16. Policy 6502- Junior- Senior Banquet & Prom

Policy to be deleted, no longer needed

Policy 6502: Junior-Senior Banquet & Prom

The banquet and prom will end at 12 P.M. and is held in the commons. Any activities after this time will not be part of the school sponsored activities. Sponsorship must come from parents. Expenditures shall be limited to a maximum of \$10 per junior and senior student.

Adopted 12/8/98

Reviewed 7.12.2010

16. APPROVAL OF POLICIES 5049, 6007, 6008, 6011, 6012, 6013, 6014, 6017, 6018, 6032 & THE RENUMBERING OF 5130.4 TO 6028.1

16.1. Policy 5049- Firearms and Weapons

Adopting KSB policy

5049 Firearms and Weapons

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy.

Definition of Weapon. The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle **operated by a nonstudent adult** that are not loaded **and** are encased or are in a locked firearm rack that is on a motor vehicle; or

5. A handgun carried as a concealed handgun by a nonstudent adult who holds a valid permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

Definition of Encased. The term “encased” means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;
2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and
3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second

semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.2. **Policy 6007- Senior Recognition**

Adopting KSB policy

6007
Senior Recognition

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

The three (3) students with the highest GPA will be the graduation speakers. In case of ties for the top three spots, all students tied for the top three (3) will be given the right to speak at graduation.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.3. **Policy 6008- Class Rank**

Adopting KSB policy

6008
Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled.

Students who transfer into the school district will be eligible to be included in class ranking.

Students who transfer into the school district in middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.4. Policy 6011- Fire Instruction and Prevention

Adopting KSB policy

16.5. Policy 6012- Flag Display and Patriotic Observances

Adopting KSB policy

6012
Flag Display and Patriotic Observances

The district shall display the flags of the United States of America and the State of Nebraska prominently on the grounds of every school building each day that school is in session.

Each building principal shall be responsible for the care and display of the flags at his/her assigned building, and shall adhere to the rules and customs pertaining to the use and display of the flags as set forth in the United States Code.

Each day, at the time designated by the building administrator, staff shall ensure that students in grades K-12 will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Pupil participation in the recitation of pledge shall be voluntary. Pupils who elect not to participate shall sit or stand silently and must respect the rights of those students choosing to participate.

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

16.6. **Policy 6013- Teaching Controversial Issues**

Adopting KSB policy

6013

Teaching Controversial Issues

The ability to discuss, listen, and dissent are essential elements of responsible citizenship. The school district encourages students to develop skills in analyzing issues, respecting the opinion of others, distinguishing between fact and opinion, considering all pertinent factors in reaching decisions, and arriving at group decisions.

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

1. The issues discussed must be relevant to the curriculum and be part of a planned educational program.
2. Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
3. The teacher must encourage students to consider and discuss a variety of viewpoints.
4. The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
5. The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
6. The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
7. Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or a school device. However, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Teachers who are unsure of their obligations under this policy must confer with their principal prior to discussing controversial issues in the classroom.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.7. Policy 6014- School Attendance on Days of Scheduled Activities

6014

School Attendance on Days of Scheduled Activities

All students must be in attendance by 10:00 a.m. the day of any scheduled school activity in order to participate in the activity. This includes sport contests, practice, and dances. Failure to attend on that day will result in a student being withheld from participation in the activity. The principal retains the right to grant participation should exceptional circumstances prevail.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.8. **Policy 6017- Homework**

Adopting KSB policy

6017 Homework

Homework consists of assignments made by teachers that students must complete during non-class time. Homework is intended to ensure student learning of certain concepts and/or skills found in the written and taught curriculum.

Teachers are encouraged to assign homework and must use their professional judgment in determining the length, difficulty, and student readiness to proceed with homework assignments. Homework assignments shall be kept minimal on Wednesday nights, which is traditionally considered "family night" in the community.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.9. Policy 6018-Grades

16.10. Policy 6032- Constitution Day Education

Adopting KSB policy

6032
Constitution Day Education

Each year on September 17, designated as Constitution Day, the school district will conduct a program designed to highlight the historic and continuing importance of the United States Constitution. When September 17 falls on a Saturday, Sunday, or holiday, the district will provide this program during the preceding or following week.

The program shall be implemented within the guidelines of the U.S. Department of Education and in accordance with any other applicable laws and/or regulations.

Adopted on: _____

Revised on: _____

Reviewed on: _____

16.11. Renumbering Policy 5130.4- National Competitions

Renumbering Policy 5130.4 to Policy 6028.1- National Competitions

Policy 5130.4 – National Competitions

Individual students or teams who qualify for participation in national competitions may be eligible for the trip if the following four criteria are met:

1. The national competition is a logical extension of, and related to a school sponsored activity or organization.
2. Qualification for national competition is the result of successfully achieving first place or being a gold medal winner at a similar state or regional competition.
3. The national event takes the form of a competition, not a demonstration, exhibition or invitation.
4. The amount of lost class time is reasonable in relation to the learning experience associated with the competition.

Any solicitation of private funds to support national competition shall be approved in advance by the Building Administrator.

Approval of participation in such national competitions by the Superintendent or Building Administrator shall be done with full knowledge of the total cost of the trip and as to whether financial reimbursement is being requested.

The District agrees to pay for sponsor expenses, for a reasonable number of sponsors to accompany the number of students participating.

Adopted: 4.15.13

Revised 11.14.16

Policy 6028.1 – National Competitions

Individual students or teams who qualify for participation in national competitions may be eligible for the trip if the following four criteria are met:

1. The national competition is a logical extension of, and related to a school sponsored activity or organization.
2. Qualification for national competition is the result of successfully achieving first place or being a gold medal winner at a similar state or regional competition.
3. The national event takes the form of a competition, not a demonstration, exhibition or invitation.
4. The amount of lost class time is reasonable in relation to the learning experience associated with the competition.

Any solicitation of private funds to support national competition shall be approved in advance by the Building Administrator.

Approval of participation in such national competitions by the Superintendent or Building Administrator shall be done with full knowledge of the total cost of the trip and as to whether financial reimbursement is being requested.

The District agrees to pay for sponsor expenses, for a reasonable number of sponsors to accompany the number of students participating.

Adopted: 4.15.13

Revised 5.17.2021

17. AGENDA SETTING AND FUTURE MEETINGS

Monday, June 14, 2021- Board of Education Regular Meeting, 7pm

Monday, July 19, 2021- Board of Education Regular Meeting, 7pm

18. 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.