Board of Education Regular Meeting
Monday, September 14, 2020 6:00 PM

Ralston High School Media Center
8545 Park Drive
Ralston, NE 68127-3621

# Agenda

1. Call To Order and Announcement of Board of Education Meeting COVID-19 Guidelines
   **Speaker(s):** Board President
2. Pledge of Allegiance
   **Speaker(s):** Board President
   2.1. Roll Call - Excuse Board Members not in attendance
      **Speaker(s):** Board President
3. Public Comment Sign In Procedure
   3.1. Public Comment
4. Consent Agenda (Action)
   **Speaker(s):** Board President
5. Board Development and Communication
   5.1. Board Members' Update
6. Superintendent's Report
   **Speaker(s):** Superintendent
   6.1. Legal Update--Class Action Lawsuit--City of New York
      **Speaker(s):** Dr. Mark Adler
   6.2. RPS Return to Learn Protocol Update
      **Speaker(s):** Dr. Mark Adler
   6.3. Government Relations Update
      **Speaker(s):** Dr. Mark Adler
   6.4. NASB Updates and Information
      **Speaker(s):** Dr. Jay Irwin
   6.5. Enrollment Update
      **Speaker(s):** Dr. Mark Adler
7. Standards Based School Improvement
   7.1. Saodat Bobodzanova Early Graduation Request (Action)
      **Speaker(s):** Dr. Adler & Ms. Tvrdy
   7.2. 2020/2021 District Budget Adoption (Action)
      **Speaker(s):** Dr. Mark Adler
   7.3. 2020/2021 District Tax Request Resolution (Action)
      **Speaker(s):** Dr. Mark Adler
8. Policy Review
   8.1. Title IX Policy Approval (Action)
      - Policy 2006--Complaint Procedure
      - Policy 3057--Title IX

      **Speaker(s):** Dr. Michael Rupprecht
9. Executive Session Disclosure
10. Pre-Adjournment Information and Activities

10.1. Announcements
10.2. Board of Education Supplemental Meeting Information
10.3. Future Board Calendar

11. Adjourn

The Ralston Schools Public Schools will be conducting Board of Education Meetings in person beginning July 1, 2020. To create a safe and healthy environment for everyone wishing to attend a Board of Education Meeting, the following guidelines will be expected of everyone involved. The Board of Education and Administration want to thank you in advance in partnering with us to respectfully and appropriately respond to the COVID-19 pandemic.

**Board of Education Meeting COVID-19 Guidelines (Beginning July 1, 2020)**

- Social distancing is expected of all Board members, visitors, and staff (stay at least 6 ft away from others at all times)
- All board members, visitors, and staff must review screening questions prior to all board of education meetings
- Anyone answering yes to any of the screening questions should stay home and consult a physician
- Anyone attending the board meeting will be asked to wear a mask at all times. Disposable masks will be provided when needed.
- Hand sanitizer will be readily available in the board room and should be generously used by all attendees
- Each Board Member will be assigned to their own table during meetings
- The Superintendent and other administrators will also be assigned individual tables during board meetings
- Although public comment will be allowed, public comments will also be accepted via electronic submission by visiting the District Webpage at www.ralstonschools.org
- The Board Room will be thoroughly cleaned prior to every meeting
- All regulatory DHHS policies and procedures will be followed

**Screening Questions**

Prior to entering any Ralston Public Schools facility, visitors and staff are asked to review the following screening questions. If anyone answers yes to any of these questions they will not be allowed into any Ralston Public Schools facility.

- In the last 14 days have you been exposed to anyone with COVID-19?
- Do you currently exhibit any symptoms: Cough, Shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, fatigue, new loss of taste or smell?
- Other less common symptoms include gastrointestinal symptoms like nausea, vomiting, or diarrhea?
- Have you traveled outside of the country in the last 14 days?

# 2009
# Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019
Revised on:
Reviewed on: March 25, 2019

**Procedure: 2009**

# Ralston Board of Education
# Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A “Record of Appearance” card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

**Procedure: 2009**

# Public Participation at Board Meetings Form

## Ralston Board of Education
## PUBLIC COMMENTS

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

**PLEASE PRINT**

Name _____ Date_____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

_____

_____

Ralston
PUBLIC SCHOOLS

# Accounts Payable Spending Report BOE ~ September 14, 2020

***Depreciation Fund: $0,000.00**

***Special Building Fund: $397,402.78**

***QCPUF Fund: $0,000.00**

****Total Report: $803,286.00**

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123579 | 09/14/20 | 6983 | A-1 FLAGS, POLES, A | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 154.00 |
| 9001 | 123580 | 09/14/20 | 6429 | AE SUPPLY | 01800206996 | 20610 | RPS MAINTENANCE VMA | 0.00 | 1,150.00 |
| 9001 | 123581 | 09/14/20 | 7283 | AMERICAN TECHNICAL | 0136020670000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 2,906.73 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 01800206996 | 20734 | RPS TECHNOLOGY VMAC | 0.00 | 11,760.00 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116320214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116420214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116620214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116720214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116820214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0116920214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0126020214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| 9001 | 123582 | 09/14/20 | 170 | APPLE INC. | 0136020214100 | 20610 | BEHAVIOR SNAP AND T | 0.00 | 131.25 |
| TOTAL CHECK | | | | | | | | 0.00 | 12,810.00 |
| 9001 | 123583 | 09/14/20 | 229 | BALLARD & TIGHE PUB | 0116720692500 | 20610 | RPS STUD/SER SS2021 | 0.00 | 442.90 |
| 9001 | 123584 | 09/14/20 | 5583 | BAUER BUILT, INC | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 801.10 |
| 9001 | 123585 | 09/14/20 | 2930 | BLICK ART MATERIALS | 0126020110090 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 278.85 |
| 9001 | 123585 | 09/14/20 | 2930 | BLICK ART MATERIALS | 0126020110090 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 493.80 |
| 9001 | 123585 | 09/14/20 | 2930 | BLICK ART MATERIALS | 0126020110090 | 20610 | MIDDLESCHOOLMS20230 | 0.00 | -493.80 |
| TOTAL CHECK | | | | | | | | 0.00 | 278.85 |
| 9001 | 123587 | 09/14/20 | 7289 | CAREERLINK, LLC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 3,539.00 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116420214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 15.00 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116820214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 16.50 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116920214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 22.75 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0136020214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 80.50 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116620214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 24.00 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116720214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 27.25 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0116320214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 28.75 |
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 0126020214100 | 20610 | RPS STUDENT SERVICE | 0.00 | 35.25 |
| TOTAL CHECK | | | | | | | | 0.00 | 250.00 |
| 9001 | 123589 | 09/14/20 | 3785 | CCS PRESENTATION SY | 0116620110000 | 20734 | RPS TECHNOLOGY MEAD | 0.00 | 476.53 |
| 9001 | 123589 | 09/14/20 | 3785 | CCS PRESENTATION SY | 0136020110093 | 20610 | REPLACEMENT PROJECT | 0.00 | 476.53 |
| TOTAL CHECK | | | | | | | | 0.00 | 953.06 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP | 0.00 | 4,815.00 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | 228.92 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | 35.73 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | 35.73 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 35.73 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 140.17 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 140.17 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | 140.17 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | 129.74 |
| 9001 | 123591 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 88.05 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 63.47 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | 115.94 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL VMAC | 0.00 | 115.94 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | 115.94 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | 23.69 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | 23.69 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MEAD | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL VMAC | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP K | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP S | 0.00 | 40.93 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP M | 0.00 | 44.41 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP M | 0.00 | 44.41 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 44.41 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 44.41 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 46.01 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 46.01 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 47.00 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 47.42 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 47.42 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP W | 0.00 | 47.72 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | 47.88 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | 47.88 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | 47.88 |
| 9001 | 123591 | | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 47.88 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | -23.69 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | -23.69 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | -35.73 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP C | 0.00 | -35.73 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | -35.73 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MEAD | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL VMAC | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP K | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP S | 0.00 | -40.93 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP M | 0.00 | -44.41 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP M | 0.00 | -44.41 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | -44.41 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | -44.41 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | -46.01 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | -46.01 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | -47.00 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | -47.42 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | -47.42 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP W | 0.00 | -47.72 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | -47.88 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | -47.88 |
| 9001 | 123591 | V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP B | 0.00 | -47.88 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | -47.88 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | -63.47 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | -88.05 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | -115.94 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL VMAC | 0.00 | -115.94 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | -115.94 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | -129.74 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | -140.17 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | -140.17 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP R | 0.00 | -140.17 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | -228.92 |
| 9001 | 123591 V | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SUP | 0.00 | -4,815.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116820261000 | 20610 | RPS CUST PO20000341 | 0.00 | 285.40 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116320261000 | 20610 | RPS CUST PO20000340 | 0.00 | 453.60 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116920261000 | 20610 | RPS CUST PO20000342 | 0.00 | 215.64 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0136020261000 | 20610 | RPS CUST PO20000343 | 0.00 | 845.00 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #KC2463 PAPER TOWEL | 0.00 | 134.22 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #TOL58 Spray Bottle | 0.00 | 225.39 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #TOL55 Spray Heads | 0.00 | 225.39 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | Pro Team Wand and H | 0.00 | 89.95 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #4440720 White Mult | 0.00 | 149.75 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | NEW EQUIPMENT 10 L | 0.00 | 395.00 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | PRO GUARD NITRILE P | 0.00 | 159.80 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #4498 XLRG FLOCKED | 0.00 | 75.00 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #XL111 13" PADS | 0.00 | 33.50 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0180020261000 | 20610 | #3110 Dust Wands | 0.00 | 77.70 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116420261000 | 20610 | #4427840 Spring Gro | 0.00 | 105.90 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116420261000 | 20610 | #2206264 Brown Roll | 0.00 | 84.00 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116420261000 | 20610 | #MR43483MC 43x48 Li | 0.00 | 73.50 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0116420261000 | 20610 | #MR24330MC 24x33 Li | 0.00 | 37.30 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0136020261000 | 20610 | #MR43483MC 43x48 Li | 0.00 | 367.50 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0136020261000 | 20610 | #11894515 POWER TIM | 0.00 | 43.80 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0136020261000 | 20610 | #H511 Foam Away Def | 0.00 | 119.90 |
| 9001 | 123592 | 09/14/20 | 583 | COMMERCIAL CLEANING | 0136020261000 | 20610 | PARTS/REPAIRS REPAI | 0.00 | 792.74 |
| TOTAL CHECK | | | | | | | | 0.00 | 4,989.98 |
| 9001 | 123593 | 09/14/20 | 4037 | COX BUSINESS SERVIC | 0180020258000 | 20382 | RPS SEPTEMBER 1, 20 | 0.00 | 2,671.66 |
| 9001 | 123594 | 09/14/20 | 4840 | CURBSIDE REWARDS | 0180020261000 | 20629 | RPS MEADOWS | 0.00 | 180.00 |
| 9001 | 123594 | 09/14/20 | 4840 | CURBSIDE REWARDS | 0180020261000 | 20629 | RPS SEYMOUR | 0.00 | 120.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 300.00 |
| 9001 | 123595 | 09/14/20 | 2371 | CURRICULUM ASSOCIAT | 0126020110000 | 20610 | RALSTONMIDDLEMS0210 | 0.00 | 267.68 |
| 9001 | 123595 | 09/14/20 | 2371 | CURRICULUM ASSOCIAT | 0126020120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 314.44 |
| TOTAL CHECK | | | | | | | | 0.00 | 582.12 |
| 9001 | 123596 | 09/14/20 | 7298 | CUSIP GLOBAL SERVIC | 0180020251000 | 20810 | RPS/BO/RHS J. TVRDY | 0.00 | 91.00 |
| 9001 | 123597 | 09/14/20 | 1476 | D & D LASER INC | 0126020222000 | 20610 | RALSTONMIDDLEMS2100 | 0.00 | 99.90 |
| 9001 | 123597 | 09/14/20 | 1476 | D & D LASER INC | 0126020110000 | 20610 | RALSTONMIDDLEMS2021 | 0.00 | 49.95 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123597 | 09/14/20 | 1476 | D & D LASER INC | 0116920110000 | 20650 | WILDEWOOD WW202103 | 0.00 | 31.95 |
| 9001 | 123597 | 09/14/20 | 1476 | D & D LASER INC | 0136020212000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 77.95 |
| 9001 | 123597 | 09/14/20 | 1476 | D & D LASER INC | 0126020110000 | 20610 | RALSTONMIDDLEMS2021 | 0.00 | 149.85 |
| TOTAL CHECK | | | | | | | | 0.00 | 409.60 |
| 9001 | 123599 | 09/14/20 | 23 | DAYMARK SOLUTIONS I | 0136020110000 | 20610 | RPS TECHNOLOGY RHS | 0.00 | 673.00 |
| 9001 | 123600 | 09/14/20 | 34 | DEMCO, INC. | 0136020222000 | 20642 | RALSTON HIGH HS2021 | 0.00 | 305.54 |
| 9001 | 123600 | 09/14/20 | 34 | DEMCO, INC. | 0126020222000 | 20610 | RALSTONMIDDLEMS2021 | 0.00 | 137.17 |
| TOTAL CHECK | | | | | | | | 0.00 | 442.71 |
| 9001 | 123601 | 09/14/20 | 46 | DES MOINES STAMP MF | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 143.85 |
| 9001 | 123602 | 09/14/20 | 6946 | DIGITAL DOCUMENTS & | 0180020256000 | 20550 | RPS PUBLIC RELATION | 0.00 | 1,150.00 |
| 9001 | 123603 | 09/14/20 | 3128 | DIGITAL DOT SYSTEMS | 0180020258000 | 20734 | RPS TECHNOLOGY VMAC | 0.00 | 790.00 |
| 9001 | 123603 | 09/14/20 | 3128 | DIGITAL DOT SYSTEMS | 0116720110000 | 20734 | RPS TECHNOLOGY MOCK | 0.00 | 500.00 |
| 9001 | 123603 | 09/14/20 | 3128 | DIGITAL DOT SYSTEMS | 0116320110000 | 20734 | RPS TEHCNOLOGY BLUM | 0.00 | 500.00 |
| 9001 | 123603 | 09/14/20 | 3128 | DIGITAL DOT SYSTEMS | 0136020110000 | 20734 | RPS TECHNOLGY RHS | 0.00 | 520.00 |
| 9001 | 123603 | 09/14/20 | 3128 | DIGITAL DOT SYSTEMS | 0126020110000 | 20734 | RPS TECHNOLOGY RMS | 0.00 | 70.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,380.00 |
| 9001 | 123604 | 09/14/20 | 5323 | DXP ENTERPRISES INC | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 18.84 |
| 9001 | 123604 | 09/14/20 | 5323 | DXP ENTERPRISES INC | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 15.22 |
| 9001 | 123604 | 09/14/20 | 5323 | DXP ENTERPRISES INC | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 7.13 |
| 9001 | 123604 | 09/14/20 | 5323 | DXP ENTERPRISES INC | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 9.33 |
| 9001 | 123604 | 09/14/20 | 5323 | DXP ENTERPRISES INC | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 33.96 |
| TOTAL CHECK | | | | | | | | 0.00 | 84.48 |
| 9001 | 123605 | 09/14/20 | 6600 | JUSTIN DIGGINS | 0180020271200 | 20332 | REIMBURSE8/11-25/20 | 0.00 | 148.35 |
| 9001 | 123607 | 09/14/20 | 131 | EBSCO INFORMATION S | 0116320222000 | 20640 | BLUMFIELD BL202065 | 0.00 | 228.06 |
| 9001 | 123608 | 09/14/20 | 6498 | EDGENUITY INC. | 0136020110000 | 20330 | RPS STUDENT SERVICE | 0.00 | 3,000.00 |
| 9001 | 123608 | 09/14/20 | 6498 | EDGENUITY INC. | 0136020112500 | 20610 | RPS STUDENT SERVICE | 0.00 | 12,000.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 15,000.00 |
| 9001 | 123609 | 09/14/20 | 7296 | EDPUZZLE | 0136020110000 | 20330 | RALSTON HIGH HS2100 | 0.00 | 1,450.00 |
| 9001 | 123611 | 09/14/20 | 174 | ELECTRONIC CONTRACT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 250.00 |
| 9001 | 123612 | 09/14/20 | 7291 | EQUIPMENT UNLIMITED | 0136020262000 | 20730 | RPS MAINTENANCE RHS | 0.00 | 220.00 |
| 9001 | 123613 | 09/14/20 | 4130 | EYMAN PLUMBING INC | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 447.50 |
| 9001 | 123614 | 09/14/20 | 275 | FAC | 0180020261000 | 20610 | RPS CUSTODIAL UNIFO | 0.00 | 392.58 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0136020222000 | 20640 | RALSTON HIGH HS2021 | 0.00 | 348.36 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0126020222000 | 20640 | RALSTONMIDDLEMS2022 | 0.00 | 257.05 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0116920222000 | 20640 | WILDEWOOD WW202031 | 0.00 | 86.61 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0136020222000 | 20640 | RALSTON HIGH HS2021 | 0.00 | 139.29 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0126020222000 | 20640 | RALSTONMIDDLEMS2022 | 0.00 | 177.68 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0116320222000 | 20640 | BLUMFIELD BL202091 | 0.00 | 20.59 |
| 9001 | 123615 | 09/14/20 | 272 | FOLLETT SCHOOL SOLU | 0116720110000 | 20610 | MOCKINGBIRD MB20210 | 0.00 | 25.09 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,054.87 |
| 9001 | 123616 | 09/14/20 | 301 | GLASSMASTERS INC | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 1,130.00 |
| 9001 | 123617 | 09/14/20 | 5896 | GNS | 0180020232000 | 20810 | RPS DR. MARK ADLER | 0.00 | 250.00 |
| 9001 | 123618 | 09/14/20 | 367 | GRAYBAR | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 62.80 |
| 9001 | 123619 | 09/14/20 | 6964 | GREATER NEBRASKA SC | 0180020232000 | 20810 | RPS DR. MARK ADLER | 0.00 | 4,250.00 |
| 9001 | 123620 | 09/14/20 | 6679 | HAUFF SPORTS | 0126020110099 | 20610 | RALSTONMIDDLEMS2022 | 0.00 | 835.00 |
| 9001 | 123620 | 09/14/20 | 6679 | HAUFF SPORTS | 0126020110099 | 20610 | RALSTONMIDDLEMS2100 | 0.00 | 1,137.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,972.00 |
| 9001 | 123621 | 09/14/20 | 6799 | HD SUPPLY FACILITIE | 0136020110000 | 20610 | RALSTON HIGH HS2034 | 0.00 | 130.59 |
| 9001 | 123622 | 09/14/20 | 1474 | HEARTLAND FOUNDATIO | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,515.00 |
| 9001 | 123622 | 09/14/20 | 1474 | HEARTLAND FOUNDATIO | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,515.00 |
| 9001 | 123622 | 09/14/20 | 1474 | HEARTLAND FOUNDATIO | 0116420120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,515.00 |
| 9001 | 123622 | 09/14/20 | 1474 | HEARTLAND FOUNDATIO | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,515.00 |
| 9001 | 123622 | 09/14/20 | 1474 | HEARTLAND FOUNDATIO | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,515.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 17,575.00 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 1,400.00 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 483.12 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 483.12 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116820262000 | 20430 | RPS MAINTENANCE SEY | 0.00 | 483.12 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 483.12 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 483.13 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 483.13 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 483.13 |
| 9001 | 123623 | 09/14/20 | 4528 | HEARTLAND ROOFING C | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 483.13 |
| TOTAL CHECK | | | | | | | | 0.00 | 5,265.00 |
| 9001 | 123625 | 09/14/20 | 6960 | THE HOME DEPOT PRO/ | 01800206996 | 20420 | RPS CUSTODIAL VMAC | 0.00 | 1,510.72 |
| 9001 | 123626 | 09/14/20 | 459 | HONEYMAN RENT-ALL | 0116820262000 | 20730 | RPS MAINTENANCE SEY | 0.00 | 322.64 |
| 9001 | 123626 | 09/14/20 | 459 | HONEYMAN RENT-ALL | 0136020262000 | 20730 | RPS MAINTENANCE RHS | 0.00 | 179.58 |
| TOTAL CHECK | | | | | | | | 0.00 | 502.22 |
| 9001 | 123627 | 09/14/20 | 2781 | HOPE MEDICAL OUTREA | 0116820129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 35.00 |
| 9001 | 123628 | 09/14/20 | 2715 | HY-VEE GAS | 0180020271200 | 20626 | RPS TRANSPORTATION | 0.00 | 165.80 |
| 9001 | 123628 | 09/14/20 | 2715 | HY-VEE GAS | 0116720631000 | 20330 | RPS MOCKINGBIRD | 0.00 | 30.36 |
| 9001 | 123628 | 09/14/20 | 2715 | HY-VEE GAS | 0180020271000 | 20626 | RPS TRANSPORTATION | 0.00 | 289.68 |
| 9001 | 123628 | 09/14/20 | 2715 | HY-VEE GAS | 0180020262000 | 20626 | RPS MAINTENANCE VMA | 0.00 | 1,050.87 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,536.71 |
| 9001 | 123630 | 09/14/20 | 2286 | INFOSAFE SHREDDING | 0180020232000 | 20320 | RPS ADMIN/VMAC/CO | 0.00 | 39.00 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123631 | 09/14/20 | 515 | J & J SMALL ENGINE | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 13.19 |
| 9001 | 123631 | 09/14/20 | 515 | J & J SMALL ENGINE | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 215.38 |
| 9001 | 123631 | 09/14/20 | 515 | J & J SMALL ENGINE | 0180020262000 | 20730 | RPS MAINTENANCE VMA | 0.00 | 288.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 516.57 |
| 9001 | 123632 | 09/14/20 | 1011 | J W PEPPER & SON, I | 0136020110093 | 20610 | RALSTON HIGH HS2021 | 0.00 | 19.75 |
| 9001 | 123634 | 09/14/20 | 565 | JOHNSTONE SUPPLY CO | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 25.88 |
| 9001 | 123634 | 09/14/20 | 565 | JOHNSTONE SUPPLY CO | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 34.77 |
| 9001 | 123634 | 09/14/20 | 565 | JOHNSTONE SUPPLY CO | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 51.76 |
| 9001 | 123634 | 09/14/20 | 565 | JOHNSTONE SUPPLY CO | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 145.39 |
| TOTAL CHECK | | | | | | | | 0.00 | 257.80 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116620129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 176.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116320120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 176.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116320129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 202.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116320129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 122.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116620120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 128.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116720120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 48.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116720129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 32.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 64.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 64.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 64.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 74.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116720129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 74.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 80.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0126020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 80.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 80.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 96.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 106.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116320129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 304.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116720129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 330.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116820129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 346.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116620129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 218.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116620129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 218.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 362.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116820129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 384.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116820120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 416.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116820129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 426.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0126020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 516.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 528.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 570.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 636.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116420120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 480.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116620120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 736.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116720120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,040.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116320120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,104.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116820120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,392.00 |
| 9001 | 123636 | 09/14/20 | 7131 | JUST FOR KIDS, INC. | 0116920129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 927.25 |
| TOTAL CHECK | | | | | | | | 0.00 | 12,599.25 |
| 9001 | 123637 | 09/14/20 | 4452 | KISSEL,KOHOUT,ES AS | 0180020231000 | 20810 | RPS SEPT 2020 LEGIS | 0.00 | 3,562.50 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123638 | 09/14/20 | 6717 | KNOCK OUT PRINT & D | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 360.00 |
| 9001 | 123639 | 09/14/20 | 6278 | KOLEY JESSEN PC LLO | 0180020231000 | 20810 | RPS GENERAL MATTERS | 0.00 | 2,102.00 |
| 9001 | 123639 | 09/14/20 | 6278 | KOLEY JESSEN PC LLO | 0180020231000 | 20810 | RPS PERSONNEL MATTE | 0.00 | 648.00 |
| 9001 | 123639 | 09/14/20 | 6278 | KOLEY JESSEN PC LLO | 0180020231000 | 20810 | RPS STUDENT MATTERS | 0.00 | 57.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,807.00 |
| 9001 | 123640 | 09/14/20 | 6193 | KSB SCHOOL LAW | 0180020232000 | 20810 | RALSTON PUBLC SCHOO | 0.00 | 494.50 |
| 9001 | 123641 | 09/14/20 | 638 | LAKESHORE LEARNING | 0116920129100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 143.70 |
| 9001 | 123641 | 09/14/20 | 638 | LAKESHORE LEARNING | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 232.19 |
| 9001 | 123641 | 09/14/20 | 638 | LAKESHORE LEARNING | 0116620129100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 132.05 |
| TOTAL CHECK | | | | | | | | 0.00 | 507.94 |
| 9001 | 123642 | 09/14/20 | 6993 | LANGUAGE LINE SERVI | 0116320115000 | 20320 | RPS ELL DEPT BLUM | 0.00 | 49.22 |
| 9001 | 123642 | 09/14/20 | 6993 | LANGUAGE LINE SERVI | 0116720115000 | 20320 | RPS ELL DEPT. MOCK | 0.00 | 36.58 |
| 9001 | 123642 | 09/14/20 | 6993 | LANGUAGE LINE SERVI | 0136020115000 | 20320 | RPS ELL DEPT. RHS | 0.00 | 2.48 |
| 9001 | 123642 | 09/14/20 | 6993 | LANGUAGE LINE SERVI | 0116720115000 | 20320 | RPS ELL DEPT. MOCK | 0.00 | 31.24 |
| 9001 | 123642 | 09/14/20 | 6993 | LANGUAGE LINE SERVI | 0116720129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 349.52 |
| TOTAL CHECK | | | | | | | | 0.00 | 469.04 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116420641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 427.46 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116820641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 471.17 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116720641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 782.06 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116320641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 825.77 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116920641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 650.90 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0116620641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 689.77 |
| 9001 | 123643 | 09/14/20 | 6111 | LARSON SPEECH & LAN | 0126020641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,010.37 |
| TOTAL CHECK | | | | | | | | 0.00 | 4,857.50 |
| 9001 | 123644 | 09/14/20 | 4147 | LAWNSMITH & CO. INC | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 6,495.00 |
| 9001 | 123645 | 09/14/20 | 2739 | LEARNING A-Z | 0136020692500 | 20320 | RPS STUD/SER SS2021 | 0.00 | 629.85 |
| 9001 | 123646 | 09/14/20 | 7141 | LIED LODGE & CONFER | 0180020221200 | 20333 | RPS CECILIA WILKEN | 0.00 | 134.00 |
| 9001 | 123647 | 09/14/20 | 7037 | LINK MEDIA OUTDOOR | 0180020256000 | 20540 | RPS AUG 3-30,2020 B | 0.00 | 1,800.00 |
| 9001 | 123648 | 09/14/20 | 7297 | LUEDER SERVICE CENT | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 2,904.72 |
| 9001 | 123649 | 09/14/20 | 6583 | M & M STAFFING, INC | 0136020261000 | 20352 | RPS CUSTODIAL GILMO | 0.00 | 277.90 |
| 9001 | 123650 | 09/14/20 | 5314 | MADISON NATIONAL LI | 01 | 9409 | RPS SEPTEMBER 2020 | 0.00 | 9,564.60 |
| 9001 | 123651 | 09/14/20 | 5069 | MALLOY ELECTRIC | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 34.26 |
| 9001 | 123651 | 09/14/20 | 5069 | MALLOY ELECTRIC | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 5.40 |
| TOTAL CHECK | | | | | | | | 0.00 | 39.66 |
| 9001 | 123652 | 09/14/20 | 4884 | MATHESON TRI-GAS, I | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 55.70 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 72.57 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 79.88 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 01800206996 | 20610 | RPS MAINTENANCE VMA | 0.00 | 79.89 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 87.09 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116820261000 | 20610 | RPS MAINTENANCE SEY | 0.00 | 97.02 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 01800206996 | 20610 | RPS MAINTENANCE VMA | 0.00 | 35.98 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 38.37 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 39.32 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 40.28 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 40.99 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 45.96 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 65.02 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116720262000 | 20610 | RPS MAINTENANCE MOC | 0.00 | 5.78 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 8.09 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 0.99 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 1.58 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 3.59 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 6.99 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 6.99 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116620262000 | 20610 | RPS MAINTENANCE MEA | 0.00 | 9.16 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 10.97 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 10.98 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 12.18 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 01800206996 | 20610 | RPS MAINTENANCE VMA | 0.00 | 33.89 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020261000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 32.86 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 28.97 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 30.22 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116320261000 | 20610 | RPS MAINTENANCE BLU | 0.00 | 30.99 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 14.53 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 16.47 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 19.87 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 20.44 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 21.72 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0116820262000 | 20430 | RPS MAINTENANCE SEY | 0.00 | 23.77 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 136.58 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 106.70 |
| 9001 | 123654 | 09/14/20 | 5926 | MENARDS | 0136020110080 | 20610 | RALSTON HIGH HS2021 | 0.00 | 421.35 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,738.03 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0126020261000 | 20629 | RPS 8202 LAKEVIEW S | 0.00 | 438.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116320261000 | 20629 | RPS 10310 MOCKINGBI | 0.00 | 402.20 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8901 PARK DRIVE | 0.00 | 413.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116620261000 | 20621 | RPS 9205 BERRY STRE | 0.00 | 904.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116720261000 | 20621 | RPS 5100 SOUTH 93RD | 0.00 | 958.40 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8901 PARK DRIVE | 0.00 | 1,073.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116420261000 | 20621 | RPS 6240 H STREET | 0.00 | 1,188.80 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116320261000 | 20621 | RPS 10310 MOCKINGBI | 0.00 | 1,608.80 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0126020261000 | 20621 | RPS 8202 LAKEVIEW S | 0.00 | 1,754.40 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0126020261000 | 20621 | RPS 8202 LAKEVIEW S | 0.00 | 128.80 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116420261000 | 20621 | RPS 6240 H STREET | 0.00 | 168.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8801 PARK DRIVE | 0.00 | 202.40 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116920261000 | 20621 | RPS 8023 RALSTON AV | 0.00 | 204.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8901 PARK DRIVE | 0.00 | 268.40 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG, KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116420261000 | 20629 | RPS 6240 H STREET | 0.00 | 297.20 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116820261000 | 20621 | RPS 7900 SEYMOUR ST | 0.00 | 317.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0180020261000 | 20621 | RPS 8545 PARK DRIVE | 0.00 | 179.20 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116620261000 | 20629 | RPS 9205 BERRY STRE | 0.00 | 226.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116720261000 | 20629 | RPS 5100 SOUTH 93RD | 0.00 | 239.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8969 PARK DRIVE | 0.00 | 22.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8969 PARK DRIVE | 0.00 | 9.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0126020261000 | 20629 | RPS 8202 LAKEVIEW S | 0.00 | 32.20 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0180020261000 | 20629 | RPS 8545 PARK DRIVE | 0.00 | 8.74 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8969 PARK DRIVE | 0.00 | 2.40 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116920261000 | 20629 | RPS 8023 RALSTON AV | 0.00 | 51.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8801 PARK DRIVE | 0.00 | 50.60 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0180020261000 | 20629 | RPS 8545 PARK DRIVE | 0.00 | 44.80 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0180020261000 | 20621 | RPS 8545 PARK DRIVE | 0.00 | 34.94 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116420261000 | 20629 | RPS 6240 H STREET | 0.00 | 42.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8901 PARK DRIVE | 0.00 | 103.40 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8969 PARK DRIVE | 0.00 | 88.00 |
| 9001 | 123656 | 09/14/20 | 834 | METRO UTILITIES DIS | 0116820261000 | 20629 | RPS 7900 SEYMOUR ST | 0.00 | 79.40 |
| TOTAL CHECK | | | | | | | | 0.00 | 11,542.68 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0136020261000 | 20340 | RPS MAINTENANCE RHS | 0.00 | 1,763.92 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0126020261000 | 20340 | RPS MAINTENANCE RMS | 0.00 | 1,176.36 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0116420261000 | 20340 | RPS MAINTENANCE KW | 0.00 | 1,227.72 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0116920261000 | 20340 | RPS MAINTENANCE WW | 0.00 | 803.40 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0116320261000 | 20340 | RPS MAINTENANCE BLU | 0.00 | 871.32 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0116620261000 | 20340 | RPS MAINTENANCE MEA | 0.00 | 661.32 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0180020261000 | 20340 | RPS MAINTENANCE VMA | 0.00 | 689.04 |
| 9001 | 123657 | 09/14/20 | 7168 | MIDWEST ALARM SERVI | 0116820261000 | 20340 | RPS MAINTENANCE SEY | 0.00 | 753.96 |
| TOTAL CHECK | | | | | | | | 0.00 | 7,967.04 |
| 9001 | 123658 | 09/14/20 | 862 | MIDWEST PLASTICS | 01800206996 | 20610 | RPS MAINTENANCE SPE | 0.00 | 933.28 |
| 9001 | 123659 | 09/14/20 | 4206 | MILLARD METAL SERVI | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 350.00 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116420120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 391.44 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116820120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 429.88 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116920120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 590.67 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 625.60 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116720120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 709.48 |
| 9001 | 123661 | 09/14/20 | 7282 | MOBYMAX EDUCATION, | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 747.93 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,495.00 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0136020214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 150.27 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116920214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 42.45 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116620214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 44.78 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116320214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 53.65 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116720214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 50.85 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0126020214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 65.78 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116820214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 30.79 |
| 9001 | 123662 | 09/14/20 | 5167 | MULTI-HEALTH SYSTEM | 0116420214100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 27.99 |
| TOTAL CHECK | | | | | | | | 0.00 | 466.56 |

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ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123663 | | 09/14/20 | 2634 | NASB | 0180020231000 | 20320 | RPS BOE ELIZ. KUMRU | 0.00 | 25.00 |
| 9001 | 123663 | | 09/14/20 | 2634 | NASB | 0180020231000 | 20320 | RPS BOE ELIZ. KUMRU | 0.00 | 100.00 |
| TOTAL CHECK | | | | | | | | | 0.00 | 125.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0180020249000 | 20810 | RPS MELISSA STOLLEY | 0.00 | 10.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | 150.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 150.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | 150.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | 797.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | 335.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 335.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | 335.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS2020-21PRINCPWEB | 0.00 | 500.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | 570.00 |
| 9001 | 123664 | | 09/14/20 | 797 | NCSA | 0126020241000 | 20333 | RPS/MS ANDREW PARIZ | 0.00 | 585.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0180020249000 | 20810 | RPS MELISSA STOLLEY | 0.00 | -10.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | -150.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | -150.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | -150.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | -335.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | -335.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | -335.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS2020-21PRINCPWEB | 0.00 | -500.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | -570.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0126020241000 | 20333 | RPS/MS ANDREW PARIZ | 0.00 | -585.00 |
| 9001 | 123664 | V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | -797.00 |
| TOTAL CHECK | | | | | | | | | 0.00 | 0.00 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 374.00 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 658.17 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 176.26 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116820262000 | 20430 | RPS MAINTENANCE SEY | 0.00 | 136.96 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 323.60 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 281.52 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 282.92 |
| 9001 | 123665 | | 09/14/20 | 830 | NEBRASKA AIR FILTER | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 89.68 |
| TOTAL CHECK | | | | | | | | | 0.00 | 2,323.11 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 72.00 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 72.00 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 36.00 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 144.00 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 108.00 |
| 9001 | 123666 | | 09/14/20 | 4949 | NEBRASKA STATE FIRE | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 396.00 |
| TOTAL CHECK | | | | | | | | | 0.00 | 828.00 |
| 9001 | 123667 | | 09/14/20 | 3034 | NSPA | 0116720214100 | 20330 | RPS/MB MEGAN NORTON | 0.00 | 75.00 |
| 9001 | 123667 | | 09/14/20 | 3034 | NSPA | 0136020214100 | 20330 | RPS/HS KATIE RUPE | 0.00 | 75.00 |
| 9001 | 123667 | | 09/14/20 | 3034 | NSPA | 0116920214100 | 20330 | RPS/WW JESSICA BOON | 0.00 | 75.00 |
| 9001 | 123667 | | 09/14/20 | 3034 | NSPA | 0116420214100 | 20330 | RPS/KW WHIT.HETTENB | 0.00 | 75.00 |
| TOTAL CHECK | | | | | | | | | 0.00 | 300.00 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123668 | 09/14/20 | 6412 | OCCUPATIONAL HEALTH | 0180020271000 | 20340 | RPS TRANSP. PEG.CLA | 0.00 | 89.50 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020222000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 89.51 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020215000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 100.61 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 72.24 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110080 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 55.83 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116420110000 | 20610 | KARENWESTERN KW2021 | 0.00 | 69.55 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 73.72 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2021 | 0.00 | 73.74 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 80.06 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 83.14 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2022 | 0.00 | 84.86 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2021 | 0.00 | 85.89 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110030 | 20610 | RALSTON HIGH HS2021 | 0.00 | 34.83 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 38.49 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 50.10 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110010 | 20610 | RALSTON HIGH HS2034 | 0.00 | 42.49 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 43.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620110000 | 20610 | MEADOWS MW202141 | 0.00 | 66.92 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 66.97 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 67.25 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 57.66 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110010 | 20610 | RALSTON HIGH HS2034 | 0.00 | 57.96 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 60.90 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 61.30 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820110000 | 20610 | SEYMOUR SE202101 | 0.00 | 63.62 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 51.42 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTON HIGH HS2023 | 0.00 | 51.63 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 52.32 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116720110001 | 20610 | RPS CURR CO202035 | 0.00 | 10.84 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116920110000 | 20610 | WILDEWOOD WW202037 | 0.00 | 14.84 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2021 | 0.00 | 19.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110010 | 20610 | RALSTON HIGH HS2034 | 0.00 | 17.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110030 | 20610 | RALSTON HIGH HS2021 | 0.00 | 26.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820110000 | 20610 | SEYMOUR SE202101 | 0.00 | 23.98 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820110000 | 20610 | SEYMOUR SE202101 | 0.00 | 23.43 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110001 | 20610 | RPS CURR CO202035 | 0.00 | 32.03 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020212000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 32.70 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 33.52 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 33.74 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110080 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 4.09 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116420110001 | 20610 | RPS CURR CO202035 | 0.00 | 5.97 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820110001 | 20610 | RPS CURR CO202035 | 0.00 | 6.56 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 6.64 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116920110001 | 20610 | RPS CURR CO202035 | 0.00 | 9.05 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620110001 | 20610 | RPS CURR CO202035 | 0.00 | 9.55 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 7.89 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.38 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.38 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110001 | 20610 | RPS CURR CO202035 | 0.00 | 14.03 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116820110000 | 20610 | SEYMOUR SE202101 | 0.00 | 14.06 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 14.38 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2020 | 0.00 | 14.50 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320110001 | 20610 | RPS CURR CO202035 | 0.00 | 11.44 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116920110000 | 20610 | WILDEWOOD WW202040 | 0.00 | 11.72 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116420110000 | 20733 | KARENWESTERN KW2021 | 0.00 | -144.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020692500 | 20610 | RPS STUD/SER SS2021 | 0.00 | 335.80 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 345.78 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020222000 | 20610 | RALSTON HIGH HS2021 | 0.00 | 423.49 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0136020110010 | 20610 | RALSTON HIGH HS2034 | 0.00 | 438.42 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020251000 | 20610 | RPS BUSINESS BO2021 | 0.00 | 111.33 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 139.00 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116720110000 | 20610 | MOCKINGBIRD MB20210 | 0.00 | 115.95 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020232000 | 20610 | RPS ADMIN/CO CO2021 | 0.00 | 119.89 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 120.00 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 121.41 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2100 | 0.00 | 208.74 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116920110000 | 20610 | WILDEWOOD WW202040 | 0.00 | 208.81 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020258000 | 20733 | RPS TECH IT200730A | 0.00 | 209.99 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116320120000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 220.74 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116920110000 | 20610 | WILDEWOOD WW202042 | 0.00 | 182.09 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0126020110000 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 250.80 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0180020249000 | 20610 | RPS STUD/SER SS2021 | 0.00 | 576.96 |
| 9001 | 123672 | 09/14/20 | 921 | OFFICE DEPOT | 0116620110000 | 20610 | MEADOWS MW202134 | 0.00 | 536.39 |
| TOTAL CHECK | | | | | | | | 0.00 | 6,674.49 |
| 9001 | 123673 | 09/14/20 | 910 | O'KEEFE ELEVATOR CO | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 260.00 |
| 9001 | 123673 | 09/14/20 | 910 | O'KEEFE ELEVATOR CO | 0116420261000 | 20340 | RPS MAINTENANCE KW | 0.00 | 214.88 |
| TOTAL CHECK | | | | | | | | 0.00 | 474.88 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0180020261000 | 20622 | RPS ADMIN/VMAC/CO | 0.00 | 2,403.40 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116820261000 | 20622 | RPS SEYMOUR | 0.00 | 3,829.73 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116620261000 | 20622 | RPS MEADOWS | 0.00 | 4,938.20 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116920261000 | 20622 | RPS WILDEWOOD | 0.00 | 5,135.40 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116420261000 | 20622 | RPS KAREN WESTERN | 0.00 | 5,244.04 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116620261000 | 20622 | RPS MEADOWS | 0.00 | 5,263.42 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0116320261000 | 20622 | RPS BLUMFIELD | 0.00 | 7,586.41 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0126020261000 | 20622 | RPS MIDDLE SCHOOL | 0.00 | 15,333.27 |
| 9001 | 123674 | 09/14/20 | 936 | OMAHA PUBLIC POWER | 0136020261000 | 20622 | RPS HIGH SCHOOL | 0.00 | 32,434.56 |
| TOTAL CHECK | | | | | | | | 0.00 | 82,168.43 |
| 9001 | 123675 | 09/14/20 | 940 | OMAHA WINNELSON | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 567.75 |
| 9001 | 123675 | 09/14/20 | 940 | OMAHA WINNELSON | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 520.63 |
| 9001 | 123675 | 09/14/20 | 940 | OMAHA WINNELSON | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 28.56 |
| 9001 | 123675 | 09/14/20 | 940 | OMAHA WINNELSON | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 67.50 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,184.44 |
| 9001 | 123676 | 09/14/20 | 2808 | ONE SOURCE | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 452.00 |
| 9001 | 123677 | 09/14/20 | 1915 | O'REILLY AUTOMOTIVE | 0180020271000 | 20430 | RPS TRANSPORTATION | 0.00 | 39.98 |
| 9001 | 123677 | 09/14/20 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 29.88 |
| 9001 | 123677 | 09/14/20 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE VMA | 0.00 | 33.50 |
| 9001 | 123677 | 09/14/20 | 1915 | O'REILLY AUTOMOTIVE | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 15.54 |
| TOTAL CHECK | | | | | | | | 0.00 | 118.90 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123678 | 09/14/20 | 954 | P & A MANAGEMENT CO | 0136020110000 | 20441 | RPS LEASE 7547&7547 | 0.00 | 1,200.00 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116420214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.33 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116620214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.33 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116820214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.33 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116920214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.33 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116720214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.34 |
| 9001 | 123679 | 09/14/20 | 5442 | PAR | 0116320214100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 8.34 |
| TOTAL CHECK | | | | | | | | 0.00 | 50.00 |
| 9001 | 123680 | 09/14/20 | 6145 | PITNEY BOWES | 0180020253000 | 20442 | RPS ADMIN AUG 30,20 | 0.00 | 1,049.79 |
| 9001 | 123681 | 09/14/20 | 2383 | PRAIRIE MECHANICAL | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 1,654.99 |
| 9001 | 123682 | 09/14/20 | 3989 | PRIME COMMUNICATION | 0116320110000 | 20734 | RPS TECHNOLOGY BLUM | 0.00 | 255.00 |
| 9001 | 123682 | 09/14/20 | 3989 | PRIME COMMUNICATION | 0116420110000 | 20734 | RPS TECHNOLOGY KW | 0.00 | 231.25 |
| 9001 | 123682 | 09/14/20 | 3989 | PRIME COMMUNICATION | 0136020110000 | 20734 | RPS TECHNOLOGY RHS | 0.00 | 57.50 |
| TOTAL CHECK | | | | | | | | 0.00 | 543.75 |
| 9001 | 123683 | 09/14/20 | 6379 | THE OMAHA WORLD-HER | 0180020249000 | 20320 | RPS STUDENT SERVICE | 0.00 | 326.80 |
| 9001 | 123683 | 09/14/20 | 6379 | THE OMAHA WORLD-HER | 0180020257000 | 20540 | RPS HUMAN RESOURCES | 0.00 | 1,089.60 |
| 9001 | 123683 | 09/14/20 | 6379 | THE OMAHA WORLD-HER | 0180020257000 | 20540 | RPS HUMAN RESOURCES | 0.00 | 776.34 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,192.74 |
| 9001 | 123685 | 09/14/20 | 3366 | RALSTON PUBLIC SCHO | 0116420215200 | 20320 | RPS SUBURBAN SCHOOL | 0.00 | 315.00 |
| 9001 | 123685 | 09/14/20 | 3366 | RALSTON PUBLIC SCHO | 0116420215100 | 20320 | RPS SUBURBAN SCHOOL | 0.00 | 437.50 |
| 9001 | 123685 | 09/14/20 | 3366 | RALSTON PUBLIC SCHO | 0116420215300 | 20320 | RPS SUBURBAN SCHOOL | 0.00 | 210.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 962.50 |
| 9001 | 123686 | 09/14/20 | 6978 | REALLY GREAT READIN | 0116320620000 | 20610 | RPS CURR/CU2021028L | 0.00 | 1,109.90 |
| 9001 | 123686 | 09/14/20 | 6978 | REALLY GREAT READIN | 0116420620000 | 20610 | RPS CURR/CU202102KW | 0.00 | 1,109.90 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,219.80 |
| 9001 | 123687 | 09/14/20 | 3825 | REW MATERIALS OMAHA | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 158.59 |
| 9001 | 123688 | 09/14/20 | 3545 | ROCHESTER MIDLAND C | 0116420261000 | 20340 | RPS MAINTENANCE KW | 0.00 | 125.00 |
| 9001 | 123688 | 09/14/20 | 3545 | ROCHESTER MIDLAND C | 0116720261000 | 20340 | RPS MAINTENANCE MOC | 0.00 | 125.00 |
| 9001 | 123688 | 09/14/20 | 3545 | ROCHESTER MIDLAND C | 0116820261000 | 20340 | RPS MAINTENANCE SEY | 0.00 | 125.00 |
| 9001 | 123688 | 09/14/20 | 3545 | ROCHESTER MIDLAND C | 0126020261000 | 20340 | RPS MAINTENANCE RMS | 0.00 | 125.00 |
| 9001 | 123688 | 09/14/20 | 3545 | ROCHESTER MIDLAND C | 0136020261000 | 20340 | RPS MAINTENANCE RHS | 0.00 | 125.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 625.00 |
| 9001 | 123689 | 09/14/20 | 6905 | ROSETTA STONE LTD | 0126020692500 | 20320 | RPS ELL DEPT J.WILK | 0.00 | 825.00 |
| 9001 | 123690 | 09/14/20 | 1111 | SCHOOL SPECIALTY | 0116620110001 | 20610 | RPS STUD/SER SS2021 | 0.00 | 212.14 |
| 9001 | 123690 | 09/14/20 | 1111 | SCHOOL SPECIALTY | 0116920129100 | 20610 | RPS STUD/SER SS2021 | 0.00 | 224.37 |
| 9001 | 123690 | 09/14/20 | 1111 | SCHOOL SPECIALTY | 0116420129100 | 20610 | RPS STUD/SER SS2020 | 0.00 | 122.55 |
| 9001 | 123690 | 09/14/20 | 1111 | SCHOOL SPECIALTY | 0116320110000 | 20610 | BLUMFIELD BL202080 | 0.00 | 10.76 |
| 9001 | 123690 | 09/14/20 | 1111 | SCHOOL SPECIALTY | 0116420129100 | 20610 | RPS STUD/SER SS2090 | 0.00 | 23.24 |
| TOTAL CHECK | | | | | | | | 0.00 | 593.06 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123692 | 09/14/20 | 7248 | SOL LEWIS ENGINEERI | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 498.69 |
| 9001 | 123693 | 09/14/20 | 3360 | SOLUTION TREE | 0180020221200 | 20330 | RPS CURRICULUM WILK | 0.00 | 70.00 |
| 9001 | 123694 | 09/14/20 | 7185 | SORENSON COMMUNICAT | 0116420110000 | 20330 | RPS STUDENT SERVICE | 0.00 | 140.00 |
| 9001 | 123694 | 09/14/20 | 7185 | SORENSON COMMUNICAT | 0126020110000 | 20330 | RPS STUDENT SERVICE | 0.00 | 157.25 |
| TOTAL CHECK | | | | | | | | 0.00 | 297.25 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 79.90 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 39.94 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 59.75 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 62.91 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 66.61 |
| 9001 | 123695 | 09/14/20 | 5589 | SPECTRUM PAINT | 01800206996 | 20610 | RPS MAINTENANCE VMA | 0.00 | 315.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 624.11 |
| 9001 | 123696 | 09/14/20 | 7280 | START 2 SEW | 0126020110060 | 20610 | RALSTONMIDDLEMS2023 | 0.00 | 791.10 |
| 9001 | 123697 | 09/14/20 | 7140 | SUBURBAN NEWSPAPERS | 0180020232000 | 20540 | RPS ADMIN/BOE LEGAL | 0.00 | 49.59 |
| 9001 | 123698 | 09/14/20 | 2251 | SUNDBERG AMERICA | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 46.92 |
| 9001 | 123699 | 09/14/20 | 3617 | SUPERIOR LIGHTING I | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 32.00 |
| 9001 | 123699 | 09/14/20 | 3617 | SUPERIOR LIGHTING I | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 32.00 |
| 9001 | 123699 | 09/14/20 | 3617 | SUPERIOR LIGHTING I | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 32.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 96.00 |
| 9001 | 123701 | 09/14/20 | 1138 | TOTAL MARKETING, IN | 0116320262000 | 20430 | RPS MAINTENANCE BLU | 0.00 | 413.70 |
| 9001 | 123702 | 09/14/20 | 1139 | TRACTOR SUPPLY CO | 0180020262000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 191.96 |
| 9001 | 123703 | 09/14/20 | 6034 | TRUCK CENTER COMPAN | 0180020271000 | 20430 | RPS TRANSPORTATON B | 0.00 | 682.27 |
| 9001 | 123703 | 09/14/20 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 267.41 |
| TOTAL CHECK | | | | | | | | 0.00 | 949.68 |
| 9001 | 123705 | 09/14/20 | 5771 | UNITE PRIVATE NETWO | 0180020258000 | 20382 | RPS TEHCNOLOGY DEPT | 0.00 | 416.04 |
| 9001 | 123706 | 09/14/20 | 2823 | UNIV OF NEBRASKA AT | 0116920110000 | 20111 | RPS /WW J. GRIESS | 0.00 | 11,333.34 |
| 9001 | 123706 | 09/14/20 | 2823 | UNIV OF NEBRASKA AT | 0116420110000 | 20111 | RPS/KW CROSS&CURTIS | 0.00 | 22,666.66 |
| TOTAL CHECK | | | | | | | | 0.00 | 34,000.00 |
| 9001 | 123707 | 09/14/20 | 1151 | US POSTAL SERVICE | 0136020110000 | 20531 | RALSTON HIGH HS2021 | 0.00 | 440.00 |
| 9001 | 123708 | 09/14/20 | 7294 | VACCINATION SERVICE | 01800206996 | 20610 | RALSTON PUBLIC ADMI | 0.00 | 650.00 |
| 9001 | 123709 | 09/14/20 | 1172 | VAL LIMITED | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 94.90 |
| 9001 | 123710 | 09/14/20 | 1257 | VAUGHN ELECTRIC | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 854.07 |
| 9001 | 123711 | 09/14/20 | 4832 | VERIZON WIRELESS | 0180020251000 | 20610 | RPS BO JOYCE HOT SP | 0.00 | 1,517.52 |
| 9001 | 123711 | 09/14/20 | 4832 | VERIZON WIRELESS | 0180020271200 | 20530 | RPS TRANSPORTATION | 0.00 | 785.62 |
| 9001 | 123711 | 09/14/20 | 4832 | VERIZON WIRELESS | 0180020251000 | 20610 | RPS BO JOYCE HOT SP | 0.00 | 98.84 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123711 | | 09/14/20 | 4832 | VERIZON WIRELESS | 0180020271000 | 20530 | RPS TRANSPORTATION | 0.00 | 183.62 |
| TOTAL CHECK | | | | | | | | | 0.00 | 2,585.60 |
| 9001 | 123712 | | 09/14/20 | 3500 | VOCATIONAL DEVELOPM | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 1,098.00 |
| 9001 | 123713 | | 09/14/20 | 1268 | VOSS LIGHTING | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 19.22 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS WILDEWOOD | 0.00 | 103.29 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MEADOWS | 0.00 | 601.24 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS HIGH SCHOOL | 0.00 | 1,886.83 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MIDDLE SCHOOL | 0.00 | 660.00 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS BLUMFIELD | 0.00 | 673.63 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS KAREN WESTERN | 0.00 | 266.02 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS SEYMOUR | 0.00 | 273.26 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | 325.54 |
| 9001 | 123714 | | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MOCKINGBIRD | 0.00 | 397.04 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS WILDEWOOD | 0.00 | -103.29 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS KAREN WESTERN | 0.00 | -266.02 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS SEYMOUR | 0.00 | -273.26 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | -325.54 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MOCKINGBIRD | 0.00 | -397.04 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MEADOWS | 0.00 | -601.24 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MIDDLE SCHOOL | 0.00 | -660.00 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS BLUMFIELD | 0.00 | -673.63 |
| 9001 | 123714 | V | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS HIGH SCHOOL | 0.00 | -1,886.83 |
| TOTAL CHECK | | | | | | | | | 0.00 | 0.00 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS ADMIN/VMAC/CO | 0.00 | 749.72 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS HIGH SCHOOL | 0.00 | 752.47 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MIDDLE SCHOOL | 0.00 | 219.58 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS BLUMFIELD | 0.00 | 60.62 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS KAREN WESTERN | 0.00 | 60.62 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MOCKINGBIRD | 0.00 | 60.62 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS SEYMOUR | 0.00 | 60.62 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS WILDEWOOD | 0.00 | 60.62 |
| 9001 | 123715 | | 09/14/20 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MEADOWS | 0.00 | 60.63 |
| TOTAL CHECK | | | | | | | | | 0.00 | 2,085.50 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0126020262000 | 20610 | RPS MAINTENANCE RMS | 0.00 | 62.83 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 46.89 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0180020261000 | 20610 | RPS MAINTENANCE VMA | 0.00 | 24.97 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 32.99 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 36.58 |
| 9001 | 123716 | | 09/14/20 | 6719 | WESTLAKE ACE HARDWA | 0116820262000 | 20430 | RPS MAINTENANCE SEY | 0.00 | 5.99 |
| TOTAL CHECK | | | | | | | | | 0.00 | 210.25 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116320261000 | 20340 | RPS MAINTENANCE BLU | 0.00 | 40.00 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116420261000 | 20340 | RPS MAINTENANCE KW | 0.00 | 40.00 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116620261000 | 20340 | RPS MAINTENANCE MEA | 0.00 | 40.00 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116720261000 | 20340 | RPS MAINTENANCE MOC | 0.00 | 40.00 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116820261000 | 20340 | RPS MAINTENANCE SEY | 0.00 | 40.00 |
| 9001 | 123717 | | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0116920261000 | 20340 | RPS MAINTENANCE WW | 0.00 | 40.00 |

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ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123717 | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0126020261000 | 20340 | RPS MAINTENANCE RMS | 0.00 | 50.00 |
| 9001 | 123717 | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0136020261000 | 20340 | RPS MAINTENANCE RHS | 0.00 | 50.00 |
| 9001 | 123717 | 09/14/20 | 6491 | WHAT'S BUGGIN' YA | 0180020261000 | 20340 | RPS MAINTENANCE VMA | 0.00 | 60.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 400.00 |
| 9001 | 123718 | 09/14/20 | 6229 | WORK FIT INC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 65.00 |
| 9001 | 123718 | 09/14/20 | 6229 | WORK FIT INC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 65.00 |
| 9001 | 123718 | 09/14/20 | 6229 | WORK FIT INC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 65.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 195.00 |
| 9001 | 123719 | 09/14/20 | 5688 | CECILIA JEAN WILKEN | 0136020631000 | 20330 | REIMBURSED7/22/20 P | 0.00 | 10.00 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116420213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 10.03 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116820213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 11.03 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116920213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 15.21 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116620213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 16.05 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116720213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 18.22 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0116320213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 19.22 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0126020213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 23.57 |
| 9001 | 123720 | 09/14/20 | 4230 | CINDY KIRKPATRICK | 0136020213000 | 20333 | REIMBUR3/16-7/24/20 | 0.00 | 53.81 |
| TOTAL CHECK | | | | | | | | 0.00 | 167.14 |
| 9001 | 123721 | 09/14/20 | 1840 | DEB HOLTMEYER | 0180020258000 | 20333 | REIMBURS2/3-8/31/20 | 0.00 | 288.05 |
| 9001 | 123722 | 09/14/20 | 7116 | CHRISTINA L DIDIER | 0116320129200 | 20610 | BLUMFIELD SCRUB UNI | 0.00 | 82.97 |
| 9001 | 123723 | 09/14/20 | 3576 | JENNIFER LUDES | 0180020258000 | 20333 | REIMBURS1/6-8/21/20 | 0.00 | 100.32 |
| 9001 | 123724 | 09/14/20 | 6164 | JOSHUA C WILKEN | 0136020241000 | 20333 | REIMBURSE8/05-31/20 | 0.00 | 42.42 |
| 9001 | 123725 | 09/14/20 | 3389 | KATHERINE RUPE | 0136020641000 | 20333 | REIMB10/15/19-8/25/ | 0.00 | 47.66 |
| 9001 | 123725 | 09/14/20 | 3389 | KATHERINE RUPE | 0136020214100 | 20330 | REIMBURSED2/28/20MS | 0.00 | 70.15 |
| TOTAL CHECK | | | | | | | | 0.00 | 117.81 |
| 9001 | 123726 | 09/14/20 | 7145 | RACHEL KIRCHMANN | 0116420110000 | 20251 | REIMBURSED 3 HOURS | 0.00 | 780.00 |
| 9001 | 123727 | 09/14/20 | 6743 | JAMIANE FAITH REITE | 0136020110000 | 20251 | REIMBURSED 9 HOURS | 0.00 | 2,988.00 |
| 9001 | 123728 | 09/14/20 | 4022 | TRACY LOUCKS | 0136020110000 | 20212 | REIMBURSED 5/22/202 | 0.00 | 50.00 |
| 9001 | 123732 | 09/14/20 | 6929 | KATLYN MARIE POWERS | 0136020110000 | 20251 | REIMBURSED 9 HOURS | 0.00 | 2,988.00 |
| 9001 | 123733 | 09/14/20 | 4017 | ANTHONY G RAMIREZ | 0136020261000 | 20610 | RPS/RHS CUSTODIALJE | 0.00 | 79.98 |
| 9001 | 123734 | 09/14/20 | 7144 | JANICE M RHODS | 0116420110000 | 20251 | REIMBURSED 3 HOURS | 0.00 | 780.00 |
| 9001 | 123735 | 09/14/20 | 5602 | RICHELLE ROTH | 0136020110000 | 20211 | REIMBURSED 7/29/202 | 0.00 | 49.00 |
| 9001 | 123737 | 09/14/20 | 7123 | ALEC K WILLIAMS | 0126020110000 | 20251 | REIMBURSED 6 HOURS | 0.00 | 1,992.00 |
| 9001 | 123738 | 09/14/20 | 6520 | ERICA G ZIEMER | 0126020110000 | 20251 | REIMBURSED 9 HOURS | 0.00 | 2,988.00 |

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ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 22.14 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 22.14 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 88.05 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | 228.92 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | 115.94 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | 115.94 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RMS | 0.00 | 115.94 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 121.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 131.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 131.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL RHS | 0.00 | 131.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 41.50 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 41.50 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 41.50 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 41.50 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MOCK | 0.00 | 41.50 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 43.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 43.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 43.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 44.75 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 44.75 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 44.75 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 44.75 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL BLUM | 0.00 | 44.75 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 47.42 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 47.42 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 47.42 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL WW | 0.00 | 63.47 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL VMAC/ | 0.00 | 4,500.00 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 33.39 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 33.39 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20610 | RPS CUSTODIAL HEALT | 0.00 | 33.39 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MEAD | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MEAD | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL MEAD | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL KW | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 38.25 |
| 9001 | 123743 | 09/14/20 | 7000 | CINTAS CORPORATION | 01800206996 | 20420 | RPS CUSTODIAL SEY | 0.00 | 38.25 |
| TOTAL CHECK | | | | | | | | 0.00 | 6,933.72 |
| 9001 | 123744 | 09/14/20 | 4037 | COX BUSINESS SERVIC | 0180020258000 | 20382 | RPS DW SEPT. 1, 202 | 0.00 | 8,255.46 |
| 9001 | 123745 | 09/14/20 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 344.00 |
| 9001 | 123746 | 09/14/20 | 6960 | THE HOME DEPOT PRO/ | 0180020261000 | 20610 | SPA3308-04 LITE N F | 0.00 | 782.80 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS 2020-21PRIN.WEB | 0.00 | 500.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | 570.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0126020241000 | 20810 | RPS/MS ANDREW PARIZ | 0.00 | 585.00 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS/SS MEL. STOLLEY | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS/SS MEL. STOLLEY | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20810 | RPS/SS MEL. STOLLEY | 0.00 | 10.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,455.00 |
| 9001 | 123748 | 09/14/20 | 4913 | SCHMITT MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2021 | 0.00 | 65.60 |
| 9001 | 123748 | 09/14/20 | 4913 | SCHMITT MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2021 | 0.00 | 31.50 |
| TOTAL CHECK | | | | | | | | 0.00 | 97.10 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS WILDEWOOD | 0.00 | 103.29 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS KAREN WESTERN | 0.00 | 266.62 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS SEYMOUR | 0.00 | 273.26 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | 325.54 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MEADOWS | 0.00 | 601.24 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MIDDLE SCHOOL | 0.00 | 660.00 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS BLUMFIELD | 0.00 | 673.63 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS HIGH SCHOOL | 0.00 | 1,886.83 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MOCKINGBIRD | 0.00 | 397.04 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | 68.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 5,255.45 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 358,019.08 |
| TOTAL FUND | | | | | | | | 0.00 | 358,019.08 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 06 - FOOD SERVICE

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123586 | 09/14/20 | 7293 | BRUCE BRICKNER | 0636020310000 | 20610 | REIMBURSED BALANCE | 0.00 | 40.30 |
| 9001 | 123598 | 09/14/20 | 7284 | DANIEL AVANT | 0636020310000 | 20610 | REIMBURSED BALANCE | 0.00 | 29.50 |
| 9001 | 123606 | 09/14/20 | 7287 | KRISTI CLEVELAND | 0616620310000 | 20610 | REIMBURSED BALANCE | 0.00 | 117.70 |
| 9001 | 123606 | 09/14/20 | 7287 | KRISTI CLEVELAND | 0626020310000 | 20610 | REIMBURSED BALANCE | 0.00 | 35.80 |
| TOTAL CHECK | | | | | | | | 0.00 | 153.50 |
| 9001 | 123610 | 09/14/20 | 5057 | EDWARD DON & COMPAN | 0616320310000 | 20733 | RPS FOOD SERVICES B | 0.00 | 3,235.05 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0626020310000 | 20340 | RPS FOOD SERVICES M | 0.00 | 429.91 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616320310000 | 20340 | RPS FOOD SERVICES B | 0.00 | 350.64 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616420310000 | 20340 | RPS FOOD SERVICES K | 0.00 | 182.94 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616820310000 | 20340 | RPS FOOD SERVICES S | 0.00 | 201.23 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0636020310000 | 20340 | RPS FOOD SERVICES H | 0.00 | 981.78 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616720310000 | 20340 | RPS FOOD SERVICES M | 0.00 | 332.34 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616620310000 | 20340 | RPS FOOD SERVICES M | 0.00 | 292.70 |
| 9001 | 123624 | 09/14/20 | 6120 | HEARTLAND SCHOOL SO | 0616920310000 | 20340 | RPS FOOD SERVICES W | 0.00 | 277.46 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,049.00 |
| 9001 | 123633 | 09/14/20 | 7285 | JESSICA KEPHART | 0616920310000 | 20610 | REIMBURSED BALANCE | 0.00 | 108.30 |
| 9001 | 123660 | 09/14/20 | 7288 | MINDY MCGUIRE | 0616620310000 | 20610 | REIMBURSED BALANCE | 0.00 | 586.65 |
| 9001 | 123684 | 09/14/20 | 7286 | TURK MULLY | 0636020310000 | 20610 | REIMBURSED BALANCE | 0.00 | 115.75 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0636020310000 | 20340 | RPS FOOD SERVICES | 0.00 | 10,554.46 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616420310000 | 20340 | RPS FOOD SERVICES | 0.00 | 1,966.67 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616820310000 | 20340 | RPS FOOD SERVICES | 0.00 | 2,163.34 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616920310000 | 20340 | RPS FOOD SERVICES | 0.00 | 2,982.78 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616620310000 | 20340 | RPS FOOD SERVICES | 0.00 | 3,146.67 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616720310000 | 20340 | RPS FOOD SERVICES | 0.00 | 3,572.78 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0616320310000 | 20340 | RPS FOOD SERVICES | 0.00 | 3,769.45 |
| 9001 | 123691 | 09/14/20 | 5077 | SODEXO, INC & AFFIL | 0626020310000 | 20340 | RPS FOOD SERVICES | 0.00 | 4,621.67 |
| TOTAL CHECK | | | | | | | | 0.00 | 32,777.82 |
| 9001 | 123700 | 09/14/20 | 7299 | SYSCO LINCOLN | 0616920310000 | 20733 | RPS FOOD SERVICES W | 0.00 | 5,361.60 |
| 9001 | 123704 | 09/14/20 | 7281 | HOLLY WHITCOMB | 0616320310000 | 20610 | REIMBURSED BALANCE | 0.00 | 13.80 |
| 9001 | 123711 | 09/14/20 | 4832 | VERIZON WIRELESS | 0680020310000 | 20530 | RPS FOOD SERVICES 2 | 0.00 | 103.89 |
| 9001 | 123741 | 09/14/20 | 7300 | ANGELA WORKMAN | 0616420310000 | 20610 | REIMBURSED BALANCE | 0.00 | 58.70 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 45,634.36 |
| TOTAL FUND | | | | | | | | 0.00 | 45,634.36 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 08 - SPECIAL BUILDING

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123629 | 09/14/20 | 4768 | LAMP RYNEARSON & AS | 0880020262000 | 20450 | RPS/RHS TRACK & FIE | 0.00 | 3,945.00 |
| 9001 | 123631 | 09/14/20 | 7226 | NEMAHA LANDSCAPE CO | 0880020262000 | 20450 | RPS/RHS TRACK & FIE | 0.00 | 217,899.95 |
| 9001 | 123631 V | 09/14/20 | 7226 | NEMAHA LANDSCAPE CO | 0880020262000 | 20450 | RPS/RHS TRACK & FIE | 0.00 | -217,899.95 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123632 V | 09/14/20 | 7290 | PONCA TRIBE OF NEBR | 0880020262000 | 20450 | RPS LEASE APR-AUG20 | 0.00 | -7,500.00 |
| 9001 | 123632 | 09/14/20 | 7290 | PONCA TRIBE OF NEBR | 0880020262000 | 20450 | RPS LEASE APR-AUG20 | 0.00 | 7,500.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123739 | 09/14/20 | 7226 | NEMAHA LANDSCAPE CO | 0880020262000 | 20450 | RPS/RHS TRACK & FIE | 0.00 | 217,899.95 |
| 9001 | 123740 | 09/14/20 | 7290 | PONCA TRIBE OF NEBR | 0880020262000 | 20450 | RPS LEASE APR-AUG20 | 0.00 | 7,500.00 |
| 9001 | 123750 | 09/14/20 | 7226 | NEMAHA LANDSCAPE CO | 0880020262000 | 20450 | RPS/HS TRACK & FIEL | 0.00 | 168,057.83 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 397,402.78 |
| TOTAL FUND | | | | | | | | 0.00 | 397,402.78 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 10 - COOPERATIVE FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 1080020215100 | 20320 | RPS SUBURBAN SCHOOL | 0.00 | 1,160.00 |
| 9001 | 123664 V | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | -510.00 |
| 9001 | 123664 | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | 510.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123729 | 09/14/20 | 3295 | DIANE MEYER | 1080020215100 | 20333 | REIMBUR3/23-8/14/20 | 0.00 | 176.07 |
| 9001 | 123730 | 09/14/20 | 6350 | KIMBERLEE M MILLER | 1080020215100 | 20333 | REIMBURSE7/15-31/20 | 0.00 | 134.44 |
| 9001 | 123731 | 09/14/20 | 6965 | KELSY NEIL | 1080020215100 | 20333 | REIMBURSED8/5-19/20 | 0.00 | 117.19 |
| 9001 | 123736 | 09/14/20 | 5094 | TIARRA MCGOWAN | 1080020215100 | 20333 | REIMBURSED8/7-20/20 | 0.00 | 132.08 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | 510.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 2,229.78 |
| TOTAL FUND | | | | | | | | 0.00 | 2,229.78 |
| TOTAL REPORT | | | | | | | | 0.00 | 803,286.00 |

Ralston
PUBLIC SCHOOLS

# Accounts Payable Spending Report BOE ~ September 14, 2020

***Depreciation Fund: $0,000.00**

***Special Building Fund: $397,402.78**

***QCPUF Fund: $0,000.00**

****Total Report: $803,286.00**

*****Correction: Total Report changed by -$510.00**
**New Total Report: $802,776.00 9/11/2020**

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS/SS MEL. STOLLEY | 0.00 | -150.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | -335.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | -335.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | -335.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | -335.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS 2020-21PRIN.WEB | 0.00 | -500.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | -570.00 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 0126020241000 | 20810 | RPS/MS ANDREW PARIZ | 0.00 | -585.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | 335.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS/SS MEL. STOLLEY | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS/SS MEL. STOLLEY | 0.00 | 150.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS 2020-21PRIN.WEB | 0.00 | 500.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | 570.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0126020241000 | 20810 | RPS/MS ANDREW PARIZ | 0.00 | 585.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 0180020249000 | 20810 | RPS/SS MEL. STOLLEY | 0.00 | 10.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123748 | 09/14/20 | 4913 | SCHMITT MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2021 | 0.00 | 65.60 |
| 9001 | 123748 | 09/14/20 | 4913 | SCHMITT MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2021 | 0.00 | 31.50 |
| TOTAL CHECK | | | | | | | | 0.00 | 97.10 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS WILDEWOOD | 0.00 | 103.29 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS KAREN WESTERN | 0.00 | 266.62 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS SEYMOUR | 0.00 | 273.26 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | 325.54 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/VMAC/CO | 0.00 | 68.00 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MEADOWS | 0.00 | 601.24 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MIDDLE SCHOOL | 0.00 | 660.00 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS BLUMFIELD | 0.00 | 673.63 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS HIGH SCHOOL | 0.00 | 1,886.83 |
| 9001 | 123749 | 09/14/20 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS MOCKINGBIRD | 0.00 | 397.04 |
| TOTAL CHECK | | | | | | | | 0.00 | 5,255.45 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0180020249000 | 20810 | RPS MELISSA STOLLEY | 0.00 | 10.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | 150.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 150.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0180020249000 | 20330 | RPS MELISSA STOLLEY | 0.00 | 150.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JOSEPH KILZE | 0.00 | 335.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS RYAN PIVONKA | 0.00 | 335.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0136020241000 | 20810 | RPS/HS JESSE TVRDY | 0.00 | 335.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0180020221200 | 20810 | RPS DR.CECILIA WILK | 0.00 | 335.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0180020232000 | 20330 | RPS 2020-21PRINCWEB | 0.00 | 500.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0116420241000 | 20810 | RPS/KW ANDREW MATHE | 0.00 | 570.00 |
| 9001 | 123751 | 09/14/20 | 797 | NCSA | 0126020241000 | 20810 | RPS/MS ANDREW PARIZ | 0.00 | 585.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,455.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 358,019.08 |

SELECTION CRITERIA: transact.ck_date='20200914 00:00:00.000'
ACCOUNTING PERIOD: 1/21

FUND - 10 - COOPERATIVE FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 9001 | 123588 | 09/14/20 | 5891 | CARMEN D DOUGHMAN | 1080020215100 | 20320 | RPS SUBURBAN SCHOOL | 0.00 | 1,160.00 |
| 9001 | 123664 V | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | -510.00 |
| 9001 | 123664 | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | 510.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| 9001 | 123729 | 09/14/20 | 3295 | DIANE MEYER | 1080020215100 | 20333 | REIMBUR3/23-8/14/20 | 0.00 | 176.07 |
| 9001 | 123730 | 09/14/20 | 6350 | KIMBERLEE M MILLER | 1080020215100 | 20333 | REIMBURSE7/15-31/20 | 0.00 | 134.44 |
| 9001 | 123731 | 09/14/20 | 6965 | KELSY NEIL | 1080020215100 | 20333 | REIMBURSED8/5-19/20 | 0.00 | 117.19 |
| 9001 | 123736 | 09/14/20 | 5094 | TIARRA MCGOWAN | 1080020215100 | 20333 | REIMBURSED8/7-20/20 | 0.00 | 132.08 |
| 9001 | 123747 V | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | -510.00 |
| 9001 | 123747 | 09/14/20 | 797 | NCSA | 1080020215100 | 20810 | RPS DIANE MEYER | 0.00 | 510.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 1,719.78 |
| TOTAL FUND | | | | | | | | 0.00 | 1,719.78 |
| TOTAL REPORT | | | | | | | | 0.00 | 802,776.00 |

**RALSTON PUBLIC SCHOOLS**
**FINANCIAL REPORT TO THE BOARD OF EDUCATION**
**POOLED CASH - BANK RECONCILIATION**
**August 31, 2020**

| | 07/31/2020 Thru 08/31/2020 | 07/31/2019 Thru 08/31/2019 |
|---|---|---|
| Book Balance - Beginning of month | $4,404,125.77 | $2,649,548.63 |
| Total Receipts | $6,105,877.23 | $7,019,828.02 |
| Monthly Disbursements | (3,257,847.64) | (2,951,296.85) |
| Reconciled Book Balance - End of Month | $7,252,155.36 | $6,718,079.80 |
| Building fund loan | $0.00 | $0.00 |
| Depreciation fund loan | $0.00 | $0.00 |
| Transfer to Depreciation | ($500,000.00) | ($800,000.00) |
| Actual Book Balance - End of Month | $6,752,155.36 | $5,918,079.80 |
| Bank Balance -Beginning of month | $4,918,946.52 | $3,124,835.24 |
| Deposits | $6,137,683.96 | $6,588,801.27 |
| Interest | 1,082.99 | 1,258.60 |
| Total Receipts | 6,138,766.95 | 6,590,059.87 |
| Total Warrants | (3,492,898.18) | (4,166,390.25) |
| Bank Balance - End of month | 7,564,815.29 | 5,548,504.86 |
| Outstanding deposits | 0.00 | 430,030.00 |
| Less Outstanding Checks/Wires | (812,659.93) | (60,455.06) |
| Reconciled Bank Balance - End of month | $6,752,155.36 | $5,918,079.80 |

**August 2020** **Percent of Year Completed** **100.0%**

**RECEIPTS**

| ACCOUNT | ANTICIPATED | M-T-D RECEIVED 2019-20 | Y-T-D RECEIVED 2019-20 | Y-T-D RECEIVED 2018-19 | Year To Date %Received 2019-20 | Year To Date %Received 2018-19 |
|---|---|---|---|---|---|---|
| Local District Taxes | $18,100,535 | $4,961,580.48 | $16,876,683.66 | $17,474,815 | 93.2% | 101.3% |
| Pro-Rata Motor Vehicle Tax | $30,000 | $0.00 | $40,071.85 | $41,997 | 133.6% | 168.0% |
| Motor Vehicle Tax | $2,628,594 | $226,584.46 | $3,344,359.68 | $3,082,128 | 127.2% | 118.5% |
| Homestead Exemption Tax | $235,000 | $78,288.43 | $455,859.23 | $419,795 | 194.0% | 186.6% |
| Tuition from Individuals | $0 | $0.00 | $0.00 | $0 | 0.0% | 0.0% |
| Tuition (Other Dist) | $0 | $0.00 | $0.00 | $547 | 0.0% | 0.0% |
| Interest on Investments | $10,000 | $1,082.99 | $13,005.01 | $14,138 | 130.1% | 141.4% |
| Local License/Police Court | $40,000 | $1,275.32 | $44,789.35 | $43,992 | 112.0% | 108.2% |
| Other Local Revenue | $10,000 | $0.00 | $0.00 | $0 | 0.0% | 0.0% |
| County Fines & Licenses | $83,000 | $5,291.95 | $90,046.81 | $99,128 | 108.5% | 110.1% |
| State Aid | $12,267,825 | $0.00 | $12,160,961.00 | $11,425,321 | 99.1% | 100.0% |
| Spec Ed Programs | $2,100,000 | $16,535.76 | $2,487,509.63 | $2,320,057 | 118.5% | 105.5% |
| Special Ed Transportation | $220,000 | $0.00 | $251,133.00 | $240,687 | 114.2% | 107.0% |
| State Apportionment | $400,000 | $0.00 | $438,160.61 | $406,281 | 109.5% | 94.5% |
| Public Power Dist Sales Tax | $365,000 | $0.00 | $473,188.18 | $468,140 | 129.6% | 137.7% |
| Cash Reserve | $0 | $0.00 | $0.00 | $0 | 0.0% | 0.0% |
| TOTAL | $36,489,954 | $5,290,639.39 | $36,675,768.01 | $36,037,024.93 | 100.5% | 103.3% |

**DISBURSEMENTS**

| CATEGORY | BUDGET | M-T-D DISBURSED 2019-20 | Y-T-D DISBURSED 2019-20 | Y-T-D DISBURSED 2018-19 | Year To Date % Disbursed 2019-20 | Year To Date % Disbursed 2018-19 |
|---|---|---|---|---|---|---|
| Instructional Services | $18,418,537 | $1,495,116.13 | $17,882,674.47 | $18,360,406 | 97.1% | 107.0% |
| **Support Services** | | | | | | |
| Special Education | $5,693,360 | $342,241.18 | $5,551,141.86 | $5,680,133 | 97.5% | 101.5% |
| Pupil Services | $1,248,591 | $99,072.27 | $1,218,846.32 | $921,914 | 97.6% | 74.1% |
| Staff Services | $2,131,233 | $155,886.42 | $1,771,465.35 | $1,846,649 | 83.1% | 852.8% |
| General Administration | $967,837 | $169,916.76 | $905,493.74 | $833,768 | 93.6% | 96.8% |
| School Administration | $2,193,284 | $162,776.35 | $2,250,266.66 | $2,180,185 | 102.6% | 102.4% |
| Business | $739,887 | $204,693.69 | $642,504.51 | $560,120 | 86.8% | 76.8% |
| Operation of Plant | $2,947,665 | $242,254.12 | $2,701,049.57 | $2,792,198 | 91.6% | 96.0% |
| Maintenance of Plant | $908,587 | $89,229.72 | $973,176.39 | $853,672 | 107.1% | 102.0% |
| Pupil Transportation | $1,240,973 | $112,795.86 | $939,536.92 | $1,052,268 | 75.7% | 89.0% |
| TOTAL | $36,489,954 | $3,073,982.50 | $34,836,155.79 | $35,081,312.51 | 95.5% | 100.6% |
| REVENUE OVER EXPENSE | $0 | $2,216,657 | $1,839,612 | $955,712 | 5.0% | 2.7% |

## Ralston Schools Building Fund
### Aug-20

| FUND NAME | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| BUILDING FUND | $1,077,627.13 | $149,616.10 | (727,542.07) | $499,701.16 |
| NSDLAF | $20,637.24 | $0.40 | - | $20,637.64 |
| TOTAL | $1,098,264.37 | $149,616.50 | (727,542.07) | $520,338.80 |

## RALSTON SCHOOLS BOND FUND
### Aug-20

| FUND NAME | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| BOND FUND | $4,699,246.41 | 902,986.74 | - | $5,602,233.15 |
| INVESTED -US Treas Bills | - | - | - | $0.00 |
| TOTAL | $4,699,246.41 | $902,986.74 | - | $5,602,233.15 |

### LUNCH PROGRAM INCOME STATEMENT

| | Aug-20 | | 2019-20 YTD | |
|---|---|---|---|---|
| Revenues: | | | | |
| Lunch program | $39,276.01 | | $406,138.43 | |
| Federal funding | 115,111.84 | | $1,525,556.26 | |
| Catering income | 0.00 | | $38,188.28 | |
| Interest | 88.40 | | $916.20 | |
| Grants | 0.00 | | $4,491.98 | |
| Total Revenues | | $154,476.25 | | $1,975,291.15 |
| Expenses: | | | | |
| Salaries | $51,562.17 | | $750,802.73 | |
| Supplies | 210.15 | | $986,140.99 | |
| Repairs/Equip | 0.00 | | $0.00 | |
| Miscellaneous | 109.43 | | $5,101.78 | |
| Total Expenses | | $51,881.75 | | $1,742,045.50 |
| Net Income (Loss) | | $102,594.50 | | $233,245.65 |

## Ralston Schools Quality Capital Purpose Undertaking Fund
### Aug-20

| FUND NAME | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| QCPU FUND | $ 344,111.76 | $ 98,035.21 | $ (1,100.00) | $ 441,046.97 |
| QCPUF BOND FUND | $ 2,137,673.80 | $ 5.37 | $ - | $ 2,137,679.17 |
| TOTAL | $ 2,481,785.56 | $ 98,040.58 | $ (1,100.00) | $ 2,578,726.14 |

## Ralston Schools Depreciation Fund
### Aug-20

| FUND NAME | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| Depreciation Fund | $ 1,882,423.80 | $ 500,353.52 | $ - | $ 2,382,777.32 |
| TOTAL | $1,882,423.80 | $500,353.52 | $0.00 | $2,382,777.32 |

## RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

**31-Aug-20**

| FUND NAMES | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| ACTIVITY FUND/BLUMFIELD | 5,543.36 | 0.00 | 145.17 | $5,398.19 |
| ACTIVITY FUND/KAREN WESTERN | 1,228.98 | 30.00 | 0.00 | $1,258.98 |
| ACTIVITY FUND/MEADOWS | 8,199.79 | 0.00 | 0.00 | $8,199.79 |
| ACTIVITY FUND/MOCKINGBIRD | 4,861.21 | 0.00 | 0.00 | $4,861.21 |
| ACTIVIITY FUND/SEYMOUR | 8,228.12 | 0.00 | 360.00 | $7,868.12 |
| ACTIVITY FUND/WILDEWOOD | 742.22 | 0.00 | 0.00 | $742.22 |
| ACTIVITY FUND/OFFICE | 16,841.23 | (318.45) | 16.71 | $16,506.07 |
| ACTIVITYFUND/DEPRECIATION | 8,017.37 | 0.00 | 0.00 | $8,017.37 |
| INSTRUMENT RENTAL | 20.70 | 0.00 | 0.00 | $20.70 |
| ACTIVITY FUND/HILLCREST | 326.85 | 0.00 | 0.00 | $326.85 |
| ACTIVITY FUND/Middle School | 18,561.99 | 5,985.78 | 1,280.00 | $23,267.77 |
| ACTIVITY FUND/PARKING LOT | 6,660.00 | 0.00 | 0.00 | $6,660.00 |
| HIGH SCHOOL STUDENT FEES | (430.16) | 0.00 | 0.00 | ($430.16) |
| MS STUDENT FEES | 50.00 | 0.00 | 0.00 | $50.00 |
| TOTAL | $78,851.66 | $5,697.33 | $1,801.88 | $82,747.11 |

| | |
|---|---|
| BANK BALANCE | $83,866.53 |
| PLUS OUTSTANDING DEPOSITS | $0.00 |
| LESS OUTSTANDING CHECKS | ($1,119.42) |
| TOTAL | $82,747.11 |

## RALSTON HIGH SCHOOL ACTIVITY FUND

**31-Aug-20**

| FUND NAME'S | BALANCE July | RECEIPTS Aug | DISBURSEMENTS Aug | BALANCE Aug |
|---|---|---|---|---|
| HIGH SCHOOL | 255,095.98 | 17,346.76 | (31,759.36) | 240,683.38 |
| TOTAL | $255,095.98 | 17,346.76 | (31,759.36) | $240,683.38 |

| | |
|---|---|
| 1ST STATE BANK BALANCE | $ 250,737.66 |
| Outstanding Checks | $ (10,054.28) |
| TOTAL | $ 240,683.38 |

# Ralston High School Activity Fu...
# Balance Sheet Standard

## As of August 31, 2020

| | Aug 31, '20 |
|---|---|
| **ASSETS** | |
| **Current Assets** | |
| **Checking/Savings** | |
| **1000 - Athletic Admin** | 909.15 |
| **1001 - Athletics** | 58,545.99 |
| **1050 - Baseball** | 1,991.90 |
| **1140 - Wrestling** | -357.05 |
| **1500 - Cheer** | 1,820.05 |
| **1520 - Homecoming** | 998.68 |
| **1530 - F.C. Athletes** | 30.12 |
| **1535 - Bratfest** | 0.00 |
| **1540 - Dance Team** | 1,596.08 |
| **1560 - Activity Tickets** | 11,356.90 |
| **1571 - Boys Basketball** | -945.94 |
| **1572 - Cross Country** | 291.00 |
| **1575 - Football** | 7,502.23 |
| **1576 - Girls Basketball** | 1,297.65 |
| **1577 - Golf** | 537.39 |
| **1578 - Volleyball** | 1,177.47 |
| **1579 - Girls Softball** | 4,825.76 |
| **1580 - Swim** | 2,527.77 |
| **1582 - Boys Soccer** | 1,505.37 |
| **1583 - Girls Soccer** | 4,055.80 |
| **1584 - Circle of Friends** | 160.00 |
| **1586 - Boys Track** | 755.54 |
| **1587 - Girls Track** | 652.18 |
| **1588 - Tennis** | 1,549.23 |
| **2005 - Computer Lab** | 74.16 |
| **2010 - Debate** | 5,551.34 |
| **2015 - Drama** | 2,549.02 |
| **2016 - Drama Travel Club** | 0.00 |
| **2018-Class of 2018** | 0.00 |
| **2020-All School Musical** | 1,637.89 |
| **2027 - Guidance** | 8,505.98 |
| **2028 - Ralston Readers** | 760.88 |
| **2029 - Educators Rising** | 668.59 |
| **2030 - Humanities** | 0.00 |
| **2035-Latino Leaders** | 181.63 |

# Ralston High School Activity Fu...
# Balance Sheet Standard

As of August 31, 2020

| | Aug 31, '20 |
|---|---|
| 2040 - Instr Music | 0.00 |
| 2042- Color Guard | -301.37 |
| 2060 - Swim School | 410.98 |
| 2065 - Social Studies Trip | 0.00 |
| 2075 - Vocal Music | 22,228.16 |
| 2076 - Dist. Music | 0.00 |
| 2080 - Work Experience | 0.00 |
| 2085 - Yearbook | 19,241.43 |
| 2090 - Material Replacement | 0.00 |
| 210 - Class of 2010 | 0.00 |
| 211 - Class of 2011 | 0.00 |
| 212 - Class of 2012 | 0.00 |
| 213 - Class of 2013 | 0.00 |
| 214 - Class of 2014 | 0.00 |
| 215 - Spirit Squads | 3,193.27 |
| 223-Class of 2023 | 123.65 |
| 224-Class of 2024 | 123.65 |
| 218-Class of 2018 | 0.00 |
| 219-Class of 2019 | 0.00 |
| 220-Class of 2020 | 0.00 |
| 221-Class of 2021 | 209.40 |
| 222-Class of 2022 | 198.65 |
| 2500 - HOSA | 1,580.04 |
| 2509 - Ram Apparel | 0.00 |
| 2510 - Ram Supply - DO NOT ... | 0.00 |
| 2511 - Concessions | 13,493.85 |
| 2515 - FCCLA | 550.27 |
| 2520 - Industrial Tech | 3,065.06 |
| 2521 - Skills USA | 135.51 |
| 2525-Automotive | 5,482.47 |
| 2530 - Food Pantry | 1,078.25 |
| 3000 - Scholarships | 0.00 |
| 3200 - Summer School | 0.00 |
| 3300 - Boston Trip | 0.00 |
| 3580 - Vending | 0.00 |
| 4015 - Green Club | 0.00 |
| 4059 - Parking Lot | 0.00 |
| 4085 - HS Office | 4,023.97 |

# Ralston High School Activity Fu...
# Balance Sheet Standard

As of August 31, 2020

| | Aug 31, '20 |
|---|---|
| 4086 - Homeroom | 0.00 |
| 4087 - PBiS | 0.00 |
| 5000 - Baseball Field | 0.00 |
| 5010 - Football Stadium | 0.00 |
| 5020 - Soccer Stadium | 0.00 |
| 5030 - Gym | 0.00 |
| 5040 - Fitness Center | 0.00 |
| 505 - Art Club | 820.86 |
| 5050 - Cafeteria | 0.00 |
| 5060 - Classroom | 0.00 |
| 5070 - Swim Pool | 0.00 |
| 5080 - Facility Usage | 38,323.57 |
| 510 - Bowling Team | 0.00 |
| 525 - Autism Grant | 0.00 |
| 530 - DECA | 1,860.52 |
| 540 - Quiz Bowl | 0.00 |
| 550 - French Club | 50.53 |
| 560 - Key Club | 151.83 |
| 565 - History Day | 0.00 |
| 570 - NHS | 283.44 |
| 580 - Prom | 981.86 |
| 585 - Science Club | 0.00 |
| 595 - Spanish Club | 284.12 |
| 600 - Student Council | 251.37 |
| 605 - Poetry Festival | 0.00 |
| 610 - Robotics Club | 125.28 |
| Class 2021 | 0.00 |
| Total Checking/Savings | 240,683.38 |
| Accounts Receivable | |
| Accounts Receivable | 0.00 |
| Total Accounts Receivable | 0.00 |
| Other Current Assets | |
| Undeposited Funds | 0.00 |
| Total Other Current Assets | 0.00 |

# Ralston High School Activity Fu...
# Balance Sheet Standard

## As of August 31, 2020

| | Aug 31, '20 |
|---|---|
| **Total Current Assets** | 240,683.38 |
| **Fixed Assets** | 0.00 |
| **Other Assets** | 0.00 |
| **TOTAL ASSETS** | **240,683.38** |
| **LIABILITIES & EQUITY** | |
| **Liabilities** | |
| **Current Liabilities** | |
| **Accounts Payable** | |
| **Accounts Payable** | 0.00 |
| **Total Accounts Payable** | 0.00 |
| **Credit Cards** | 0.00 |
| **Other Current Liabilities** | |
| **Sales Tax Payable** | 0.00 |
| **Total Other Current Liabilities** | 0.00 |
| **Total Current Liabilities** | 0.00 |
| **Long Term Liabilities** | 0.00 |
| **Total Liabilities** | 0.00 |
| **Equity** | |
| **Opening Bal Equity** | -0.73 |
| **Retained Earnings** | 221,529.79 |
| **Net Income** | 19,154.32 |
| **Total Equity** | 240,683.38 |
| **TOTAL LIABILITIES & EQUITY** | **240,683.38** |

Ralston PUBLIC SCHOOLS

**Dr. Mark Adler**
Superintendent
**Mr. Jason Buckingham**
Executive Director of Fiscal Affairs
**Dr. Michael Rupprecht**
Executive Director of Human Resources

September 14th, 2020

Teacher Certification Office
P.O. Box 94987
Lincoln, NE 68509-4987

To Whom It May Concern:

The use of the local substitute teaching certificate has been approved by the board of education of the Ralston Public Schools. I request that you issue a local substitute teaching certificate to:

Emily Flannery

(SSN withheld)

Sincerely,

Dr. Mark Adler, Superintendent
Ralston Public Schools

Board of Education Regular Meeting
8545 Park Dr.
Omaha, Nebraska

Monday, August 24, 2020

**Call to Order**
Board President, Mrs. Heather Johnson, called the meeting to order at 6:00 pm. She informed everyone in attendance of the Ralston Public Schools Board of Education Meeting COVID-19 guidelines.

**Roll Call**
All Board Members were present. In addition to the Board Members, those in attendance included Dr. Mark Adler, Dr. Mike Rupprecht, Mr. Jason Buckingham, Dr. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Marci Carroll

**Consent Agenda**
Consent agenda items include minutes from the August 10th meeting.

Recommend the following teacher be hired for the 2020-21 school year: Tyler Meuret - RHS Music - One-year contract. Recommend the following resignation be accepted: Tyler Meuret - RHS Music.

Recommend approval for an increase from a .5 to a 1.0 FTE for Charlotte Lasley-Casson.

Motion by Mrs. Linda Richards and seconded by Mrs. Liz Kumru to approve consent agenda.

| | |
|---|---|
| Mrs. L. Richards: | Yes |
| Mrs. R. Richards: | Yes |
| Dr. Irwin: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. Johnson: | Yes |

**BOARD DEVELOPMENT AND COMMUNICATION**

**Board Comments**
Mrs. Linda Richards was appreciative of the ongoing efforts of everyone in the District in response to the COVID-19 virus. She stated that RPS is adhering to the protocols set in place and is doing the best it can during a difficult time. Mrs. Linda Richards reiterated staff, students, and parents/guardians need to stick together and not be counterproductive to our overall mission. Dr. Jay Irwin thanked the custodial staff for their extra efforts to help keep our buildings safe and clean. Mrs. Liz Kumru commended all staff and stated there is no easy solution to what schools are currently facing. Ms. Mary Roarty thanked the District's healthcare team for their hard work and the District's Communication Department for consistently sending out messages promptly. Mrs. Robin Richards wished to sincerely thank everyone in the District for working very hard during this pandemic. Mrs. Heather Johnson acknowledged the IT staff for their hard

work and the Healthcare Team for following protocol concerning positive COVID-19 cases. Mrs. Johnson expressed her excitement for the start of the volleyball and softball seasons.

**Government Relations Update:**

Mr. Joe Kohout provided a final overview of the recent Nebraska Legislative session to Board members. The session wrapped up on August 13, 2020. Mr. Kohout provided detailed information regarding several legislative bills that impacted school districts. He stated it was a pretty good year overall for school systems. Mr. Kohout also mentioned the 2021 session will begin in four months, and there may be several bills that could affect school districts. Those potential bills might be focused on the following areas: option enrollment, retirement, and food service.

**RPS Return to Learn Protocol Update**

Administrators shared the latest information concerning the Return to Learn Protocol.

- For the week of August 11th (RPS first day of school) through Friday, August 14:
  - Students: Two secondary and one elementary
  - Staff: One elementary

- For the week of August 17 - 21:
  - Students: Two secondary and one elementary.
  - Staff: Zero positive cases.

- Total for the two weeks: 7 total positive cases (6 students and 1 staff member).

- Any family who chooses to keep their children at home can take part in the Extended Campus Learning Program. Parents/Guardians may apply for the program at any time by contacting their building principal.

- The District remains in constant contact with local health officials to monitor the COVID-19 guidelines.

- Approximately 18 percent of families have opted for remote learning at this time. RPS remains in the Yellow Instructional Level, de-densifying population, and having students attend on alternate days. Roughly 40 percent of the total student population is in our buildings for in-person instruction.

**2020-21 District Budget Overview**

Mr. Jason Buckingham discussed the RPS budget for a third time outlining important components and fielding questions. He clarified property tax values have increased, and therefore state aid will decrease. Mr. Buckingham explained how the levy calculation process works and proposed to the Board about setting our tax levy at $1.05. He also shared other topics currently affecting the budget. Those include rising health insurance rates, the addition of one more full-time teacher, and upgrades to our boardroom technology. The proposed budget will be presented for final approval at the September 14th meeting.

**Superintendent Evaluation Overview**
All Board members recently completed an evaluation of the Superintendent. Dr. Adler compiled the results and provided an overview containing both self-evaluation ratings as well as the Board of Education combined ratings. A total of nine effective practices were covered and discussed.

**NASB Update**
Dr. Jay Irwin announced an upcoming virtual finance and budgeting workshop for Board members. He also stated NASB is still working on the State Conference. Dr. Irwin mentioned it may be a hybrid of in person and virtual seminars.

**Enrollment Update**
Enrollment numbers have decreased slightly for the District. The main emphasis has been focused on Extended Campus Learning.

**STANDARDS BASED SCHOOL IMPROVEMENT**

**Depreciation Fund Transfer**
Mr. Buckingham outlined the details of executing a transfer of $500,000 out of the General Fund to the Depreciation Fund. Mrs. Liz Kumru motioned to approve the transfer of $500,000 which was seconded by Dr. Jay Irwin.

| | |
|---|---|
| Ms. Roarty: | Yes |
| Mrs. L. Richards: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. R. Richards: | Yes |
| Mrs. Johnson: | Yes |
| Dr. Irwin: | Yes |

**POLICY REVIEW**

**2020-21 Ralston Public Schools Handbook**
The draft version of the 2020-21 RPS Staff Handbook was shared at the August 10th Board of Education meeting and suggested changes were made. Dr. Rupprecht stated most of the changes were due to new Title IX requirements. Motion to approve the 2020-21 RPS Staff Handbook as presented was made by Mrs. Linda Richards and seconded by Mrs. Robin Richards.

| | |
|---|---|
| Dr. Irwin: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Johnson: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. L. Richards: | Yes |
| Mrs. R. Richards: | Yes |

**Policy 6005 – Academic Credits and Graduation Requirements**

Temporary changes were made to Policy 6005 due to the COVID-19 pandemic. These adjustments will affect the Class of 2021. A motion was made by Mrs. Linda Richards and seconded by Mrs. Liz Kumru.

| | |
|---|---|
| Mrs. R. Richards: | Yes |
| Mrs. L. Richards: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Kumru: | Yes |
| Dr. Irwin: | Yes |
| Mrs. Johnson: | Yes |

**Title IX Policy Review and Policy 4051 Staff and District Social Media Use**

Dr. Mike Rupprecht described the recent changes to Title IX and stated all RPS staff will be trained on the revisions. Dr. Adler also reviewed Policy 4051 regarding social media use for the District. Policy changes will be brought forth for approval at the September 14th meeting.

**Supplemental**

There will be both a District tax request hearing and District budget hearing on September 14th beginning at 5:30 pm at the RHS Media Center.

**Adjournment**

The Board voted to adjourn at 8:54 pm with a motion by Mrs. Linda Richards and seconded by Dr. Jay Irwin.

| | |
|---|---|
| Ms. Roarty: | Yes |
| Dr. Irwin: | Yes |
| Mrs. R. Richards: | Yes |
| Mrs. L. Richards: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. Johnson: | Yes |

The next regular meeting will take place on Monday, September 14th, 2020, at 6:00 pm.

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Mrs. Heather Johnson, President

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Mrs. Liz Kumru, Secretary

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

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J.T., Individually and On Behalf Of D.T.;
K.M., Individually and On Behalf Of M.M. and S.M.;
J.J., Individually and On Behalf Of Z.J.;
C.N., Individually and On Behalf Of V.N.; and,
All Others Similarly Situated,

Plaintiffs,

-against-

BILL de BLASIO, in his official capacity as the Mayor of New York City; RICHARD CARRANZA, in his official capacity as the Chancellor of New York City Department of Education; the NEW YORK CITY DEPARTMENT OF EDUCATION; the SCHOOL DISTRICTS IN THE UNITED STATES; and STATE DEPARTMENTS OF EDUCATION IN THE UNITED STATES,

Defendants.

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**CASE NO.: 20 – CV -**

**CLASS ACTION COMPLAINT FOR DECLARATORY AND INJUNCTIVE RELIEF**

PLAINTIFFS (*See* Appendix A) are parents and/or natural guardians ("Plaintiff-Parent") of students who are classified under federal law as being disabled and having an educational disability, and the Students themselves ("Plaintiff-Student"), brings this action on their own behalf and on the behalf of all others similarly situated against BILL de BLASIO, in his official capacity as the Mayor of New York City, RICHARD CARRANZA, in his official capacity as the Chancellor of New York City Department of Education, the NEW YORK CITY DEPARTMENT OF EDUCATION, the SCHOOL DISTRICTS IN THE UNITED STATES (*See* Appendix B), and STATE

DEPARTMENTS OF EDUCATION IN THE UNITED STATES (*See* Appendix C) (collectively "Defendants"), and allege the following upon information and belief:

## INTRODUCTION

1. In 2019, a novel coronavirus, ("COVID-19") began to spread throughout Wuhan, China[1], and the first known transmission of COVID-19 in the United States occurred in January 2020[2].

2. The Individuals with Disabilities Education Act, 20 U.S.C. §1400, et seq. ("IDEA")[3], the regulations of the United States Department of Education, which were promulgated pursuant to authority granted by the statute (34 C.F.R. Part 300) and the corresponding statutes and regulations of each State, guarantees students with disabilities a free appropriate public education ("FAPE"). The term FAPE[4] refers to special education and related services that are designed to meet a child's unique needs and that will prepare the child for further education, employment, and independent living. For example, the regulations of the New York State Commissioner of Education Part 200 Students with Disabilities and Part 201 Procedural Safeguards for Students with Disabilities[5], pursuant to Sections 207, 3214, 4403, 4404 and 4410 of the New York Education Law guarantees students with disabilities a FAPE.

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[1] "The Coronavirus: What Scientists Have Learned So Far". The New York Times. Sheikh, Knvul; Rabin, Roni Caryn (March 10, 2020). https://www.nytimes.com/article/what-is-coronavirus.html

[2] First known person-to-person transmission of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) in the USA. Lancet. (April 4-10, 2020). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7158585/

[3] https://sites.ed.gov/idea/

[4] IDEA § 602 (9) The term `free appropriate public education' means special education and related services that--
(A) have been provided at public expense, under public supervision and direction, and without charge;
(B) meet the standards of the State educational agency;
(C) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
(D) are provided in conformity with the individualized education program required under section 614(d).

[5] http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-201-oct-2016.pdf

3. As defined by 20 U.S.C. §§ 1401(14) and 1414(d), the vehicle for the provision of FAPE is the Individualized Education Program ("IEP"), the document which embodies the school district's recommendations for a particular child. *Bd. Of Educ. v. Rowley*, 458 U.S. 176, 181 (1982). Once drafted, the IEP is essentially a contract and bears the imprimatur of the State, regardless of the Local Educational Agency ("LEA") that created it, and carries a presumption of correctness. See *Letter to Rieser*, EHLR 211:403 (July 17, 1986).

4. Pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq. ("Section 504), disabled students who receive special education are entitled to have their educational needs met as adequately as the needs as non-disabled students are met. Section 504 prohibits discrimination against individuals with disabilities and prohibits discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive Federal financial assistance.

5. Pursuant to Title II of the Americans with Disabilities Act, 42 U.S.C. § 12101, et seq. ("ADA")[6], no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity (State or local government), or be subjected to discrimination by any such entity.[7],[8] This includes disabled students who receive special education.

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[6] It should be noted that July 26, 2020, was the 30th Anniversary of the Americans with Disabilities Act.
[7] Pub. L. 101–336, title III, § 302, July 26, 1990, 104 Stat. 355.
[8] According to the American With Disabilities Act ("ADA"), a plaintiff must demonstrate that he: "(1) has a disability; (2) was otherwise qualified to participate in a school program; and (3) was denied the benefits of the program or was otherwise subject to discrimination because of his disability." *S.H. ex rel. Durell v. Lower Merion Sch. Dist.*, 729 F.3d 248, 260 (3d Cir. 2013).

6. During the month of March 2020, Governors across the United States unilaterally closed school buildings and required all students and school staff to remain home in order to prevent the hospital systems from becoming overloaded[9]. For example, on March 16, 2020, New York State Governor Andrew Cuomo ("Governor Cuomo") issued an Executive Order closing all school buildings across the State of New York for a two week period.[10] Subsequently, Governor Cuomo announced all school buildings would remain closed for the remainder of the 2019-2020 school year.[11] It should be noted that Governor Cuomo included physical therapists, occupational therapists and other related services providers as essential workers to be excluded from his Executive Order. See Appendix D for a complete list of every Governor's Executive Orders unilaterally closing school buildings.

7. During the month of March 2020, school districts across the United States unilaterally closed school buildings and required all students and staff to remain home and changed in-person instruction to "remote learning," if any. For example, March 13, 2020, was the last day of classes in New York City schools due to New York City Mayor Bill de Blasio[12] ("Mayor de Blasio") and the Chancellor of New York City Department of Education Richard Carranza[13] ("Chancellor Carranza") unilaterally moving all instruction to "remote learning" where students and staff would remain at their homes until April 20, 2020.

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[9] "U.S. states scramble to slow virus spread, prevent hospital collapse". Reuters. (March 12, 2020). https://www.reuters.com/article/us-health-coronavirus-usa-mitigation/u-s-states-scramble-to-slow-virus-spread-prevent-hospital-collapse-idUSKBN20Z3QM

[10] Executive Order 202.4 by New York Governor Andrew Cuomo on March 16, 2020: https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/EO%20202.4.pdf

[11] Executive Order 202.26 by New York Governor Andrew Cuomo on May 1, 2020: https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/EO_202.26_Final_Elections.pdf

[12] https://www.nytimes.com/2020/03/15/nyregion/nyc-schools-closed.html

[13] Messages from New York City Department of Education Chancellor, Richard Carranza: https://www.schools.nyc.gov/learn-at-home/chancellor-s-message-for-families

Subsequently, on April 11, 2020, Mayor de Blasio and Chancellor Carranza announced schools would remain closed and all services would continue to be provided through "remote learning" for the remainder of the 2019-2020 school year.[14]

8. On March 15, 2020, the United States Centers for Disease Control and Prevention ("CDC") issued guidelines and recommendations on school closures which stated the impact on COVID-19 for school closures lasting more than 2 weeks would be: a) Longer closures may result in more students congregating outside of school (e.g., other students' homes, shopping malls); and b) Will increase risk to older adults or those with co-morbidities, as almost 40% of U.S. grandparents provide childcare for grandchildren. School closures will likely increase this percentage.[15]

9. School districts across the country requested the Secretary of Education to grant waivers from IDEA requirements and providing FAPE during the coronavirus crisis.[16] While the United States Department of Education ("USDOE") provided great flexibility in the provision of educational services during the coronavirus crisis, there has been no change in federal or state law. On April 27, 2020, the USDOE presented a Report to Congress from United States Education Secretary Betsy DeVos ("Secretary DeVos") which specifically did not recommend giving school districts the option to bypass major parts of federal special education law.[17] "While the Department has provided extensive flexibility

[14] https://www.nbcnews.com/news/us-news/new-york-city-mayor-says-schools-will-stay-closed-rest-n1181856
[15] Recommendations on school closure based on available science, reports from other countries and consultation with school health experts. CDC. March 15, 2020. https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf
[16] https://edsource.org/2020/disability-rights-groups-school-administrators-spar-over-possible-changes-to-special-education-laws/628376
[17] https://www2.ed.gov/documents/coronavirus/cares-waiver-report.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

to help schools transition, there is no reason for Congress to waive any provision designed to keep students learning," Education Secretary Betsy DeVos said in a statement.[18]

10. As recently as July 8, 2020, Secretary DeVos reaffirmed the position of the USDOE during a briefing of the White House Coronavirus Task Force: "[t]here were a number of schools and districts across the country that did an awesome job of transitioning this spring. And there were a lot in which I and state school leaders were disappointed in that they didn't figure out how to continue to serve their students. Too many of them just gave up. The Center for Reinventing Public Education [CRPE] said that only 10 percent across the board provided any kind of real curriculum and instruction program."[19]

11. Federal funding for FAPE under IDEA and Medicaid: The purpose of IDEA Part B (20 USCS § 1415) grants is to assist in the provision of special education and related services to children with disabilities, including that children with disabilities have access to a free appropriate public education (FAPE). In general, IDEA Part B funds ***must be used only to pay the excess costs of providing FAPE to children with disabilities,*** such as costs for special education teachers and administrators; related services providers (speech therapists, psychologists, etc.); materials and supplies for use with children with disabilities; professional development for special education personnel; professional development for regular education teachers who teach children with disabilities; and specialized equipment or devices to assist children with disabilities. Generally, IDEA funds cannot be used for core instruction in the general education classroom, instructional materials for use with non-disabled children, or for professional development of general

[18] https://www.ed.gov/news/press-releases/secretary-devos-reiterates-learning-must-continue-all-students-declines-seek-congressional-waivers-fape-lre-requirements-idea

[19] https://www.whitehouse.gov/briefingsstatements/press-briefing-vice-president-pence-members-coronavirus-task-force-july-8-2020/.

education teachers not related to meeting the needs of students with disabilities. Many IDEA-eligible children are covered by the Medicaid program, a federal program managed through the Centers for Medicare & Medicaid Services ("CMS"), whose Early and Periodic Screening, Diagnosis and Treatment mandate requires Medicaid agencies to provide eligible children under 21 years old with the services necessary to meet their medical needs. In many cases, a Medicaid-eligible child's IEP under IDEA includes health-related services such as audiology, nursing and therapies that are medical in nature and covered by Medicaid. Medicaid spending on school-based health accounts for about $4.5 billion[20] of the of the entire Medicaid budget of approximately $400 billion.[21] The 2019 IDEA funding is approximately $13.5 billion.[22] In New York State the amount of Medicaid spending in the schools was $273,563,018, of which $136,781,511 came from federal funds.[23]

12. Defendant State Education Departments ("SEDs") throughout the United States began issuing guidance to school districts within their states, otherwise known as local educational agencies ("LEAs"), about how to provide proper educational services to students during the coronavirus shutdown. For example, the New York State Education Department Office of Special Education issued an April 27, 2020, memo by Christopher Suriano, which stated school districts are not absolved of their responsibilities under the IDEA and *"must ensure that, to the greatest extent possible, each student with a disability is provided the special education and related services identified in the student's IEP."*

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[20] https://www.medicaid.gov/medicaid/financial-management/state-expenditure-reporting-for-medicaid-chip/expenditure-reports-mbescbes/index.html

[21] Congress of the United States Congressional Budget Office. (2019.) The Budget and Economic Outlook 2019 – 2029. Retrieved from: https://www.cbo.gov/system/files?file=2019-01/54918-Outlook.pdf

[22] United State Department of Education. (2018.) Department of Education Fiscal Year 2019 Congressional Action. Retrieved from: https://www2.ed.gov/about/overview/budget/budget19/19action.pdf

[23] https://www.cbpp.org/research/health/medicaid-helps-schools-help-children

(emphasis added).[24] See Appendix E for a complete list of every State Education Department's COVID-19 Guidance and Memos.

13. Some school districts gave additional direction to teachers, therapists and other staff. For example, NYC DOE instructed all related services providers they could ONLY offer therapies via "remote learning" and NOT in-person while the students were home without any supplemental support staff at the home. (See Appendix H, March 31, 2020, Memo by Michael van Biema, Executive Director, NYC DOE Office of Related Services).

14. In addition, labor unions provided their teacher and therapist members specific direction during the coronavirus situation. For example, the United Federation of Teachers ("UFT"), the sole bargaining agent for most non-supervisory educators who work in the New York City public school system, represents approximately 75,000 teachers, 19,000 classroom paraprofessionals, along with related service providers, such as occupational therapists, physical therapists and speech therapists.[25] Despite the clear guidance from the New York State Education Department and the New York State Health Department about providing live, synchronous instruction[26], UFT advised its members, "synchronous instruction ***is not required*** at this time."[27] (emphasis added).

15. On July 23, 2020, Dr. Robert R. Redfield, Director of the Centers for Disease Control and Prevention ("CDC"), stated that "**It is critically important for our public health to open schools this fall."** Towards this goal, the CDC released new science-based resources and tools for school administrators, teachers, parents, guardians, and

[24] http://www.p12.nysed.gov/specialed/publications/2020-memos/special-education-supplement-1-COVID-qa-memo-4-27-2020.pdf
[25] https://www.uft.org/your-union/about-uft
[26] http://www.oms.nysed.gov/medicaid/medicaid_alerts/alerts_2020/20_02_Addendum.html
[27] https://www.uft.org/your-rights/safety-health/coronavirus/guidance-on-remote-learning

caregivers. The CDC's guidance document stated that as of July 21, 2020, 6.6% of reported COVID-19 cases and less than 0.1% of COVID-19-related deaths are among children and adolescents less than 18 years of age in the United States. "The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children. "School closures have disrupted normal ways of life for children and parents, and they have had negative health consequences on our youth. CDC is prepared to work with K-12 schools to safely reopen while protecting the most vulnerable." Dr. Redfield added that the "CDC resources released today will help parents, teachers and administrators make practical, safety-focused decisions as this school year begins. [28]

**RESCINDING EXECUTIVE ORDERS TO REMAIN CLOSED**

16. By mid-April 2020, it became clear the hardest hit state, New York, had flattened the curve, which was the basis for school closings.[29] Further, Governors around the country rescinded their executive orders to allow school buildings to be reopened starting in July 2020 for extended school year ("ESY") special education students, as defined by 34 C.F.R. § 300.106.[30],[31] For example, on June 5, 2020, New York State Governor Cuomo issued Executive Order 202.37[32] permitting all school districts throughout New York State to reopen their school buildings to accommodate ESY special education starting July 1, 2020. See Appendix D for a complete list of all Governors' Executive Orders. These rescissions

[28] https://www.cdc.gov/media/releases/2020/p0723-new-resources-tools-schools.html

[29] https://www.nbcnewyork.com/news/local/COVID-19-hospitalizations-flatten-in-ny-amid-deadliest-week-yet/2370527/

[30] https://www.nj.com/coronavirus/2020/06/summer-school-returns-to-nj-on-july-6-and-it-can-be-in-person-murphy-says.html

[31] https://www.politico.com/states/new-jersey/story/2020/06/17/superintendents-call-out-murphy-administration-for-inappropriate-summer-school-guidance-1293344

[32] https://www.governor.ny.gov/news/no-20237-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency-0

of school closures for special education services eliminated any potential legal barrier to provide services.

17. School districts throughout the United States were aware they were not in compliance of the IDEA, Section 504 or the ADA, as law firms who represent these school districts were advising them in real time. Hence, the reason the Defendants sought a waiver from the Secretary of Education, which was denied.

18. In one example, the public school law firm, Sweet, Stevens, Katz & Williams LLP, publicly reinforced the requirements to abide by IDEA regulations for hundreds of Pennsylvania school districts:

"Why issue a NOREP (The Notice of Recommended Educational Placement)? Because the provision of "prior written notice" that fully informs parents of your plans, the reasons you are recommending them, and the reasons you rejected other options is the essence of the procedural requirements of the IDEA. While you might not be able to meet all of those requirements, the guidance we are receiving from both USDE and PDE certainly requires that we make every effort to comply where the circumstances allow."[33]

19. In another example, Attorney Michael P. McKeon of the law firm Pullman & Comley, which represents independent and public schools, posted the following legal advice:

"With respect to these federal obligations, it is informative to consider the Office of Special Education and Rehabilitative Services' November 20, 2012 Letter to Geary. OSERS' letter was issued in response to inquiries from the New York State Education Department requesting "flexibility in light of the damage caused to some New York School districts by Hurricane Sandy." The flexibility sought by New York included "timelines for

[33] http://www.sweetstevens.com/newsroom/coronavirus-and-schools-norep-language-for-interim-services-during-the-covi

. . . annual review meetings." OSERS replied to that query by noting: "In general, the [Department] does not have the authority to waive the requirements in Part B of the IDEA. Therefore, the Department cannot extend timelines for the above requirements" (emphasis added). Thus, despite the devastating consequences of Hurricane Sandy on New York City and surrounding communities, the United States Department of Education declined to waive school districts' obligations to adhere to IDEA timelines.

"In fact, in the course of noting one limited exception pertaining to Individualized Education Programs ["IEPs"], OSERS implicitly declined to waive timelines for convening PPT meetings. Specifically, OSERS cited 34 C.F.R. §300.323(c), which provides that a PPT meeting to develop an IEP must be conducted within thirty days of the determination that a student qualifies for special education and related services, adding that such services are to be made available to the student "as soon as possible following development of the IEP." OSERS construed Section 300.323(c)'s use of "as soon as possible" as allowing districts some leeway in the initial provision of services in "some isolated circumstances" resulting from catastrophic events, although it promptly advised that "once a school is open, the LEA must make every effort to make available special education and related services to the child in accordance with the child's IEP."

"It is probably safe to assume that the current COVID-19 public health crisis would qualify as one of the oddly labeled isolated circumstances." Nonetheless, while recognizing the consequent delay in the initiation of services, OSERS does not note any similar flexibility with respect to the actual holding of the PPT meeting. On a related note, it would be ill-advised to take OSERS' reference to "once a school is open" literally; rather, it should more reasonably be read as meaning "once instruction resumes." In short,

nothing in this language would permit a school district to unilaterally cancel or otherwise indefinitely postpone PPT meetings."[34]

20. The Association of Educational Service Agencies ("AESA") surveyed a subset of its members in 28 states between May 20 and June 16, 2020. Almost 4 out of 10 ESAs and 3 out of 10 school districts anticipated at least one due process complaint related to the inability to meet requirements in students with disabilities' individualized education programs (IEPs) during the pandemic. Further information includes:

• Approximately three out of four school districts found that the most difficult educational service to provide during COVID-19 was equitable education and related services for students with disabilities.

• About one in three school districts are most concerned about the costs of providing special education and related services during COVID-19. When asked how much they typically budget for each special education litigation, almost one in four ESAs indicated they would budget $50,000 or more— an amount that could be used to hire one experienced teacher.

• More than half of the ESAs indicated that they would encounter complaints based on a child not receiving the same quantity of specialized instructional support services as indicated in the child's IEP during the pandemic. This could include having the same level of access to school personnel such as speech-language pathologists, school psychologists, and occupational or physical therapists. Specifically, 16% of the ESAs indicated

[34] https://schoollaw.pullcomblog.com/archives/how-about-never-COVID-19-school-closures-and-planning-and-placement-team-meetings/

forthcoming litigation against the district would be based on a child not meeting the IEP goals that were set forth at the beginning of the 2019-20 school year.[35]

21. Some of the quotes from AESA Members included:

"Advocates and lawyers are already reaching out to parents of students with special needs; our budget is already compromised; services cannot be provided in the same manners as in the classroom; some parents are not making any connection with the school sites, and others are already asking for compensatory services; students will regress."

"In addition to expected litigation for current special education students, as parents have had months of instructing their children at home, we are expecting an onslaught of initial referrals due to learning gaps because of COVID-19."

"Given that this was not a student-specific denial of FAPE, but a school closure that impacted ALL students, this could spiral out of control quickly. If one parent 'wins' a complaint, it would essentially mean that all families can file and expect the same outcome."

22. Even the Executive Director of AESA, Joan Wade has said: "We all agree that FAPE is important, but the legal understanding of FAPE during a pandemic cannot be the same thing as FAPE under normal educational circumstances."

23. The School Superintendents Association ("AASA"), also surveyed school leaders nationwide on the school response to the coronavirus pandemic in May of 2020. In the AASA survey, 78% of superintendents indicated that ensuring equitable access to special education and related services was a major challenge for their districts. In summarizing the position of AASA in seeking liability protection, its Executive Director, Daniel

[35] https://aasa.org/policy-blogs.aspx?id=44802&blogid=84002

Domenech, stated that "Congress must act swiftly to provide liability protection to districts around IDEA. District leaders need to be focused on ***addressing learning loss***, not preventing litigation. It is not a free pass for districts to stop serving students with disabilities appropriately. Instead, this is an opportunity to provide reasonable, temporary, litigation protection for the vast majority of districts that are doing everything feasible to meet IDEA during the pandemic, ***but simply cannot meet every requirement exactly as intended for every single child.***" (emphasis added).[36]

24. School districts throughout the United States had knowledge of the harm that was occurring to Plaintiff-Students because of a denial or unilateral modification of special education and related services. Such harm was widely reported as well as the added economic, physical and mental burdens which such denials or unilateral modifications were causing to

[36] https://www.aasa.org/content.aspx?id=44803

Plaintiff-Parents.[37],[38],[39],[40],[41],[42],[43],[44],[45],[46],[47],[48],[49],[50],[51],[52],[53],[54] Requesting parents to execute releases or waivers, essentially giving districts a "pass" for failing to comply with IDEA requirements, is evidence that the districts did not have "clean hands" in failing to provide disabled students with a FAPE pursuant to their IEPs. [55] Some New Jersey schools have been forcing students with disabilities to sign waivers promising not to sue the district before giving them access to special education services.[56] The New Jersey Department of Education subsequently ruled that requiring such waivers was illegal under the IDEA and New Jersey Department of Education regulations. [57]

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[37] https://abc7ny.com/health/families-of-kids-with-autism-plead-for-return-of-in-person-therapy/6231262/
[38] https://www.nj.com/education/2020/06/nj-gave-false-hope-to-parents-now-special-education-schools-will-stay-closed-leaders-say.html
[39] http://www.allusanewshub.com/2020/06/17/our-kids-had-been-forgotten-parents-of-special-education-kids-hope-for-summer-school/
[40] https://www.lohud.com/story/news/education/2020/06/18/in-person-summer-school-special-needs-kids/3208790001/
[41] https://thetablet.org/remote-learning-hard-students-special-needs/
[42] https://www.thecity.nyc/education/2020/6/17/21295189/nyc-special-education-students-remote-learning-struggles
[43] https://www.politico.com/news/2020/06/17/reopening-schools-coronavirus-327020
[44] https://www.thenation.com/article/society/schools-teachers-COVID/
[45] https://www.realcleareducation.com/articles/2020/06/22/closing_schools_was_a_grievous_error_110433.html
[46] http://queensledger.com/pages/full_story/push?article-Remote+learning+takes+toll+on+special+ed+families%20&id=27759043&instance=home_news_1st_left
[47] https://www.chalkbeat.org/2020/6/26/21304405/surveys-remote-learning-coronavirus-success-failure-teachers-parents
[48] https://www.democratandchronicle.com/story/news/politics/albany/2020/06/29/school-closures-ny-led-inequitable-online-learning-report-say/3275718001/
[49] https://www.wshu.org/post/schools-online-parents-children-special-needs-struggle
[50] https://www.weareiowa.com/article/news/education/we-are-not-ready-parents-of-special-education-students-feel-iowa-isnt-doing-enough-for-their-kids/524-53171a53-291b-46f6-a8d4-ea5429baeedd
[51] https://nypost.com/2020/07/01/nyc-teacher-rips-abandonment-of-live-teaching-at-top-school/
[52] https://www.binghamtonhomepage.com/reimagining-new-york/reimagining-ny-what-prolonged-online-learning-could-mean-for-parents-kids-and-teachers/amp/
[53] https://www.dailynews.com/parents-of-special-education-students-urge-lausd-to-improve-distance-learning
[54] https://www.silive.com/coronavirus/2020/03/parents-fear-lapse-in-special-ed-services-i-am-not-a-trained-therapist.html
[55] https://patch.com/massachusetts/beverly/beverly-schools-asked-special-education-parents-waive-rights
[56]https://www.huffpost.com/entry/new-jersey-special-education-online-services-waiver-coronavirus_n_5ea4637ec5b6d3763590790c
[57] https://www.huffpost.com/entry/nj-special-education_n_5eac232ac5b65156135c6963

25. Thus, Defendants knowingly, willfully and deliberately violated the rights of Plaintiff-Students and Plaintiff-Parents by acting in bad faith.

26. There have been school districts across the United States that have reopened for special education students as of July 2020, including Detroit[58],[59], Montana[60], Lakewood, NJ[61],[62],[63],[64], and Massapequa, Hauppauge, and Merrick on Long Island[65], among others.[66],[67] Some schools never actually closed and continued providing services throughout.[68] And many Catholic schools on Long Island aim to have all students return to class five days a week in September for live instruction.[69] Meanwhile day care centers remained open throughout the coronavirus crisis.[70] And the number of COVID-19 cases affecting children in daycares that stayed open is minimal.[71]

27. With COVID-19 related school closures and the urgency for essential workers to report to work, many childcare centers remained open for the children of front-line workers. According to National Public Radio (NPR), YMCA of the USA and New York City's Department of Education have been caring for, collectively, tens of thousands of children

[58] https://detroit.chalkbeat.org/2020/7/13/21322447/summer-school-began-in-detroit-monday-protesters-blocked-some-students-attending-classes-in-person
[59] https://www.nbcnews.com/news/education/i-m-scared-detroit-city-hit-hard-COVID-19-reopening-n1233765
[60] https://www.cnn.com/2020/05/05/us/montana-schools-reopen/index.html
[61] https://www.app.com/story/news/local/jackson-lakewood/lakewood/2020/03/15/coronavirus-lakewood-nj-schools-open-unless-forced-close/5054302002/
[62] https://njleftbehind.org/2020/06/leaked-email-from-lakewood-schools-open/?fbclid=IwAR3PBY0_lHoGKDt7GmjZUyBtDWre5U7iUKUcWBzwu5Jn_2EUrALOY-65_tM
[63] https://www.thelakewoodscoop.com/news/2020/06/first-report-lakewood-school-district-to-open-extended-school-year-for-special-education-will-be-first-district-in-the-state-to-open.html
[64] https://njleftbehind.org/2020/06/a-conversation-with-lakewood-attorney-michael-inzelbuch/
[65] https://abc7ny.com/special-education-needs-autism-reopen-new-york/6256416/
[66] https://www.idahoednews.org/news/education-news-roundup-6-22-20-school-reopening-committee-plans-tight-deadline/
[67] http://wbng.com/2020/06/26/special-education-programs-prepare-for-in-person-services-this-summer/
[68] https://www.bostonherald.com/2020/07/13/16m-coronavirus-relief-package-for-special-education-residential-school-providers/
[69] https://www.newsday.com/long-island/education/catholic-schools-long-island-reopening-1.47258131
[70] https://www.silive.com/coronavirus/2020/03/will-first-responder-child-care-centers-offer-special-ed-services.html
[71] https://www.workingmother.com/in-545-daycares-that-stayed-open-less-than-2-percent-kids-got-covid-19

since March 2020. Both stated that they have had no reports of COVID-19 clusters or outbreaks. "The Y says that during the lockdowns it cared for up to 40,000 children between the ages of 1 and 14 at 1,100 separate sites, often in partnership with local and state governments. And in New York City, the pandemic's national epicenter in March and April, the city's Department of Education reports that it cared for more than 10,000 children at 170 sites." The article references a separate, unscientific survey of childcare centers produced by Brown University economist Emily Oster. The survey found that among 916 centers serving more than 20,000 children, just over 1% of staff and 0.16% of children were confirmed infected with the coronavirus. Citing an op-ed written by Elliot Haspel, education policy expert and childcare advocate, it is noted that children are far less susceptible to the virus and argued for the full reopening of schools. "There are cogent scientific explanations for why young children are such poor COVID-19 transmitters. Though nothing has been conclusively proven, children's relative shield may spring from some combination of immature ACE2 receptors that the virus uses to bind onto, and a better-calibrated immune system already primed to fight COVID-19 because of exposure to other common childhood virus," Haspel explained. The article continues by elaborating on procedures taken by the Y and Department of Education to ensure safety for children and staff during the COVID-19 outbreak. [72] It has been reported that children under the age of 15 have a greater chance of being struck by lightning than dying of COVID-19.[73]

[72] https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns?fbclid=IwAR0nnmh0BUex8cuAGAGYwh62dk7sugqRpqE7sWI1w67VVmZDFuLD0Ghv7GU

[73] https://www.telegraph.co.uk/politics/2020/06/09/school-age-children-likely-hit-lightning-die-coronavirus-oxbridge/?fbclid=IwAR0CjevkUPW3TFy8i_QPolumu_O-1ratcMUWJxP4I6EHr8EPFa3FFGB-gpw

28. However, even with the public health research and guidance and the success of schools around the world[74] and the United States reopening[75],[76],[77] most school districts remained closed to in-person services during the Summer 2020 and into Fall 2020.[78]

**TOP 50 LARGEST SCHOOL DISTRICTS SINCE JULY 2020**

29. In New York State, Defendant New York City Department of Education (NYC DOE), the largest school district in the United States (more than 1 million students), will not have students return to class this summer[79],[80], but will open sites across the city to offer some one-on-one speech, physical, and occupational therapy services for special needs students. They will not provide transportation, even though special transportation is considered a related service under the IDEA.[81],[82] Attendance in September will be limiting in-person services to 1-3 days a week.[83] The United Federation of Teacher has stated reopening in September is premature and wants City Hall to also address the childcare crisis, and having a nurse in every building.[84] The city's principals' union has sided with the UFT in their objection to reopening schools in September. They sent the Department of Education a list of 141 questions it says the city must answer before reopening schools[85], "It is abundantly

[74] https://www.sciencemag.org/news/2020/07/school-openings-across-globe-suggest-ways-keep-coronavirus-bay-despite-outbreaks
[75] https://reason.com/2020/06/29/reopen-schools-coronavirus-COVID-19/
[76] https://www.bloomberg.com/opinion/articles/2020-07-12/the-greatest-teaching-techniques-don-t-compute-over-zoom?utm_source=url_link&utm_medium=news_tab&utm_content=algorithm
[77] https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html?override=web

[78] https://www.nytimes.com/2020/06/26/us/coronavirus-schools-reopen-fall.html
[79] https://nypost.com/2020/06/19/nyc-needs-to-offer-in-person-summer-classes-for-special-ed-kids/
[80] https://ny.chalkbeat.org/2020/6/24/21302191/nyc-summer-school-students-with-disabilities
[81] https://www.edweek.org/ew/articles/2020/07/08/getting-students-with-disabilities-back-to-class.html
[82] https://nypost.com/2020/07/11/nyc-reopening-plan-could-leave-90000-students-stranded-with-no-buses/
[83] https://www.nytimes.com/2020/07/08/nyregion/nyc-schools-reopening-plan.html
[84] https://www.fox5ny.com/news/nyc-teachers-union-calls-de-blasios-plan-to-reopen-schools-premature
[85] https://nypost.com/2020/07/25/nyc-principals-union-lists-imperative-questions-on-school-reopening/

clear that the [Department of Education] has not provided you with the guidance and relevant information necessary for you to effectively plan for the opening of school buildings and offices in the fall," wrote Mark Cannizzaro, the head of the Council of School Supervisors and Administrators.[86]

30. In California, which has four of the largest school districts, Defendant Los Angeles Unified (more than 633,000 students), Defendant San Diego Unified (more than 128,000 students), Defendant Long Beach Unified (more than 76,000 students), and Defendant Fresno Unified (more than 73,000 students), districts will not be reopening in the beginning of the school year.[87] The Los Angeles Teachers Union demands the implementation of a moratorium on private schools, defunding the police, increasing taxes on the wealthy, implementing Medicare for all, and passing the HEROES Act in order to reopen schools.[88] Further, schools may seek waivers to reopen, but only with union support.[89] The San Diego Teachers Union demands near zero COVID-19 cases, or a downward trajectory for two weeks, in addition to continuous frequent testing of students and faculty, and full funding of all necessary prevention measures in order to return to work.[90]

31. The Defendant City of Chicago School District in Illinois is the third-largest school district (more than 378,000 students). The district has not made any announcements when they

[86] https://www.thecity.nyc/2020/7/23/21336379/nyc-school-reopening-plans-delay-union-student-remote-learning
[87] https://edsource.org/2020/schools-in-los-angeles-san-diego-wont-reopen-for-in-person-learning-next-month/635924
[88] https://www.kusi.com/a-los-angeles-teachers-union-says-public-schools-should-not-reopen-unless-their-demands-are-met/
[89] https://www.latimes.com/california/story/2020-07-23/covid-elementary-schools-reopening-waivers-la-county-teachers-unions
[90] https://www.sandiegonewsdesk.com/2020/07/local-teachers-union-successfully-sabotages-school-reopening/

will resume in-person services[91] even though the state has provided guidance on how to reopen.[92]

32. Florida[93] has ten of the largest school districts, Defendant Miami-Dade County School District (more than 357,000 students), Defendant Broward County School District (more than 271,000 students), Defendant Hillsborough County School District (more than 214,000 students), Defendant Orange County School District (more than 200,000 students), Defendant Palm Beach County School District (more than 192,000 students), Defendant Duval County School District (more than 129,000 students), Defendant Pinellas County School District (more than 102,000 students), Defendant Polk County School District (more than 102,000 students), Defendant Lee County School District (more than 92,000 students), and Defendant Brevard County School District (more than 73,000 students). Lee, Brevard, Polk, Orange, Duval, and Hillsborough County school districts will reopen in August (no start date) for in-person learning five days a week with the option for remote learning.[94],[95],[96],[97],[98],[99] Pinellas County School District is giving three options – (1) continue face-to-face, (2) enroll in a 9-week virtual learning plan, or (3) enroll in an 18-week virtual learning plan.[100] Palm Beach will take a staggered approach, starting with

[91] https://www.nbcchicago.com/news/local/illinois-schools-reopening-districts-release-fall-plans-as-coronavirus-pandemic-continues/2304714/
[92] https://www.chicagotribune.com/coronavirus/ct-coronavirus-illinois-reopening-schools-20200623-c64n76ssijf6jccnaqoethe2ce-story.html
[93] https://nypost.com/2020/07/06/florida-schools-ordered-to-reopen-next-month-amid-coronavirus-spike/
[94] https://www.tampabay.com/news/gradebook/2020/07/15/hillsborough-will-delay-school-reopening-by-two-weeks/
[95] https://www.leeschools.net/parent_portal/COVID-19/school_reintroduction
[96] https://www.floridatoday.com/story/news/education/2020/07/15/brevard-school-board-approves-fall-reopening-plan-few-changes/5441664002/
[97] https://polkschoolsfl.com/newsrelease/pcps-expands-reopening-task-force-announces-options-for-2020-21-school-year/
[98] https://www.wesh.com/article/reopening-orange-county-schools/33351497#
[99] https://www.actionnewsjax.com/news/local/duval-county/duval-county-public-schools-reevaluating-reopening-plans-after-states-education-mandate/T6IUCCNGCVHGLDDFMQDL6OZMIE/
[100] https://www.pcsb.org/domain/11689

distance learning, and opening campuses as COVID-19 conditions improve.[101] Broward School District is discussing taking a hybrid approach, but has not made a decision.[102] Miami-Dade School District will not be able to reopen if they are still in Phase 1 by the start of the school year.[103]

33. Defendant Clark County School District in Nevada (more than 326,000 students) plans to reopen starting August 24th with a hybrid learning model that will have students in class 2 days a week and virtual learning 3 days a week.[104]

34. Texas has eight of the largest school districts, Defendants Houston ISD (more than 216,000 students), Dallas ISD (more than 157,000 students), Cypress-Fairbanks ISD (more than 114,000 students), Northside ISD (more than 106,000 students), Fort Worth ISD (more than 87,000 students), Austin ISD (more than 83,000 students), Katy ISD (more than 75,000 students) and Fort Bend ISD (more than 74,000 students). Most Texas school districts are pushing back their in-person start dates, and most schools will have to resort to 100% virtual learning for three to six weeks.[105]

35. In Virginia, three of the largest school districts, Defendants Fairfax County School District (more than 187,000 students), Prince William County School District (more than 89,000 students), and Loudoun County School District (more than 78,000 students), are taking a

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[101] https://www.palmbeachschools.org/news/what_s_new/july_2020/school_board_approves_2020-21_reopening_plan

[102] https://www.local10.com/news/local/2020/06/16/broward-county-school-board-to-announce-decisions-regarding-reopening-of-schools/#:~:text=BROWARD%20COUNTY%2C%20Fla.&text=The%20big%20news%20is%20that,to%20be%20the%20most%20popular.

[103] https://www.miamiherald.com/news/local/education/article244063802.html

[104] https://www.fox5vegas.com/news/ccsd-trustees-approve-school-district-reopening-plan/article_aeead170-c257-11ea-8598-ff480a0f65af.html#:~:text=LAS%20VEGAS%20(FOX5)%20--%20The,a%207%20to%200%20vote.&text=CCSD%20Superintendent%20Dr.,of%20Education%20for%20final%20approval.

[105] https://www.texastribune.org/2020/07/15/texas-schools-reopening-coronavirus/

hybrid approach to reopening, in that 50% will be in person, and 50% will be virtual learning.[106],[107],[108],[109]

36. The Defendant Hawaii Department of Education (more than 181,000 students) plans to reopen schools starting August 4, 2020, while following all health and safety guidelines, while also implementing a hybrid approach where it is needed.[110],[111]

37. Four of the largest school districts located in Georgia, Defendants Gwinnett County School District (more than 178,000 students), Cobb County School District (more than 113,000 students), DeKalb County School District (more than 101,000 students), and Fulton County School District (more than 96,000 students), are planning to have face-to-face learning as an option starting in August, but have since rolled back on those plans and are only holding virtual learning options until further notice.[112]

38. Two of the nation's largest school districts are in North Carolina, Defendants Wake County School District (more than 160,000 students) and Charlotte-Mecklenburg School District (more than 147,000 students). Wake County schools will reopen in August with students rotating to keep one-third capacity at all times, until social distancing restrictions become looser.[113] Charlotte-Mecklenburg Schools will reopen on August 17th for two weeks of in-person orientation, and will then return to remote learning indefinitely.[114]

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[106] https://www.fcps.edu/return-school/reopening-schools-plan-complete-information/introduction
[107] http://www.pwcs.edu/news/what_s_new/preparing_for_the_2020-21_school_year
[108] https://www.wusa9.com/article/news/local/virginia/loudoun-county-school-board-votes-on-reopening-plan/65-97498f99-6c67-426f-bae2-c79fedc02ed5
[109] https://www.wsls.com/news/local/2020/07/09/special-education-concerns-in-virginia-during-coronavirus-reopening-of-schools/
[110] https://www.bizjournals.com/pacific/news/2020/06/29/hsta-reaches-reopening-deal-with-boe.html
[111] http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx
[112] https://www.wsbtv.com/news/local/county-by-county-plans-returning-school-this-fall/QJAYLUB4TFBPBCJCIMVZXUQGFY/
[113] https://www.newsobserver.com/news/local/education/article243951922.html
[114] https://www.wfae.org/post/cms-surprise-school-reopening-plan-all-remote-twist#stream/0

39. Maryland has five of the largest school districts, Defendants Montgomery County School District (more than 159,000 students), Prince George's County School District (more than 130,000 students), Baltimore County School District (more than 112,000 students), Baltimore City School District (more than 82,000 students), and Anne Arundel County School District (more than 81,000 students). All districts are beginning with virtual learning until further notice, some as late as February.[115]

40. Defendant Philadelphia School District in Pennsylvania (more than 133,000 students) is planning on partially reopening schools in September, with most students in class only 2 days a week.[116],[117]

41. Tennessee has two of the largest school districts, Defendant Shelby County School District (more than 111,000 students) and Davidson County School District (more than 85,000 students). Shelby County School District will resume in-person learning starting August 31st, with the option for remote learning.[118] Davidson County School District will remain remote until at least Labor Day.[119]

42. Defendant Jefferson County School District in Kentucky (more than 99,000 students) is undecided on what to do for the coming school year. The district is deciding between 100%

[115] https://www.baltimoresun.com/coronavirus/bs-md-reopening-schools-fall-2020-list-20200710-o4htnjkfmrajplnrknb3fskg5u-story.html
[116] https://www.inquirer.com/education/philadelphia-schools-reopening-school-district-plan-released-20200715.html
[117] https://www.washingtontimes.com/news/2020/jul/15/philadelphia-schools-most-kids-in-class-2-days-per/
[118] https://www.fox13memphis.com/news/local/shelby-county-schools-leaders-outline-plans-reopen-schools/YMCTTR3SANHAVIVCSAAOTZQ3V4/
[119] https://www.newschannel5.com/news/many-tennessee-schools-announce-plans-to-reopen-at-highest-peak-of-pandemic

remote learning, and giving parents the choice between in-person and remote learning (leaning towards 100% remote learning).[120]

43. Colorado has two of the largest school districts, Defendants Denver School District (more than 91,000 students) and Jefferson County School District (more than 86,000 students). Jefferson County School district plans on returning to 100% in-person learning five days a week, with the option for those who do not feel comfortable returning to continue with virtual learning. Denver Public Schools, however, plan on keeping students learning remotely at the start of the school year (August 24th), and will reconsider opening buildings and slowly reintroduction in-person learning after Labor Day.[121],[122]

44. Defendant Albuquerque School District in New Mexico (more than 90,000 students) will reopen with a hybrid approach, keeping 50% capacity at all times.[123]

45. Defendant Alpine School District in Utah (more than 78,000 students) will be reopening in August with face-to-face instruction for students, and an online learning option for those who choose not to return in-person.[124],[125]

46. Defendant Greenville School District in South Carolina[126] (more than 76,000 students) is still weighing four options for the beginning of the school year. Two options involve a hybrid schedule, and the other two options are 100% in-person learning, or 100% remote learning.[127]

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[120] https://www.courier-journal.com/story/news/education/back-to-school/2020/07/15/in-person-classes-too-risky-jcps-board-members-say/5438635002/
[121] https://www.jeffcopublicschools.org/restart_jeffco
[122] https://coloradosun.com/2020/06/26/colorado-schools-education-denver-public-schools-coronavirus-COVID-19/
[123] https://www.aps.edu/schools/reentry-plan/documents/COVID-19-operational-reopening-plan-for-albuquerque-public-schools-fall-2020/view
[124] https://alpineschools.org/wp-content/uploads/2020/07/ASD-Reopening-Plan-13July2020.pdf
[125] https://kutv.com/news/local/schools-need-reopening-plans-by-aug-1-as-gov-herbert-approves-k-12-school-requirements
[126] https://www.wrdw.com/2020/06/23/heres-the-plan-for-sc-kids-to-return-to-school/
[127] https://www.greenvilleonline.com/story/news/2020/07/10/greenville-county-schools-has-four-schedule-options-

47. Defendant Milwaukee School District in Wisconsin (more than 76,000 students) unanimously decided to reopen starting August 17th with a three-phase plan. Phase 1 will be virtual learning, Phase 2 will be a hybrid approach, and Phase 3 will be in-person learning with the option for remote learning.[128]

48. The Democratic Socialists of America have created a coalition of several teachers' unions (including Chicago, Boston, Los Angeles, Massachusetts, Milwaukee, Little Rock and Oakland) demanding the following BEFORE schools can reopen: 1) Ban new charter schools; 2) Ban private school choice; 3) Police-free schools; 4) Moratorium on standardized testing; and, 5) Moratorium on evictions/foreclosures, providing direct cash assistance to those not able to work or who are unemployed, and other critical social needs.[129] Other local teachers' unions around the country are making additional demands wholly unrelated to the original purpose of closing the schools before they can reopen.[130] A Massachusetts teachers union is demanding the dismantling the system of institutionalized racism, eliminate the MCAS, and take police officers out of schools.[131] A North Carolina teachers' union is demanding the implementation of universal health care and welfare benefits for illegal immigrants in order to reopen schools in the fall.[132] They are also demanding another statewide shutdown, and a suspension on mortgage

fall-response-coronavirus/5409131002/

[128] https://www.cbs58.com/news/milwaukee-public-schools-board-to-vote-on-reopening-plan#:~:text=MILWAUKEE%20(CBS%2058)%20%2D%2D%20Milwaukee,phase%20plan%20to%20reopen%20schools.&text=As%20the%20spread%20of%20COVID,virtual%20three%20days%20each%20week.

[129] https://www.demandsafeschools.org/

[130] https://nj1015.com/nj-teachers-union-and-lawmaker-say-schools-not-ready-to-reopen/

[131] https://www.bostonherald.com/2020/06/18/massachusetts-teachers-union-wants-to-abolish-mcas-and-take-police-out-of-schools-upon-reopening/

[132] https://freebeacon.com/2020-election/nc-teachers-union-demands-universal-health-care-welfare-for-illegal-immigrants-to-reopen-schools/

payments.[133] Teachers unions across the country are demanding they work fewer hours and not be subject to fixed times for live online teaching, but rather have the students work on large projects until schools are safe to reopen.[134] The Fairfax Education Association in Virginia is demanding a vaccine or widely available treatment for COVID-19 before schools fully reopen, which medical professionals have stated may never happen.[135]

49. On June 24, 2020, at an emergency local school board meeting to discuss reopening schools, Dr. Mark McDonald, a psychiatrist who specialized in children and at-risk youth stated,

> "Children are not dying from Covid-19. Children are not passing the disease on to adults. So the only question is, "Why are we even having this meeting tonight?" We're meeting because we adults are afraid.
>
> As parents, we will face many moments of anxiety: seeing our children off on their first day of kindergarten, their first day of camp, their first year of college. We may want to keep them home to protect them from the world, which can indeed be a frightening place. But let's be clear, when we do that, we are not really protecting our children. We are only attempting to manage our own anxiety, and we do that at their expense. We are acting as negligent parents. We are harming our children. We are failing them.
>
> We must agree to make decisions in the best interest of the children. If we do not - if, paralyzed by fear, we continue to act purely out of self-interest - we will ensure

[133] https://www.google.com/amp/s/justthenews.com/politics-policy/education/nc-teachers-union-demands-complete-state-shutdown-suspended-mortgages%3famp
[134] https://www.goggle.com/amp/s/www.nytimes.com/2020/04/21/us/coronavirus-teachers-unions-school-home.amp.html
[135] https://www.foxnews.com/media/laura-ingraham-democrats-teachers-unions-ludicrous-reckless

and entire generation of traumatized young adults, consigned to perpetual adolescence and residency in their parents' garages, unable to move through life with independence, courage, and confidence. They deserve better - we owe it to them as parents."[136]

50. "What is truly driving the agenda to close schools," questions Daniel Horowitz, senior editor of *The Conservative Review*. Horowitz wrote an article that compares and contrasts the flu and COVID-19 in children while expounding on research that highlights the deadliness of the flu season to children. "The reality is that every flu season, many more children die from this common ailment than have from COVID-19," Horowitz claimed. He argued that unlike the flu, COVID-19 presents rare pediatric deaths and serious conditions among children. "Even those who suffer no serious consequences [of the flu] are often bedridden for a week or longer with high fever, muscle ache, and incessant coughing, unlike COVID-19, where almost every child who develops it is asymptomatic or very mildly symptomatic." Throughout the article, Horowitz cites specific severe cases of the flu in children and questions discrepancies in its overall treatment (specifically in school settings) compared with COVID-19. "… if we are going to limit or modify or schooling and mandate that kids wear suffocating masks all day, shouldn't this be done every year from November to April – by a factor of 10? And given that the flu does linger for all months of the year at least at the threat level of COVID-19 to children during the off months, if schools are closed for COVID-19, shouldn't they always be closed because of the flu?"[137]

[136] https://www.markmcdonaldmd.com/?s=09
[137] https://www.conservativereview.com/news/horowitz-panicmongers-consistent-wed-close-schools-every-flu-season/

**Science Supporting Reopening Schools**

51. Extensive research has established and confirmed the safety and value of reopening schools.

52. Emerging epidemiologic reports on COVID-19 in children show that they are less likely than adults to be infected and have severe illness. In a large study published in *Pediatrics*, the official peer-reviewed journal of the American Academy of Pediatrics, researchers conducted the first retrospective epidemiologic analysis of disease spread and severity in 2,143 confirmed or possible pediatric COVID-19 infections reported to the Chinese Center for Disease Control and Prevention. The study analyzed children hospitalized in Wuhan, China (children were defined as being less than 18 years old). "Only one child died, and most cases were mild, with much fewer severe and critical cases than adult patients," the study reported. The findings suggest that compared with adult patients, clinical manifestations of children's COVID-19 may be less severe.[138] In fact, only one child died with cerebral palsy during the initial COVID-19 outbreak in Wuhan, China. Yan Cheng, a 16-year old boy, died because his father, and sole caregiver, contracted COVID-19 and was hospitalized, however, no one checked on his son who died due to neglect.[139]

53. The *New England Journal of Medicine*, one of the most prestigious peer-reviewed medical journals, published an article outlining the dubious nature of children contracting and transmitting COVID-19 to adults. The study tested people living in Iceland who were at high risk for infection along with a population screening that utilized two strategies: 1) open invitation to 10,797 people, 2) random invitations sent to 2283 people. A total of 1221 of 9119 people who were recruited for targeted testing had positive results. 87 people in

[138] https://pediatrics.aappublications.org/content/pediatrics/early/2020/03/16/peds.2020-0702.full.pdf
[139] https://www.bbc.com/news/world-asia-china-51362772

the open-invitation and 13 people in the random population screening tested positive for the virus. Children under 10 years of age were less likely to receive a positive result than were persons 1- years of age or older. Out of 564 children under the age of 10 years in the targeted group testing, 38 tested positive, in contrast to positive test results of 1183 of 8635 people who were 10 years of age or older. "In the population-screening group, the difference was even more marked: none of the 848 children under the age of 10 years tested positive…," the article stated. Based on the study's results, the article concluded that children are unrepresented among COVID-19 cases, especially amongst severe and fatal cases.[140]

54. In late April 2020, scientists at France's Institute Pasteur, an international research and education institute founded in 1887, with the support of the Hauts-de-France Regional Health Agency and the Amiens Education Authority, carried out an epidemiological survey on 1,340 people linked to primary schools in Crépy-en-Valois, in the Oise department. "Overall, the results of this study are comparable to those of studies carried out in other countries, which suggest that children aged between 6 and 11 are generally infected in a family environment rather than at school. The main new finding is that the infected children did not spread the virus to other children or teachers or other school staff," commented Arnaud Fontanet, lead author of the study, Head of the Epidemiology of Emerging Diseases Unit at the Institute Pasteur and a Professor at the CNAM.[141]

55. A report by McKinsey and Company, one of the largest management consultancies in the world, states that children have a much lower risk of contracting COVID-19. "The most

[140] https://www.nejm.org/doi/pdf/10.1056/NEJMoa2006100
[141] https://www.pasteur.fr/en/press-area/press-documents/COVID-19-primary-schools-no-significant-transmission-among-children-students-teachers

critical question is whether reopening schools will lead to a resurgence of infection among students, staff, and the broader community. The evidence here is still nascent. Children's risk of contracting COVID-19 appears to be lower than that of adults. In China and the United States, the countries with the largest number of confirmed COVID-19 cases, children represent 2 percent of cases. Emerging evidence also suggests that children are more likely to be asymptomatic, less likely to be hospitalized, and much less likely to die if they do develop COVID-19." The Report also underscored the importance of in-person schooling. "Every year, students in the United States lose a month's worth of learning over the summer, with the sharpest learning declines in math, seen especially in low-income students. One recent analysis project that students could return in the fall having progressed only 70 percent of a grade in reading and less than 50 percent of a grade in math during the 2019–20 school year. If closures extend beyond the fall, this shortfall could be even greater, with negative consequences for individual students and society. Beyond academics, schools provide important social support, especially to vulnerable students. Indeed, 19 percent of reports of child abuse or neglect in the United States come through education personnel, and school closures have resulted in a steep drop in such reports. This change suggests that school closures have shut down support sources for victims of abuse. Reports of domestic violence increased more than 30 percent in France, 50 percent in India, and 60 percent in Mexico. With such high stakes, systems that can consistently deliver remote student services—nutrition, safety, and mental-health support—can likely weather longer closures than those who cannot."[142]

[142] https://www.mckinsey.com/industries/social-sector/our-insights/safely-back-to-school-after-coronavirus-closures

56. *The Journal of Pediatrics*, the official peer-reviewed journal of the American Academy of Pediatrics, published a commentary that explores the scientific complexities of children transmitting COVID-19. The authors deduced that children infrequently transit COVID-19 to adults, basing their conclusions on a new study published in Pediatrics, "COVID-19 in Children and the Dynamics of Infection in Families," and four other recent studies that examine COVID-19 transmission by and among children. Referencing cases in China, Japan, France, and Australia, the authors further elaborate that children are not "driving the pandemic." For example, contact tracing of 40 children under 16 years of age with confirmed cases of SARS-CoV-2 at the Geneva University Hospital in Geneva, Switzerland from March 10 to April 10, were identified along with their infected household contacts. In only 3 of the cases did the child acquire symptoms onset preceding illness in their adult household contacts. In all other cases, the child acquired symptoms after or concurrent with their adult household contacts. This alludes to the notion that the child was not the primary source of the virus's transmission, therefore more often obtaining COVID-19 from adults, rather than being the transmitters themselves. This study coincides with investigations performed in China, where 68 children confirmed with COVID-19 were admitted into Qingdao Women's and Children's Hospital from January 20 to February 27, 2020. 65 of these infected cases were household contacts of previously affected adults, which amounts to 95.59% of the total number of cases. An understanding of these studies demonstrates that the transmission of SARS-CoV-2 in schools is not as much of a profound predicament than originally considered. As the authors state, "Almost 6 months into the pandemic, accumulating evidence and collective experience argue that children, particularly school-aged children, are far less important drivers of SARS-CoV-2

transmission than adults." School re-opening in the fall is imperative to the well-being and healthy development of children, the authors say. "Therefore, serious consideration should be paid toward strategies that allow schools to remain open, even during periods of COVID-19 spread. In doing so, we could minimize the potentially profound adverse social, developmental, and health costs that our children will continue to suffer until an effective treatment or vaccine can be developed and distributed or, failing that until we reach herd immunity," the article concludes.[143]

57. The American Academy of Pediatrics ("AAP"), an organization with approximately 67,000 pediatricians, has advocated in-person schooling and published its guidelines to ensure the overall health of children, staff, and communities. The guidelines stated, "Schools are probably not greatly amplifying the spread of coronavirus and children are less likely to become extremely sick from the virus than adults". "The importance of in-person learning is well documented and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy-time away from school and the associated interruption of supportive services often result in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance abuse, depression, and suicidal ideation." They also emphasized that "schools are fundamental not only for the well-being of children but also provide them key social and emotional skills." They also underscored the importance of schools in addressing racial and social equality. Dr. Sally Goza, the president of AAP, emphasized that remote learning hurts students with special needs. "Our

[143] https://pediatrics.aappublications.org/content/pediatrics/early/2020/07/08/peds.2020-004879.full.pdf

children with autism, some of them are starting to show signs of regression by not being in school and having that social and emotional interaction," she said.[144]

58. *The Lancet Global Health* medical journal published an article in March 2020 that investigates inequalities in school closure response to COVID-19. Cross-examining the Ebola epidemic, the authors stated, "School closures impede learning and compound inequities, disproportionately affecting disadvantaged children. School closures during the 2014–16 Ebola epidemic increased dropouts, child labor, violence against children, teen pregnancies, and persisting socioeconomic and gender disparities." In their call to action, the authors demand complete transparency in deciding whether or not schools should remain closed. "We call for transparent public discussion and research, incorporating the voices of children and their families on the feasibility, acceptability, and impact of closures to inform both our response now and future pandemic planning. We ask whether adequate evidence exists of transmission reduction due to school closures to outweigh the long-term risks of deepening social, economic, and health inequities for children. We must strike a balance, protecting those most at risk without sacrificing the next generation's future."[145]

59. *JAMA Pediatrics*, a monthly peer-reviewed medical journal published by the American Medical Association, issued an article written by medical professionals that highlights the challenges low-income children face during COVID-19. "The rate of serious illness among young children from the novel coronavirus is very low. Yet to slow the spread of the virus, all states have closed schools, disrupting routines critical to learning, nutrition, and social development. Directly and indirectly, low-income children have been forced to subordinate

[144] https://services.aap.org/en/pages/2019-novel-coronavirus-COVID-19-infections/clinical-guidance/COVID-19-planning-considerations-return-to-in-person-education-in-schools/
[145] https://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X(20)30116-9.pdf

their own well-being for the greater good." The authors assess that compounding the loss of educational time is the challenge of accessing school resources. "While school districts are engaging in distance learning, reports indicate wide variability in access to quality educational instruction, digital technology, and internet access. Students in rural and urban school districts are faced with challenges accessing the internet. In some urban areas, as many as one-third of students are not participating in online classes." The authors conclude by suggesting steps the government needs to take for the future success of low-income children in COVID-19.[146]

60. *British Medical Journal*, one of the oldest general medical journals in the world, published an article in April 2020 emphasizing the need for children to return to school. The authors' fundamental argument is that children are not COVID-19 super spreaders. This argument is supported by data from China, South Korea, and Ireland on children and COVID-19. "Some regions have implemented widespread community testing, such as South Korea and Iceland. Both countries found children were significantly underrepresented. In Iceland, this is true both in targeted testing of high-risk groups compared with adults (6.7% positive compared with 13.7%) and in (invited) population screening, there were no children under 10 found to be positive for SARS-CoV-2 compared with 0.8% of the general population." Using their cumulated data, the authors deduce that "Governments worldwide should allow all children back to school."[147]

61. *Eurosurvelliance*, Europe's journal on infectious disease surveillance, epidemiology, and control, published a study on the secondary transmission of COVID-19 from children attending school in Ireland. The study examined three pediatric cases and three adult cases

[146] https://jamanetwork.com/journals/jamapediatrics/fullarticle/2766115
[147] https://adc.bmj.com/content/105/7/618

of COVID-19 with a history of school attendance. The available epidemiological data for all cases indicated that they had not been infected with SARS-CoV-2 in the school setting. One pediatric case attended a primary school, while the other two cases attended secondary schools. One of the adult cases was a teacher, while the other adult cases conducted educational sessions in schools that were up to 2 hours in duration. A total of 1,155 contacts of these six cases were identified. They were exposed at school in the classroom, during sports lessons, music lessons and during choir practice for a religious ceremony, which involved a number of schools mixing in a church environment. Their findings show that among 1,001 child contacts of these six cases there were no confirmed cases of COVID-19. In the school setting, among 924 child contacts and 101 adult contacts identified, there were no confirmed cases of COVID-19. "The results moreover echo the experience of other countries, where children are not emerging as considerable drivers of transmission of COVID-19."[148]

62. The National Center for Immunization Research and Surveillance (NCIRS) investigated all COVID-19 cases in New South Wales, Australia schools in April 2020. The report shows that from March to mid-April 2020, 18 individuals (9 students and 9 staff) from 15 schools were confirmed as COVID-19 cases. A total of 735 students and 128 staff were close contacts of these initial 18 cases. Of these, no teacher or staff member contracted COVID-19 from any of the initial school cases. The report concluded that "Our investigation found no evidence of children infecting teachers...SARS-CoV-2 transmission in children in schools appears considerably less than seen for other respiratory viruses."[149]

[148] https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.25.21.2000903#html_fulltext
[149] http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf

63. The Public Health Agency of Sweden published a report comparing the effect of different approaches in regards to school closure in Sweden and Finland, as a response to the COVID-19 pandemic. Sweden is one of the very few countries that decided to keep daycare and primary schools open during the pandemic. In Finland, on the other hand, all schools were closed on March 18th until May 13th with the exception of children in grades 1-3, who had the possibility to participate in regular on-site teaching if their caretakers were working in areas that were considered critical for the society. Primary schools were reopened between May 14 and May 31. During this reopening period, there were 23 primary school exposures (index cases) in 21 primary schools. Of the index cases, 16 were pupils and seven adults. There were 392 pupils and 54 adults placed under quarantine and the last quarantine ended on June 12. Primary school closure and re-opening did not have any significant impact on the weekly number of laboratory-confirmed cases in primary school-aged children. Chief Physician at the Finnish Institute for Health and Welfare stated, "Coronavirus infections with serious symptoms are rare among children and young people in both Finland and Sweden. Neither country has reported a single coronavirus-related death in the under-20 age group. According to current information children also pass on the virus less frequently than adults." The report concluded, "The negative effects of closing schools must be weighed against the possible positive indirect effects it might have on the mitigation of the COVID-19 pandemic."[150]

64. In February and March 2020, a study published by the Oxford University Press, in correlation with the Infectious Diseases Society of America (IDSA) and the HIV Medicine Association (HIVMA), within the newly issued volume of Clinical Infectious Diseases,

[150] https://www.folkhalsomyndigheten.se/contentassets/c1b78bffbfde4a7899eb0d8ffdb57b09/COVID-19-school-aged-children.pdf

depicted the low risk of transmission in school settings. The study was achieved in Singapore as part of the country's public health strategy to undergo nationwide surveillance and contact tracing. The clinical and epidemiological data and the contacts of potential cases of SARS-CoV-2 within 3 separate educational settings were all obtained and analyzed. A 12-year-old student and a 5-year-old student were both diagnosed with COVID-19, and subsequently isolated, after acquiring symptoms for SARS-CoV-2. In both the secondary school and preschool #1, all close contacts were placed under quarantine 14 days from their last exposure, and subsequently examined and isolated if they experienced any respiratory symptoms or fevers. They were only discharged if they received at least 2 negative nasopharyngeal swabs taken on 2 individual days. Although schools were not closed during this period, they continued to take precautionary health measures. 8 students in secondary school and 34 students in preschool #1 became symptomatic, but all were tested negative for the virus. In preschool #2, the same measures were taken, except that schools were closed for 14 days following the detection of staff members with COVID-19, and a single NP swab for SARS-CoV-2 among asymptomatic children was also taken. Although 77 children became symptomatic, all were also tested as negative. Based on the study's results, there was no evidence of disease transmission, which entails that children may be more resistant at a cellular level. "Based on these findings, more targeted control measures for preschool settings such as keeping symptomatic children away from schools, instead of blanket closures, could be considered."[151]

65. *GMS Hygiene and Infection Control*, an international journal that publishes information from the field of infection control and prevention, featured an article that discusses the

[151] https://academic.oup.com/cid/article/doi/10.1093/cid/ciaa794/5862649?searchresult=1

inconsequential role children play in the spread of COVID-19. The mounting evidence provided in the study shows that among children, infection, and severity of COVID-19 infection are low and the majority of children and adolescents with the virus show either no symptoms or else only mild symptoms. Thus, the authors postulate that schools and daycare center closures are likely to have only a narrow impact on the further spread of infection and that with concomitant examinations, daycare centers, and elementary schools "promptly should be reopened." "For children, this should be possible without excessive restrictions, such as clustering into very small groups, implementation of barrier precautions, maintaining appropriate distance from, or wearing masks." Moreover, the authors assert that children and adolescents can be taught basic rules of hygiene such as handwashing and careful hygiene behavior when coming into contact with others during mealtimes and/or when using sanitary facilities.[152]

66. The American Psychological Association ("APA") is the largest scientific and professional organization of psychologists in the United States, with over 121,000 members, including scientists, educators, clinicians, consultants, and students. APA recently published a study on the effect of COVID-19 lockdown on parents. This study investigated the production of psychological distress and collateral concerns for parents in lockdown, due to unstable financial circumstances, school closures, and suspended educational services for children. Focusing on Italy as its case study, the writer's stated, "Although there have been few cases of children infected with this novel strain of coronavirus, childcare is one of the most serious collateral concerns for Italian parents. COVID-19 may be producing a stressful environment for parents in several ways." The authors go on to provide examples of ways

[152] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7273848/

in which parents experience psychological strain during COVID-19, "Parents may worry about the economic and physical health of their family; they may be concerned about their children's social isolation from peers and teachers; they may be preoccupied with the management, duration, and outcomes of homeschooling; they may have doubts about their ability to provide information to their children about COVID-19 in a reassuring and age-appropriate manner; and they may mistrust the government's intention to provide support for parents juggling childcare, home-based working, and/or summer holidays." Moreover, the study suggests that through preliminary data collected, parents of children diagnosed with a mental or physical disease are experiencing higher levels of parental burnout and perceiving less social support, than other parents are. Thus, it is important to consider the ramifications of at-home learning.[153]

67. The National Academies of Sciences Engineering and Medicine released an extensive report that concludes school districts should prioritize reopening schools full-time, especially for grades K-5 and students with special needs. "Keeping schools closed to in-person learning in Fall 2020 poses potential educational risks. Students of all ages benefit from in-person learning experiences in ways that cannot be fully replicated through distance learning," the report states. Furthermore, "Opening school buildings to some extent in Fall 2020 may provide benefits from families beyond educating children and youth. Working caregivers would have affordable, reliable childcare for school-age children, and families would be better able to access services offered through the school, such as the provision of meals and other family supports." The report also recommends schools and districts take certain precautions to protect staff and students such as providing

[153] https://doi.apa.org/fulltext/2020-41430-001.html

surgical masks and handwashing stations or hand sanitizer for everyone entering the school building.[154]

68. *The Journal of Pediatrics and Child Care* published an article in June 2020 prefacing the French Pediatric Society, and various Societies of pediatric specialties support on children returning to school. The authors concluded that there is no scientific evidence in the role children play in the transmission of COVID-19. "Children today are paying a heavy price for the initial assumption that they were the primary vector for the circulation of the COVID-19 virus, by analogy with other viruses. We now know that this is not the case and that almost all of the children who were infected with COVID-19 were in contact with adults. Finding your playmates should not be considered as exposing them to particular risks. It is urgent to recall that communities of children, nurseries or classes, continued to exist during confinement, especially for the children of nursing staff. No epidemic was noted in these groups of children, while viral circulation was high among adults."[155]

69. *JAMA Pediatrics* published another research letter approved by the Ethics Committee of Tongji Medical College and Huazhong University of Science and Technology. Using Hubei Province, China as its case study, this research investigated the mental health status of children in home confinement during COVID-19. Depression and anxiety symptoms were two of the driving health risks identified among students in Hubei Province, China. A total of 2330 students in grades 2 through 6 in 2 primary schools in Hubei province, of whom 845 were from Wuhan and 1485 were from Huangshi, were invited to complete a survey between February 28 and March 5, 2020. The information included sex, school grade, optimism about the epidemic, whether they worried about being infected by

[154] https://www.nap.edu/read/25858/chapter/1
[155] https://www.sciencedirect.com/science/article/pii/S0987798320300438?via%3Dihub

COVID-19, and depressive and anxiety symptoms measured by the Children's Depression Inventory–Short Form (CDI-S) and the Screen for Child Anxiety Related Emotional Disorders, respectively. The study concluded: "22.6% of students reported having depressive symptoms, which is higher than other investigations in primary schools of China (17.2%). During the outbreak of COVID-19, the reduction of outdoor activities and social interaction may have been associated with an increase in children's depressive symptoms. Our study found that 18.9% of students reported anxiety symptoms, which is higher than the prevalence in other surveys."[156]

70. The Official Journal of the American Academy of Pediatrics published an article written by pediatricians advocating for children during the COVID-19 school closures. The article underscored the imminent threat COVID-19 school closures pose to child health and well-being, particularly for children with disabilities and those living in poverty. Referencing students with disabilities, the authors stated that "Thirteen percent of public students have a disability requiring an individual education plan, with nearly two-fold higher rates in low-income communities. Of children with mental and behavioral health needs, 80% rely on school-based services. School closure means loss of critical resources for children with disabilities, including engagement with specialized educators and structured learning environments. Parents of children with high learning needs are unlikely to be equipped with resources to maintain remote learning. To offset worsening educational disparities in this population, we must prioritize strategies to safely resume in-person education for children with disabilities and advocate for resources to support expansion of assistive technologies for home (e.g., tools for visually or hearing impaired)." At-home learning for

[156] https://jamanetwork.com/journals/jamapediatrics/fullarticle/2765196

children from low-income families also proves to pose challenges. "Although remote learning presents a challenge for all families, those in poverty are at a greater disadvantage and thus at increased risk for widening educational disparities. One in seven children lacks home internet access, with a two-fold higher rate among low-income communities. Parents in poverty are facing their own pandemic-related stressors (e.g., unemployment, at-risk jobs) and may lack the time or resources to support remote learning."[157]

71. "Teachers are a young population in the United States. K-12 teachers, half of them are under 41, 82% are under 55[158], these are not high-risk age groups,"[159] said Dr. Scott Atlas, former Stanford Neurology chief. In an interview, Dr. Atlas voiced his concern for school closure in the United States stating that closures have "nothing to do with the children's risk." "The harms to the children for closing schools, this is the biggest problem of all." He goes on to discuss the imminent consequences of distance learning such as significant drops in math and reading ability. Referencing data from countries that have opened schools, Atlas stressed the fact that children do not significantly transmit the disease to adults. "You can't insist that you believe in the science and then act contrary to science," he concluded.[160]

72. "What children lose by not being in school is enormous; school attendance is a life-defining experience that is critical for educational, social, and emotional development," said Ruth Faden, founder of Johns Hopkins Berman Institute of Bioethics. Johns Hopkins University unveiled a re-opening policy tracker for K-12 schools that contains an interactive map and

[157] https://pediatrics.aappublications.org/content/pediatrics/early/2020/06/15/peds.2020-1440.full.pdf
[158] https://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp
[159] https://www.cdc.gov/nchs/nvss/vsrr/COVID_weekly/index.htm#AgeAndSex
[160] https://www.foxnews.com/media/dr-atlas-kids-back-school-distance-learning-failure?fbclid=IwAR3pMXWjF7U8U9NyERxPujkqehGbkXdhfJtgint6f9SWXSJesgl0E4t8bXc

resource guides that compare and analyze reopening plans for schools nationwide. The policy tracker offers solutions for safe education during COVID-19 and includes examples of equity-oriented reopening policies, a biweekly e-newsletter, a COVID-19 school reopening checklist, and a guidance document titled "The Ethics of K-12 School Reopening" Identifying and Addressing the Values at Stake."[161]

73. *The Indian Journal of Pediatrics* published a scientific letter that assesses the intricacies of transmission of COVID-19 in children. The authors affirmed that a notable feature of the COVID-19 pandemic is that children account for only less than 2% of total cases and most develop only mild illness. "Even when children with comorbidities are being reported at risk of severe disease, mortality was very rare. Many asymptomatic infections were noted. Most acquired infection from close contact with adults in family clusters. However, transmission from children to others was rare," the letter stated. Pulling data from cases in China, Spain, and Sweden, the authors conclude that "it might be prudent to anticipate an optimistic scenario when schools open."[162]

74. *The Lancet Child & Adolescent Health* journal featured a story on the mental health effects of school closures during COVID-19 underscoring its dire effect on children with mental health needs. Referencing a survey taken by the mental health charity Young Minds, the author brings attention to the crippling number of problems students with disabilities face with remote learning. "... 2111 participants up to age 25 years with a mental illness history in the UK, 83% said the pandemic had made their conditions worse. 26% said they were unable to access mental health support; peer support groups and face-to-face services have been canceled, and support by phone or online can be challenging for some people." School

[161] https://equityschoolplus.jhu.edu/reopening-policy-tracker/
[162] https://link.springer.com/article/10.1007/s12098-020-03401-0#author-information

closures inevitably lead to a lack of resources that children usually have in school. This point is further explained by the author, "School routines are important coping mechanisms for young people with mental health issues. When schools are closed, they lose an anchor in life and their symptoms could relapse." The author concludes that there is an urgent need to monitor young people's mental health status over the long term and to study how prolonged school closures affect the wellbeing of children and adolescents.[163]

75. *The Lancet Child & Adolescent Health* journal published an article outlining child health issues exacerbated by the COVID-19 pandemic. "By mid-April, 86% of the world's children - more than 1.4 billion in total - were out of school," the author states. Subsequently, remote learning only benefited some students, while 60% of primary school-aged students worldwide and 86% in low-HDI countries were effectively out of education. Poverty and deprivation disproportionately affect children. "Education, especially in the early years, must be prioritized, given its clear benefits in child development and reducing social inequalities." The author concludes that remote learning produces inequalities for learning and that schools should be reopened in order to foster equal opportunities for children.[164]

76. *Nature Medicine*, a monthly peer-reviewed journal, published an article riddled with age-structured epidemic data from China, Italy, Japan, Singapore, Canada and South Korea that concludes individuals under 20 years of age are less susceptible than adults to become infected with COVID-19. Moreover, the authors found that interventions aimed at children might have a relatively small impact on reducing COVID-19 transmission. "Understanding the role of age in transmission and disease severity is critical for determining the likely

[163] https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30109-7/fulltext?mod=article_inline
[164] https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30172-3/fulltext

impact of social-distancing interventions on SARS-CoV-2 transmission, especially those aimed at schools, and for estimating the expected global disease burden." To explore the effects of school closure, the authors simulated three months of school closures with varying infectiousness of subclinical infections. Their study found that school closures in response to COVID-19 did not have a substantial effect on cases. "...There were more clinical cases per capita projected in cities with older populations, and more subclinical infections projected in cities with younger populations. Among the three cities analyzed here, school closures had the least impact in Bulawayo, which has both the youngest population and the fewest contacts in school relative to the other cities (19% of contacts for 0- to 14-year-olds occurring in school, compared with 39% in Birmingham and 48% in Milan)." Based on their simulation, the authors conclude, "In countries with younger population structures—such as many low-income countries—the expected per capita incidence of clinical cases would be lower than in countries with older population structures."[165]

77. On July 9, 2020, the CDC Director, Dr. Robert Redfield, made a statement proposing that he considers closing schools a more extensive health issue than reopening schools. He stated, "I'm of the point of view as a public health leader in this nation, that having the schools actually closed is a greater public health threat to the children than having the schools reopen. I think really people underestimate the public health consequences of having the schools closed on the kids. I'm confident we can open these schools safely, work in partnership with the local jurisdictions." In addition, he addressed the fact that the virus does not detrimentally affect younger individuals, continuing, "I don't think we

[165] https://www.nature.com/articles/s41591-020-0962-9

should go overboard in trying to develop a system that doesn't recognize the reality that this virus really is relatively benign to those of us that are under the age of 20." He added that the CDC is ready to collaborate with each school or each school district to safely reopen schools.[166]

78. The National Institute of Allergy and Infectious Diseases ("NIAID") Director, Anthony S. Fauci, M.D., has said, describing the lack of any data to support excluding children from normal activities: "One interesting feature of this novel coronavirus pandemic is that very few children have become sick with COVID-19 compared to adults."[167]

79. *CityNews*, a news and current affairs program in Canada, makes reference to The Hospital for Sick Children, Canada's most research-intensive hospital dedicated to improving children's health, whose physicians and researchers recommend that children return to school in September. The seemingly minimal risks of infection and transmission of COVID-19 in children needs to be balanced with the risks of the deterioration of children's physical and mental health brought by school closure. These risks include behaviors, such as depression, exposure to domestic violence, child abuse, neglect, and suicide. The President and CEO of SickKids, Dr. Roland Cohn, declares that there are methods to lessening the risks of transmission, even when continuing daily activities, such as schooling. He states, "Not opening schools in September would continue to have a negative impact on the mental, behavioral and developmental health of children. We hope these recommendations help provide a framework to keep everyone safe when school doors reopen." To further the case of reopening schools, it should be noted that children make up

[166] https://bongino.com/cdc-director-keeping-schools-closed-is-greater-public-health-risk-than-reopening/

[167] https://www.nih.gov/news-events/news-releases/study-determine-incidence-novel-coronavirus-infection-us-children-begins

less than 5-10 percent of the global quantity of COVID-19 cases, and in Canada, as of June 15, individuals up to 19 years of age make up only 7 percent of all cases. The associate pediatrician-in-chief at SickKids, Dr. Jeremy Friedman, says that there were only 30 positive cases out of the 5,000 symptomatic children that were tested for COVID-19 with a nasal swab. Among the 1,5000 asymptomatic children tested with the nasal swab, there were zero positive cases. Also, once schools reopen, there are actions they can undertake to mitigate risks. These include screening students for coronavirus symptoms before going to school, enacting a routine schedule for hand hygiene, and promoting more outdoor or physical education classes activities to eliminate the need for physical distancing. [168]

80. There are many other public health concerns such as increases in child abuse and neglect[169],[170], malnutrition[171],[172], mental health[173], [174] as well as increases in alcohol and drug use[175],[176], associated with keeping kids out of school.[177],[178], [179]

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[168] https://toronto.citynews.ca/2020/06/17/sickkids-report-recommends-children-return-to-school-in-september/

[169] https://www.nytimes.com/2020/06/09/nyregion/coronavirus-nyc-child-abuse.html
[170] https://www.usatoday.com/story/news/nation/2020/05/13/hospitals-seeing-more-severe-child-abuse-injuries-during-coronavirus/3116395001/
[171] https://www.nejm.org/doi/full/10.1056/NEJMp2005638
[172] https://www.forbes.com/sites/alexandrasternlicht/2020/05/06/the-number-of-mothers-reporting-food-insecurity-has-jumped-more-than-200-since-start-of-pandemic/amp/?__twitter_impression=true
[173] https://www.washingtonpost.com/health/2020/05/04/mental-health-coronavirus/
[174] https://www.today.com/parents/mental-load-coronavirus-pandemic-means-moms-take-more-t179021
[175] https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/alcohol-use.html
[176] https://www.shatterproof.org/blog/why-covid-19-perfect-storm-addiction-world
[177] https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
[178] https://www.today.com/parents/parents-children-disabilities-discuss-remote-school-t187677
[179] https://www.nbcnews.com/business/consumer/what-do-working-parents-do-when-coronavirus-closes-local-schools-n1150671

**CHANGE IN STATUS QUO – STAY-PUT – PENDENCY**

81. The IDEA contains a so-called "stay put" or "pendency" provision that provides as follows: "during the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and parent otherwise agree, the child shall remain in the then-current educational placement of the child . . . until all such proceedings have been completed." 20 U.S.C. § 1415(j); *see also* 34 C.F.R. § 300.518(a) and in New York State, N.Y. Educ. L. § 4404(a).

82. This pendency provision evinces Congressional intent that all disabled children, "regardless of whether their case is meritorious or not, are to remain in their current educational placement until the dispute with regard to their placement is ultimately resolved." *Mackey v. Board of Educ.,* 386 F.3d 158, 160 (2d Cir. 2004).

83. "The purpose of this provision is 'to maintain the educational status quo while the parties' dispute is being resolved.'" *Avaras v. Clarkstown Central School District, et al.*, 18-CV-6964 (NSR), Docket Entry No. 30 (S.D.N.Y. August 27, 2018); *Doe v. East Lyme Board of Ed.*, 790 F.3d 440, 452 (2d Cir. 2015)(quoting *T.M. v. Cornwall Central School District*, 752 F.3d 145, 152 (2d Cir. 2014)).

84. This "stay put" provision codifies a student's right to a stable learning environment during what may become a lengthy administrative and/or judicial proceeding. *Avaras*, *supra*, ; *Murphy v. Arlington*, 297 F.3d 195, 199 (2d Cir. 2002). And, as alleged above, this "stay put" operates in a due process challenge "regardless of whether the [underlying] case is meritorious or not." *Avaras*, *supra; Doe, supra*, 790 F.3d at 453; *E.Z.-L. v. N.Y.C. Dep't of Educ.*, 763 F. Supp.2d 584, 598-99 (S.D.N.Y. 2011).

85. The IDEA's "stay put" provision is essentially an automatic preliminary injunction requiring the school district to maintain the student's educational placement. *Murphy v. Arlington Cent. Sch. Dist. Bd. of Educ.,* 297 F.3d 195 (2d Cir. 2002). In this regard, the IDEA:

> substitutes an absolute rule in favor of the status quo for the court's discretionary consideration of the factors of irreparable harm, and either a likelihood of success on the merits or a fair ground for litigation and a balance of hardships.

*See, Board of Educ. v. J.P.,* 2018 U.S. Dist. LEXIS 105102at *7 (E.D.N.Y. June 21, 2018) (citing *Zvi D. v. Ambach,* 694 F.2d 904, 906 (2d Cir. 1982)); *see also* 34 C.F.R. § 300.518(a) and N.Y. Educ. L. § 4404(a).

86. The IDEA's "stay-put" codified at 20 U.S.C. §1415(j) functions as an automatic preliminary injunction, without regard to factors such as irreparable harm or likelihood of success on the merits. *Drinker ex rel. Drinker v. Colonial Sch. Dist.*, 79 F.3d 859 (3d Cir. 1996); *Casey K. ex rel. Norman K. v. Saint Anne Cmty High Sch. Dist.*, 400 F.3d 508, 511 (7th Cir. 2005) (comparing a stay put injunction to an automatic stay in a bankruptcy case); *Wagner v. Bd. of Educ. of Montgomery County*, 335 F.3d 297, 301 (4th Cir. 2003) (noting that an "injunction is automatic").

87. The "stay-put" interim relief also includes the requirement to continue funding of the disabled student's current educational placement until the proceedings are complete. *See Doe,* 790 F. 3d at 452; *T.M.,* 752 F.3d at 171; *E.Z.-L.*, 763 F. Supp. 2d at 599, *aff'd,* 694 F.3d 167 (2d Cir. 2012). "This provision aims to preserve public funding for an educational placement 'consented to by the parent before the parent requested a due process hearing. To cut off public funds would amount to a unilateral change in placement, prohibited by

the Act.'" *Mackey ex. rel Thomas M. v. Board of Educ. Arlington Central School Dist.*, 386 F.3d 158, 163 (2d Cir. 2004) (quoting *Zvi D. v. Ambach*, 649 F.2d 904, 906 (2d Cir. 1982)).

88. A disabled student's right to a "stay put" or "pendency placement" arises when that student's parent initiates a due process complaint with the local school district. *See, Doe,* 790 F. 3d at 452. This statutory right exists to prevent school districts from unilaterally modifying a disabled student's educational placement during the pendency of a due process dispute.

89. A disabled student's "then current educational placement," which must be maintained during the pendency of a due process challenge under the IDEA (related to the identification, evaluation or placement of the student) and subsequent administrative and/or judicial proceedings, is not defined by statute or regulation. Nevertheless, such educational placement has been interpreted to mean either: (1) the educational placement set forth in the disabled student's most recently implemented Individualized Education Program ("IEP") (also referred to as the "last agreed upon" IEP); (2) the operative placement actually functioning at the time that the due process proceeding was commenced; or, (3) the educational placement at the time of the previously implemented IEP. *See, Dervishi v. Stamford Board of Educ.,*653 Fed. App'x 55, 57-58 (2d Cir. 2016); *T.M., supra,* 752 F.3d at 170-71; *Mackey, supra,* 386 F.3d at 163.

90. Although the IDEA has an "exhaustion" requirement, the Plaintiffs herein are not required to exhaust administrative remedies by alleging a violation of 20 U.S.C. § 1415(j). An action alleging the violation of the stay-put provision falls within one or more of the exceptions to the exhaustion prerequisite. *Murphy v. Arlington Cent. Sch. Dist. Bd. of Educ.*, 297 F.3d 195, 199 (2d Cir. 2002); *Doe,* 790 F.3d at 445; *Digre v. Roseville Schs. Indep. Dist.*, 841

F.2d 245, 250 (8th Cir. 1988) (holding federal courts have authority to enter injunctions [**25] regarding placement during pendency of state administrative proceedings); s*ee also N.D. v. Hawaii Dept. of Educ*, 600 F.3d 1104, 1111 (9th Cir. 2010) (concluded that "exhausting the administrative process would be inadequate because the stay-put provision (and therefore the preliminary injunction) is designed precisely to prevent harm while the proceeding is ongoing.").[180]

91. The term "educational placement" encompasses at least three components." *See Letter to Rieser*, EHLR 211:403 (July 17, 1986).[181] The first involves the type of placement – in the instant case, a self-contained classroom; the second is the "educational program contained in the IEP including annual goals, short-term objectives and related services;" and, the "third and final component is the specific school or facility which the child attends." *Id. Letter to Rieser* continued that "these are all ingredients in the 'status quo' which the courts interpreting the statute have required be maintained during the pendency of proceedings."

92. "To allow a new LEA to place the child in a regular education program or provide an interim IEP *without parental consent would defeat the purpose of the statutory provision* – 'to guarantee a coherent educational experience for a disabled child until conclusion of review of a contested IEP [emphasis added].'" *Letter to Rieser*.

93. Over the course of several decades, the Second Circuit has consistently defined "educational placement" as meaning the student's "educational program." *T.M., supra*, 752 F.3d at 171 ("Under our precedent, the term 'educational placement' refers only to the

[180] See *Honig v. Doe*, 484 U.S. at 326-27 (noting that because "parents may bypass the administrative process where exhaustion would be futile or inadequate . . . we have no reason to believe that Congress meant to require schools alone to exhaust in all cases, no matter how exigent the circumstances").
[181] See *Honig v. Doe*, 484 U.S. 305, FN 8 (1988) (deferring and adopting OSEP's construction of the term "change in placement" for purposes of pendency, finding that OSEP is the agency "charged with monitoring and enforcing the statute").

general type of educational program in which the child is placed.") (quoting *Concerned Parents v. NYC Dep't of Educ*., 629 F.2d 751, 753 (2d Cir. 1980)) (emphasis added); *T.Y. v. N.Y.C. Dept. of Educ*., 584 F.3d 412, 419 (2d. Cir. 2009) ("'Educational placement' refers to the general educational program - such as the classes, individualized attention and additional services a child will receive...").

94. A student's educational placement does not mean the "bricks and mortar" of the school location, but rather the elements of a student's educational program. *T.Y., supra*, at 419. Thus, it has been held that a change from one school building to another (i.e., a change in location), without more, does not necessarily constitute a change in educational placement (*Concerned Parents, supra,* 629 F.2d at 753-54).

95. In *Letter to Fisher*, 21 IDELR 992 [OSEP 1994], the United States Department of Education's Office of Special Education Programs ("OSEP") specifically addressed the question of what constitutes a "change in educational placement" and opined that consideration should be given to whether a change in educational placement has occurred on a case-by-case basis, as it is a very fact specific inquiry (*Letter to Fisher*, 21 IDELR 992 [OSEP 1994]). OSEP concluded that whether a change in educational placement has occurred turns on "whether the proposed change would substantially or materially alter the child's educational program" *(Id.*). OSEP set forth the following factors to be considered in determining whether a change in educational placement has occurred: whether the educational program set out in the child's IEP has been revised; whether the child will be able to be educated with nondisabled children to the same extent; whether the child will have the same opportunities to participate in nonacademic and extracurricular services; and

whether the new placement option is the same option on the continuum of alternative placements (*Letter to Fisher*, 21 IDELR 992).

96. The "then-current educational placement" more generally refers to the educational program, which is a point along the continuum of placement options and, in many instances, does not refer to a particular institution or building where the program is implemented (*see T.Y. v. New York City Dep't of Educ.*, 584 F.3d 412, 419-20, *cert. denied,* 130 S. Ct. 3277 (2010); *L.M. v. Pinellas County Sch. Bd.*, 2010 WL 1439103 at *1-*2 (M.D. Fla. Aug. 11, 2010)).

97. Specifically in New York State, it is noted in SRO Decision 14-098, “In this regard I note that a change from a BOCES-operated class in a public school to a district-operated class in a public school constitutes a "change in program" per New York State regulations (see 8 NYCRR 200.1[g]),[9] and a BOCES is also a different placement on the "continuum of placement options" in the State (see, e.g., "Continuum of Special Education Services for School-Age Students with Disabilities," Office of Special Educ. Memo [Nov. 2013], at p. 3, available at http://www.p12.nysed.gov/specialed/publications/policy/continuum-schoolage-revNov13.pdf).”

98. A "change in program" is defined as a "change in any one of the components of the [IEP] of a student as described in [8 N.Y.C.R.R.] section 200.4(d)(2)." (8 N.Y.C.R.R. 200.1[g][9]. This includes a change in a student's placement (8 NYCRR 200.4[d][2][xii]). As noted in New York State Education Department (“SED”) guidance, an assignment to a BOCES-operated classroom in a public school is considered a different "placement" than an assignment to a district-operated classroom (see "Guide to Quality Individualized Education Program (IEP) Development and Implementation," Office of Special Educ.

Mem. [Dec. 2010], at p. 57, available at http://www.p12.nysed.gov/specialed/publications/iepguidance/IEPguideDec2010.pdf; "Questions and Answers on Individualized Education Program (IEP) Development, the State's Model IEP Form and Related Requirements," Office of Special Educ. Mem. [Apr. 2011], at p. 47, available at http://www.p12.nysed.gov/specialed/formsnotices/IEP/training/QA-411.pdf ).

99. Courts have held that if a student's then current educational placement becomes unavailable, then a district is required to provide a "similar" educational placement (*Knight v. District of Columbia*, 877 F.2d 1025, 1028 [D.C. Cir 1989]; *McKenzie v. Smith*, 771 F.2d 1527, 1533 & n.13 [D.C. Cir. 1985]; *see also Wagner v. Bd. Of Educ.*, 335 F.3d 297 at 301-02 (4th Cir. 2003) (holding that it is not appropriate to direct a district to provide an "alternative placement" if the task at hand is to identify a student's then current educational placement). Other courts have stated that a change in educational placement has been defined as a "fundamental change in, or elimination of, a basic element of the educational program" (*see Sherri A.D. v. Kirby*, 975 F.2d 193, 206 (5th Cir. 1992); *see also Erickson v. Albuquerque Public Schools*, 199 F.3d 1116, 1121 (10th Cir. 1999).

100. District Courts have the equitable power to review and enjoin administrative “stay-put” orders immediately, notwithstanding the fact that they are interim orders. *See M.K. v. Roselle Park Bd. of Educ.*, 2006 WL 3193915 *9 citing *Murphy v. Arlington Cent. Sch. Dist. Bd. of Educ.*, 297 F.3d 195, 199 (2d Cir. 2002).

101. The IDEA permits disabled children to vindicate their educational rights through other statutes, including 42 U.S.C. § 1983. *See* 20 U.S.C. §1415(l).

**COMPENSATORY AND PUNITIVE MONETARY DAMAGES**

102. The Supreme Court clarified the difference between the availability of a private right of action with the availability of various remedies. "Although we examine the text and history of a statute to determine whether Congress intended to create a right of action, we presume the availability of all appropriate remedies unless Congress has expressly indicated otherwise." *Franklin v. Gwinnett County Pub. Sch.*, 503 U.S. 60, 66, 112 S. Ct. 1028 (1992) (citation omitted) (monetary damages available as remedy in action to enforce Title IX). The Court went on to announce the "general rule" that "absent clear direction to the contrary by Congress, the federal courts have the power to award any appropriate relief in a cognizable cause of action brought pursuant to a federal statute." *Id.* 503 U.S. at 70-71.

103. The Second Circuit in *Polera v. Bd. of Educ.*, 288 F.3d 478, 491 (2d Cir. 2002), has reaffirmed, "We have held that monetary damages are available in claims brought pursuant to 42 U.S.C. § 1983 for denial of access to administrative remedies under the IDEA's predecessor statute, the EHA. *Quackenbush v. Johnson City Sch. Dist.*, 716 F.2d 141, 148 (2d Cir. 1983), *cert. denied*, 465 U.S. 1071, 79 L. Ed. 2d 750, 104 S. Ct. 1426 (1984). District courts in this Circuit have followed *Quackenbush*, holding that damages are available on claims brought under Section 1983 for violations of the IDEA. See, e.g., *M.H. v. Bristol Bd. of Educ.*, 169 F. Supp. 2d 21, 29-30 (D. Conn. 2001); *R.B. v. Bd. of Educ. of the City of New York*, 99 F. Supp. 2d 411, 418 (S.D.N.Y. 2000); *Cappillino v. Hyde Park Cent. Sch. Dist.*, 40 F. Supp. 2d 513, 515-16 (S.D.N.Y. 1999)." Other Circuits have approved § 1983 actions to enforce IDEA rights. *See Angela L. v. Pasadena Independent Sch. Dist.*, 918 F.2d 1188, 1193 n.3 (5th Cir. 1990) (§ 1983 and § 504 "permit parents to obtain relief which otherwise is unavailable from the EHA"); *Digre v. Roseville Sch.*

*Independent Dist.*, 841 F.2d 245, 250 (8th Cir. 1988) (injunctive relief); *Mrs. W. v. Tirozzi*, 832 F.2d 748, 753 (2d Cir. 1987) (declaratory and injunctive relief); *Jackson v. Franklin County Sch. Bd.*, 806 F.2d 623, 631-32 (5th Cir. 1986) (compensatory damages or remedial education). *See also Hunt v. Bartman*, 873 F. Supp. 229, 245 (W.D.Mo. 1994) (injunctive relief).

104. The Eighth Circuit has concluded that "money damages are available under §504." *Rodgers v. Magnet Cove Public Schools*, 34 F.3d 642, 645 (8th Cir. 1994). *See also Lue v. Moore*, 43 F.3d 1203, 1205 (8th Cir. 1994) (same). The Eighth Circuit reasoned that the Rehabilitation Act incorporates the remedies of Title VI of the Civil Rights Act of 1964, Title IX is also modeled after Title VI, and thus "the Court's holding on Title IX in *Franklin* applies equally to Title VI and Section 504 cases." *Rodgers,* 34 F.3d at 644. *See* 29 U.S.C. § 794(a)(2).

105. The Third Circuit in *W.B. v. Matula*, 67 F.3d 484 (3d Cir. 1995), examined monetary damages solely through IDEA and concluded, “even were we to limit our focus to IDEA itself, we discern nothing in the text or history suggesting that relief under IDEA is limited in any way, and certainly no "clear direction" sufficient to rebut the presumption that all relief is available. The expansive language of § 1415(f), which was enacted in the shadow of Smith and tracks the broad grant of remedial power allowed a district court reviewing a direct IDEA appeal, see 20 U.S.C. § 1415(e)(2), contains no restrictions on forms of relief. Nor does the legislative history of § 1415(f) suggest a congressional intent that damages be unavailable. In fact, Congress expressly contemplated that the courts would fashion remedies not specifically enumerated in IDEA. See House Report at 7 (excusing § 1415(f) exhaustion requirement where "the hearing officer lacks the authority to grant the relief

sought")." While not recommending monetary damages in *W.B.*, the Court concluded, "However, we do not preclude the awarding of monetary damages and leave to the district court in the first instance the task of fashioning appropriate relief."

106. The Fifth Circuit, in *Salley v. St. Tammany Parish School Board*, 57 F.3d 458 (5th Cir. 1995), affirmed a damages award for a procedural violation of the IDEA, but the damages were merely nominal because it concluded the "violations did not affect Salleys' decisions regarding the education of Danielle." The clear indication is if the procedural violations had impacted the student's education, then the award would have been greater than nominal.

107. In *Stellato v. Bd. of Educ. of the Ellenville Cent. Sch. Dist.*, 842 F. Supp. 1512, 1516-17 (N.D.N.Y. 1994), the court identified the two "exceptional circumstances" whereby damages are available solely under the IDEA: where there is a danger to the physical health of the child or ***where the school district acts in bad faith.*** Both exceptions are present herein.

108. As the Supreme Court stated in *Honig v. Doe*, 484 U.S. 305, 108 S. Ct. 592 (1988), the court has the equitable power to order a change in placement upon a sufficient showing. *id.* at 327-28 (interpreting the "stay put" provision of the EHA – former name of the IDEA).

## JURISDICTION AND VENUE

109. The instant case arises under a federal statute, the Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq. ("IDEA") and the regulations of the United States Department of Education, which were promulgated pursuant to authority granted by the statute (34 C.F.R. Part 300), Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794,

et seq. ("Section 504"); and the Americans with Disabilities Act, 42 U.S.C. § 12101, et seq. ("ADA").

110. This Court has subject matter jurisdiction of this matter under 28 U.S.C. §1331, in that claims arise under federal law (IDEA, Section 504 and ADA), 28 U.S.C. §1343(a), in that the claims herein arise under laws providing for the protection of civil rights, and under 42 U.S.C. § 1983.

111. This Court has diversity subject-matter jurisdiction over this class action pursuant to the Class Action Fairness Act of 2005, Pub. L. No. 109-2, 119 Stat. 4 ("CAFA"), which, *inter alia*, amends 28 U.S.C. § 1332, at new subsection (d), conferring federal jurisdiction over class actions where, as here: (a) there are more that 100 or more Members in the proposed Class and subclass; (b) at least some Members of the proposed Class have a different citizenship from Defendants; and (c) the claims of the proposed Members of the Class exceed the sum or value of five million dollars ($5,000,000) in the aggregate. *See* 29 U.S.C. § 1332(d)(2) and this Court has personal jurisdiction over the Plaintiffs because they submit to the jurisdiction of this Court.

112. To the extent, if any, that this case involves questions of special education rights under a particular state constitution, law or regulation, this Court has supplemental jurisdiction pursuant to 28 U.S.C. § 1367. For example, New York State's Constitution Article XI, Section 1, states, "A system of free common schools, wherein all the children of this state may be educated."[182] For a complete list of each state's laws or regulations regarding the right to education, see Appendix F.

[182] https://www.dos.ny.gov/info/constitution.htm

113. Pursuant to 28 U.S.C. §1391(b), venue is properly placed within the Southern District of New York because at least one of the Defendants resides or transacts business in the Southern District, specifically, Bill de Blasio ("Mayor de Blasio"), in his official capacity as Mayor of New York City, Richard Carranza ("Chancellor Carranza"), in his official capacity as Chancellor of the New York City Department of Education, City of New York, and the New York City Department of Education ("NYC DOE"), maintain business offices in New York County.

114. Plaintiffs are entitled to costs and attorneys' fees under 42 U.S.C. §1988(b) and 20 U.S.C.§1415(i), if determined to be a prevailing party.

**PARTIES**

115. Plaintiff #1, J.T. [183] is the parent/guardian of D.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Middletown, New Jersey. As such, the LEA, Middletown Township Public School District, is obligated to provide D.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, D.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

116. Plaintiff #2, K.M. is the parent/guardian of M.M. and S.M., both of whom are classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Staten Island, New York. As such, the LEA, the NEW YORK CITY DEPARTMENT OF EDUCATION, is obligated to provide both M.M. and S.M. a Free Appropriate Public

[183] Pursuant to the federal Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g (and 34 C.F.R. Part 99), Counsel is using the initials of the parent/guardian and student to protect the student's privacy.

Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, both M.M. and S.M. are qualified individuals with a disability who were denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Students' most recently agreed upon IEPs are attached in Appendix G.

117. Plaintiff #3, J.J. is the parent/guardian of Z.J. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Meriden, Connecticut. As such, the LEA, Meriden School District, is obligated to provide Z.J. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, Z.J. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

118. Plaintiff #4, C.N. is the parent/guardian of V.N. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Leander, Texas. As such, the LEA, Leander Independent School District, is obligated to provide V.N. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, V.N. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

119. The complete list of Plaintiffs herein is attached as Appendix A.

120. Defendant BILL de BLASIO ("Mayor de Blasio") in his official capacity as Mayor of the City of New York, directs the New York City Department of Education through the appointment of the Chancellor of the New York City Department of Education. Mayor DeBlasio's principal place of business is located at City Hall, New York, New York 10007.

121. Defendant NEW YORK CITY DEPARTMENT OF EDUCATION ("NYC DOE") is the official body (local educational agency or "LEA") charged with the responsibility of developing and enforcing policies with respect to the administration and operation of the public schools in the City of New York, including programs and services for students with disabilities. *See* 20 U.S.C. § 1401(19), 34 C.F.R. § 300.28 and N.Y. Educ. Law § 2590, 2590-g. NYC DOE's principal place of business is located at 52 Chambers Street, New York, New York 10007.

122. Defendant RICHARD CARRANZA ("Chancellor Carranza") is the Chancellor of the NYC DOE, and as such is entrusted with the specific powers and duties set forth in N.Y. Educ. Law § 2590-h, including oversight of the DOE's provision of education and services to students with disabilities under the IDEA. The Chancellor's principal place of business is located at 52 Chambers Street, New York, New York 10007.

123. Defendant SCHOOL DISTRICTS IN THE UNITED STATES (See Appendix B) are the official bodies charged with the responsibility of developing and enforcing policies with respect to the administration and operation of the public schools in their respective geographic areas, including programs and services for students with disabilities, as defined as the "local educational agency" ("LEA") in 20 U.S.C. § 1401(19) and 34 C.F.R. § 300.28.

124. Upon information and belief, all States and Territories of the United States are the recipient of funding under the IDEA, 20 U.S.C. § 1400-1487, and as such, have the responsibility to "establish and maintain procedures . . . to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate education." 20 U.S.C. § 1415(a). Defendant STATE DEPARTMENTS OF EDUCATION IN THE UNITED STATES (See Appendix C) are the State Educational Agencies ("SEA") which exercise general supervision over all programs in the State that provide educational services to disabled students, and must ensure that all such meet State education standards. *Michael C. ex rel. Stephen C. v. Radnor Tp. School Dist.*, 202 F.3d 642, 648 (3d Cir. 2000).

125. One of the most important procedural safeguards provided to parents under the IDEA is the opportunity for an impartial due process hearing to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child. The administrative hearing shall be conducted by the SEA or by the LEA, as determined by State law. 20 U.S.C. § 1415(f).

## CLASS ACTION ALLEGATIONS

126. Plaintiffs brings this class action on behalf of themselves and all others similarly situated pursuant to Rules 23(a) and 23(b)(2) of the Federal Rules of Civil Procedure, on behalf of all parents and/or guardians of students classified with a disability "Plaintiff-Parent" and the students themselves "Plaintiff-Student" against whom Defendants have violated their federal rights under IDEA, ADA, Section 504 and State Constitutions or Statutes.

127. During the 2018–2019 school year, the number of students ages 3–21 who received special education services in the United States under the Individuals with Disabilities Education Act (IDEA) was 7.1 million, or 14 percent of all public school students.[184]

128. Plaintiff-Parent is defined as a parent or legal guardian of a student, aged 3-21, who was receiving or was entitled to receive special education services under IDEA as of March 2020 and/or through the 2020-2021 school year, however, Defendants failed to provide a FAPE to the Plaintiff-Students. In addition, Plaintiff-Parents were required to do the job and satisfy the responsibilities the Defendants were legally obligated to do and had received federal funds to do. Many such Plaintiff-Parents were required to pay out-of-pocket expenses to arrange and provide educational or related services for their child, and many such Plaintiff-Parents lost their employment so as to be able to provide said services or supervision to their children for "remote" services.[185]

129. Plaintiff-Student is defined as a student who was 3 to 21 years of age between March 2020 and July 2020, and who is classified as having a disability as defined by IDEA (20 U.S.C. § 1401(3)), who have qualifying disabilities under Section 504, and who are afforded protection under Section 504 and the Americans with Disabilities Act, and who were denied these rights because of their disability by the Defendants. Plaintiff-Students are also entitled to receive educational benefits from the LEAs as per their respective State Constitutions or statutes.

130. Numerosity: The class described above is so numerous and geographically dispersed that joinder of all individual members in one action would be impracticable. While the exact number of Class Members is unknown to Plaintiffs at this time, Plaintiffs believe in good

[184] The National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cgg.asp
[185] https://www.today.com/parents/worried-about-going-back-work-here-s-what-legal-protections-t186475

faith that the Class includes hundreds of thousands, and likely millions, of persons. Class Members are easily identifiable from records maintained by Defendants. The disposition of the individual claims on the respective class members through this class will benefit both the parties and this Court, and will facilitate judicial economy.

131. Typicality: Plaintiffs' claims are typical of the claims of the prospective Members of the Class. The claims of the Plaintiffs and Members of the Class are based on the same legal theories and rise from the same unlawful conduct committed by Defendants.

132. Common Questions of Fact and Law: There is a well-defined community of interest and common questions of fact and law which predominate over any questions affecting individual Members of the Class. All Members of the Class have been and/or are being denied their civil rights by Defendants. Questions of law and fact common to the Class include, but are not necessarily limited to, the following: All Plaintiff-Students are classified as a student with a disability pursuant to the IDEA; All Plaintiff-Students are qualified disabled persons under Section 504 and the ADA; All Plaintiff-Students are entitled to educational benefits pursuant to State Constitutions or Statutes; All Plaintiff-Students were denied a valid pendency program and placement by their LEA pursuant to IDEA; All Plaintiff-Students were subject to an unlawful change in their educational program and placement by their LEA in violation of the IDEA; All Plaintiff-Students are qualified disabled persons who were denied the educational benefits of their IEP from the LEA pursuant to Section 504; All Plaintiff-Students are qualified disabled persons who were discriminated against by their LEA because of their disability pursuant to the ADA; All Plaintiff-Parents are the parents and/or guardians of Plaintiff-Students; All Plaintiff-

Parents were injured as a result of the unlawful and/or discriminatory actions taken by the LEAs as a result of violations of the IDEA, Section 504 and ADA.

133. Adequacy of Representation: Plaintiffs are adequate representatives of the Class because their interests do not conflict with the interests of the Members of the Class. Plaintiffs will fairly, adequately, and vigorously represent and protect the interests of the members of the class and have no interests antagonistic to the Members of the Class. Plaintiffs have retained counsel who are competent and experienced and who possess specific expertise in the context of litigation under IDEA, Section 504, the ADA, and State law.

134. Ascertainability: The proposed Class meets the requirement of ascertainability based on the Supreme Court's determination that certification of a class for injunctive relief is only appropriate where 'a single injunction . . . would provide relief to each member of the class.'" *Sykes v. Mel S. Harris & Assocs. LLC*, 780 F.3d 70, 80 (quoting *Wal-Mart Stores, Inc. v. Dukes*, 131 S.Ct. at 2557). Also, "[i]t is appropriate for the court to consider the 'inability of the poor or uninformed to enforce their rights and the improbability that large numbers of class members would possess the initiative to litigate individually.'" *Betances v. Fischer*, 304 F.R.D. 416, 426-27 (S.D.N.Y. 2015) (quoting *Labbate-D'Alauro v. GC Servs. Ltd. Pshp.*, 168 F.R.D. 451, 458 (E.D.N.Y. 1996) (alteration in original). Whereas, in 2018-2019 school year, the percentage of students served under IDEA was highest for American Indian/Alaska Native students (18 percent), followed by Black students (16 percent), White students and students of Two or more races (14 percent each), Hispanic students (13 percent), Pacific Islander students

(11 percent), and Asian students (7 percent).[186] In addition, low-income students are disproportionately assigned to special education. [187]

135. Class Certification: Class certification is appropriate pursuant to Fed. R. Civ. P. 23(b)(2) because Defendants have acted or refused to act on grounds generally applicable to the Class, making appropriate both declaratory and injunctive relief with respect to Plaintiffs and the Class as a whole. Furthermore, as the damages suffered by individual Class Members may vary, the expense and burden of individual litigation makes it impossible to Members of the Class to individually regress the wrongs done to them. The advantages of maintaining the lawsuit as a class action far outweigh the expense of hundreds of thousands of separate adjudications and would create a risk of inconsistent or varying adjudications with respect to individual class members that would establish incompatible standards of conduct. The financial cost of a due process proceeding may run as high as $50,000 per hearing, with an average cost running between $8,000 and $12,000[188]. Adjudications with respect to the rights of the individual class members, would, as a practical matter, be dispositive of the interests of the other members not parties to the individual adjudications or would substantially impair or impede their ability to protect their interests.

## FACTUAL ALLEGATIONS

136. During the month of March 2020, Defendants unilaterally closed its schools and required students and staff to remain home, thereby altering the educational program status quo of the Plaintiffs. The Defendants essentially failed to provide Plaintiff-Students with the

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186 https://nces.ed.gov/programs/coe/indicator_cgg.asp#:~:text=In%202018%E2%80%9319%2C%20the%20number,percent%20had%20specific%20learning%20disabilities

187 https://www.gse.harvard.edu/news/uk/19/02/low-income-students-and-special-education-mismatch

188 https://journals.sagepub.com/doi/full/10.1177/2158244015577669

special education and related services set forth in their IEPs. Due to the actions of Defendants, they have denied Plaintiffs a FAPE under IDEA.[189]

137. The Defendants unilaterally, substantially, and materially altered the Students' "status quo" educational program as it relates to the Plaintiff-Students' pendency rights. The IDEA includes a number of procedural safeguards "that guarantee parents both an opportunity for meaningful input into all decisions affecting their child's education and the right to seek review of any decisions they think inappropriate." *Honig v. Doe*, 484 U.S. 305, 311-12, 108 S. Ct. 592, 98 L. Ed. 2d 686 (1988).[190] For example, in New York City, therapists were instructed to alter the students' educational program *WITHOUT* parental participation.[191]

138. The USDOE issued updated guidance for special education students in June 2020, reaffirming previous guidance about including parents in the decision-making process: "Timely communication between ***parents and*** public agency staff can often help resolve disagreements that may arise regarding the educational services provided to a child with a disability during the pandemic," according to the Q&A. "However, when those informal efforts prove unsuccessful, IDEA's three dispute resolution mechanisms — mediation,

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[189] The maximum amount of time a school district can displace a student and change the educational program without triggering a violation of 20 U.S.C. § 1415(j) is 10 school days based on *Honig v. Doe,* 484 U.S. 305, 325, 325-26 n.8, 98 L. Ed. 2d 686, 108 S. Ct. 592 (1987). However, this unilateral action of a suspension by the school district may create a "change in placement," and by the terms of the IDEA, a change in placement can only occur with the consent of the parents, or after written notice, and the opportunity for a hearing. However, not all suspensions constitute a prohibited "change in placement." "Where a student poses an immediate threat to the safety of others, officials may temporarily suspend him or her for [**11] up to 10 schooldays." Id. at 325. The Supreme Court adopted the ten-day limit from the Office of Civil Rights ("OCR") of the Department of Education, which decided that "a suspension of up to 10 school days does not amount to a 'change in placement.'" Id. at 325 n.8. Based on this cut-off, the Court found that suspensions of twenty and thirty days' duration were impermissible. Id.

[190] *Susquenita Sch. Dist. v. Raelee S.*, 96 F.3d 78, 82, 83 (3d Cir. 1996). Accordingly, the stay-put provision "protect[s] handicapped children and their parents during the review process," by "block[ing] school districts from effecting unilateral change in a child's educational program."

[191] https://www.uft.org/news/news-stories/teletherapy-guidance-speech-otpts

state complaint and due process complaint procedures — are available."[192] The Defendants blatantly disregarded these procedural safeguards and simply failed to comply with these long-established federal laws and regulations with Plaintiff-Parents.

139. First, the Defendants unilaterally, substantially and materially altered the location of where the Plaintiff-Students were to receive services, from a school classroom to the most restrictive environment along the continuum of service: at the Plaintiff-Students' home. A unilateral change from a classroom to total isolation at home, would further violate the Supreme Court's express preference for educating students in the least restrictive environment and with their typically developing peers. *Honig*, 484 U.S. 305, 313 (1988).

140. *Concerned Parents v. NYC Board of Educ*., 629 F.2d 751, 753 (2d Cir. 1980) clearly demonstrates a change from a school-based program to home instruction is a material and substantive change to the educational program, "45 C.F.R. § 121a.551 Continuum of alternative placements: (a) Each public agency shall insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services, and (b) The continuum required under paragraph (a) of this section must: (1) Include the alternative placements listed in the definition of special education under § 121a.13 of Subpart A (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). . . ."

141. Second, the Defendants unilaterally, substantially and materially altered the delivery of these services by precluding the Plaintiff-Students from receiving any in-person services by special education teachers or related service providers, including any supplemental support as documented in the Plaintiff-Students' IEP.

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[192] https://www.disabilityscoop.com/2020/06/23/ed-department-new-guidance-special-education-pandemic/28517/

142. This unilateral, substantial, and material change in the delivery of academic and related services constitutes an improper change of educational program as discussed in *T.Y. v. N.Y.C. Dept. of Educ*., 584 F.3d 412, 419 (2d. Cir. 2009): "The United States Department of Education ("USDOE") expressly considered this question in its commentary to the 1997 amendments to the IDEA. In that commentary, the USDOE noted, that some commenters requested that the term "location" be defined as the placement on the continuum and not the exact building where the IEP service is to be provided . . . . Other commenters similarly stated that a note be added clarifying that "location" means the general setting in which the services will be provided, and not a particular school or facility. Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities, 64 Fed. Reg. 12406, 12594 (Mar. 12, 1999). In resolving this issue, the USDOE concluded that "[t]he location of services in the context of an IEP generally refers to the *type of environment that is the appropriate place* for provision of the service. For example, is the related service to be provided in the child's regular classroom or resource room?" *Id.* This conclusion comports with the Senate's commentary, which states that "[t]he location where special education and related services will be provided to a child influences decisions about the nature and amount of these services and when they should be provided to a child." S. Rep. No. 105-17, at 21 (1977). "For example, the appropriate place for the related service may be the regular classroom, so that the child does not have to choose between a needed service and the regular educational program." *Id*. "For this reason," the commentary continues, "in the bill the committee has added 'location' to the provision in the IEP that includes 'the projected date for the beginning of

services and modifications, and the anticipated frequency, location, and duration of those services.'" *Id.* (emphasis omitted). We interpret these statements to indicate that the term "location" does not mean the specific school location, but the general environment of the overall program."

143. Third, no Plaintiff-Students' IEP provides for the remote provision of special education or related services. Rather, the Plaintiff-Students' IEPs require these services to be provided as a direct service to the Plaintiff-Students. In most instances, Defendants also unilaterally, substantially and materially altered the frequency and duration of Plaintiff-Students' related services, if they provided them at all.

144. There is no "pandemic exception" to the IDEA[193] and if a student's educational program becomes unavailable, then the school district must find a comparable alternative placement. See *Knight v. District of Columbia*, 278 U.S. App. D.C. 237, 877 F.2d 1025, 1028 (D.C. Cir. 1989) ("This court has held that if a student's 'then current educational [*301] placement' becomes unavailable, [the school board] must provide him with a 'similar' placement pending administrative and judicial approval of its eventual plans."). When a student's educational program becomes unavailable, the stay-put provision requires that a similar program be found for the student. *See McKenzie v. Smith*, 771 F.2d 1527-33 (D.C. Cir. 1985); *F.S. v. District of Columbia*, 2007 U.S. Dist. LEXIS 27520, 2007 WL 1114136 (D.D.C. 2007).

145. Pursuant to the IDEA, Plaintiff-Parents sent statutory Ten Day notices to their respective LEAs advising that the LEA improperly modified Plaintiff-Students' IEPs, denied their

[193] https://www.disabilityscoop.com/2020/05/29/school-groups-want-flexibility-on-special-ed-spending-due-to-COVID-19/28387/

pendency rights under Section 1415(j) of the IDEA, and requesting relief for such violations.

146. Pursuant to the IDEA, Plaintiff-Parents filed due process complaints with their LEAs alleging violations of the IDEA and Section 504 by unilaterally modifying the Plaintiff-Students' IEPs and failing to maintain their pendency programs and placements.

147. As a result of the violations committed by the Defendants, during the adjudication of the due process complaints, Plaintiffs seek either an immediate reopening of the schools to implement a substantially similar educational program as outlined in Plaintiff-Students' IEPs or alternatively have a "Pendency Voucher" issued to Plaintiff-Parents to provide an opportunity to self-cure the violations of the Defendants. This outcome is consistent with the legal advice school district law firm, Sweet, Stevens, Katz & Williams LLP, advised to their clients on their website:

> "A hearing officer, moreover, could not order an LEA to maintain a pre-closure brick-and-mortar program in violation of the governor's school closure and social distancing orders. The hearing officer could, presumably, order a different array of virtual services than those the LEA has proposed, although he or she would not likely issue any such order much before the current school year closes."[194]

148. While Plaintiffs disagree in the above legal analysis that a governor's school closure order supersedes the federal laws (IDEA, Section 504, ADA) protecting the rights of Plaintiff-Students, this is no longer a legal issue since governors have rescinded those orders relating to special education students as of July 2020. (See Appendix D)

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[194] http://www.sweetstevens.com/newsroom/coronavirus-and-schools-parent-rejection-of-continuity-of-education-noreps

149. As a result of the violations committed by the Defendants, Plaintiff-Parents seek independent evaluations for the purpose of determining the extent to which the Plaintiff-Students exhibit regression and/or loss of competencies and abilities due to the loss of, or substantial change to, the Plaintiff-Students' educational program. As described by the Illinois State Board of Education (ISBE), "Addressing the impact of remote learning. Under *Endrew F.[v. Douglas Cnty. Sch. Dist. RE-1, 580 U.S. 137 S. Ct. 988 (2017)]* and Department of Education guidance, IEP teams ***should convene if a student is not making expected progress and changes to the IEP may be warranted.*** Upon return to in-person instruction, teams should convene if the student is not on track to meet IEP goals. Revisions related to goals, services, placement, or methodology may be considered to ensure the student is receiving FAPE."[195] (emphasis added).

150. As a result of the violations committed by the Defendants, Plaintiff-Parents seek to have their respective LEAs' Committee on Special Education promptly convene after the completion of the requested independent evaluations for the purpose of ascertaining the Plaintiff-Students' current needs and abilities to develop modified IEPs reflecting the loss or substantial and material alterations of Plaintiff-Students' special education and/or related services.

151. As a result of the gross violations committed by the Defendants, Plaintiff-Parents seek compensatory damages from their respective LEAs. Compensatory education is an award of educational services designed to remedy a deprivation in the child's education. *Doe v. E. Lyme Bd. Of Educ.*, 790 F.3d 440, 445 (2d Cir. 2015). An award of compensatory

[195] https://www.jdsupra.com/legalnews/cheat-sheet-for-isbe-s-faq-for-special-47954/#:~:text=Under%20Endrew%20F.,the%20IEP%20may%20be%20warranted.&text=Revisions%20related%20to%20goals%2C%20services,the%20student%20is%20receiving%20FAPE.

education serves to correct a violation of the IDEA that resulted in the child's regression. Regression refers to the failure to maintain an acquired skill in an identified goal area of concern as a result of an interruption of special education instruction or support services.

152. Due to the intentional and willful actions of the Defendants, Plaintiff-Parents were required to fill in and compensate for the failure of their school district (LEA) and either lost income, incurred out-of-pocket expenses, and/or experienced loss of employment. As a result of the intentional and willful violations committed by the Defendants, Plaintiff-Parents shall seek both compensatory damages as well as punitive damages.

153. Defendants discriminated against Plaintiff-Students, who are qualified individuals under the ADA, by prohibiting the provision of in-person academic and related services the opportunity to participate or benefit from such services. "Remote learning" is not "equal" to the "aid, benefit or service" nor is it as effective as in-person services that were provided to other special education students.[196]

154. Plaintiff-Parents shall also seek other relief as equitable 20 U.S.C. § 1415(i)(2)(C)(iii), §1439(a)(1).

**FIRST CLAIM**

Violations of the Civil Rights Act

(42 U.S.C. § 1983)

(All Plaintiffs against all Defendants)

155. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

[196] Title II of the American with Disabilities Act ("ADA"), 42 U.S. Code § 12182

156. The Defendants' failure to maintain Plaintiff-Students' educational program, as per their IEPs deprived Plaintiff-Students of their rights to a free appropriate public education and due process under IDEA and the regulations promulgated thereunder, and thus deprives them of rights secured by federal law in violation of 42 U.S.C. § 1983.

157. Plaintiff-Students are entitled to declaratory relief, temporary, preliminary, and permanent injunctive relief, to restore their educational programs and related services.

**SECOND CLAIM**

Violations of the Civil Rights Act

(42 U.S.C. § 1983)

(All Plaintiffs against all Defendants)

158. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

159. The Defendants' failure to maintain Plaintiff-Students' educational program, as per their IEPs deprived Plaintiff-Students of their rights to a free appropriate public education and without due process of law, as secured by their State Constitution or Statute, in violation of their Due Process Clause of the Fourteenth Amendment of the United States Constitution. Such actions by Defendants deprives Plaintiffs of rights secured by federal law in violation of 42 U.S.C. § 1983.

160. Plaintiffs-Students are entitled to declaratory relief, temporary, preliminary, and permanent injunctive relief, to restore their educational programs and related services.

**THIRD CLAIM**

Violations of the Individuals with Disabilities Education Act (IDEA)

(20 U.S.C. § 1401, et seq., 34 C.F.R. Part 300)

(All Plaintiffs against all Defendants)

Failure to Comply with Procedural Requirement of IDEA

161. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

162. Defendants failed to comply with the procedural requirements of IDEA, including, but not limited to, notice of a change in the Plaintiff-Students' educational program and placement and the unilateral, substantial and material modification of the Plaintiff-Students' educational program and placement.

163. Defendants failed to ensure that procedural requirements guaranteeing parental participation and due process were used or provided.

164. Defendants failed to comply with the procedural requirements of IDEA and denied Plaintiff-Students a free appropriate public education as required by law.

165. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under IDEA, 20 U.S.C. § 1401, et seq., 34 C.F.R. part 300.

**FOURTH CLAIM**

Violations of the Individuals with Disabilities Education Act (IDEA)

(20 U.S.C. § 1401, et seq., 34 C.F.R. Part 300)

(All Plaintiffs against all Defendants)

Failure to Provide Pendency Under IDEA

166. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

167. Defendants violated Plaintiffs' pendency rights pursuant to 20 U.S.C. § 1415(j), by failing to provide an educational program and placement that maintained the Plaintiff-Students' educational program and placement during the pendency of the due process complaint.

168. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under IDEA, 20 U.S.C. § 1401, et seq., 34 C.F.R. part 300.

**FIFTH CLAIM**

Violations of the Individuals with Disabilities Education Act (IDEA)

(20 U.S.C. § 1401, et seq., 34 C.F.R. Part 300)

(All Plaintiffs against all Defendants)

Failure to Provide a Free Appropriate Public Education Under IDEA

169. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

170. Defendants failed to provide a FAPE pursuant to a proper Individualized Education Program (IEP) for the Plaintiff-Students that was reasonably calculated to enable the Plaintiff-Students to receive educational benefit as required by IDEA, 20 U.S.C. § 1401, et seq., 34 C.F.R. part 300.

171. Defendants failed to comply with the substantive requirements of IDEA and denied Plaintiff-Students a free appropriate public education as required by law.

172. Defendants violated Plaintiffs rights for a FAPE when the Defendants unilaterally, materially and substantively modified the Plaintiff-Students' educational program by substituting remote services for in-person services, constituting an unlawful change in the program and placement.

173. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under IDEA, 20 U.S.C. § 1401, et seq., 34 C.F.R. part 300.

**SIXTH CLAIM**

Violations of the Plaintiffs' State Laws and Regulations

(All Plaintiffs against all Defendants)

Failure to Provide a Free Appropriate Public Education as per Plaintiffs' State Laws and Regulations

174. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

175. Defendants failed to ensure that procedural requirements guaranteeing parental participation and due process were used or provided.

176. Defendants failed to comply with Plaintiffs' respective state procedural requirements denied the Plaintiff-Student a FAPE as required by Plaintiffs' respective state law.

**SEVENTH CLAIM**

Violations of Section 504 of the Federal Rehabilitation Act (Section 504)

(29 U.S.C. § 794, et seq.)

(All Plaintiffs against all Defendants)

Failure to Provide a FAPE

177. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

178. Defendants discriminated against Plaintiff-Students' by failing to provide access to a FAPE pursuant to their IEPs. By denying services pursuant to the students' IEPs, the LEAs unlawfully denied access to appropriate educational services as compared to the educational services received by non-disabled students.

179. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under Section 504, 29 U.S.C. §794, et seq.

**EIGHTH CLAIM**

Violations of Section 504 of the Federal Rehabilitation Act (Section 504)

(29 U.S.C. § 794, et seq.)

Compensatory Damages

180. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

181. Due to the Defendants' failure to provide the Plaintiff-Students with a FAPE, the Plaintiff-Parents were forced to pay out-of-pocket expenses for educational services, special education related services (including paraprofessional and nursing services) that were cut off by Defendants.

182. Additionally, and due to the Defendants' failure to provide the Plaintiff-Students with a FAPE, some Plaintiff-Parents lost income or employment when in order to fill the void in

providing their children with educational and/or related services that were cut off by Defendants, personally provided or supervised such services for their disabled children.

183. Based on the foregoing, Plaintiff Parents rights and those of their Plaintiff-Students were violated under Section 504, 29 U.S.C. §794, et seq.

**NINTH CLAIM**

Violations of Section 504 of the Federal Rehabilitation Act (Section 504)

(29 U.S.C. § 794, et seq.)

(All Plaintiffs against all Defendants)

Punitive Damages

184. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

185. Due to the Defendants' intentional and willful failure to provide the Plaintiff-Students with a FAPE, the Plaintiff-Parents and Plaintiff-Students were injured in fact.

186. Based on the foregoing, Plaintiff-Parents rights and those of the Plaintiff-Students were violated under Section 504, 29 U.S.C. §794, et seq.

**TENTH CLAIM**

Violations of Title II of the Americans with Disability Act (ADA)

(42 U.S. Code § 12101, et seq.)

(All Plaintiffs against all Defendants)

Failure to Provide Aid, Benefit, or Service Based on Plaintiff-Students' Disability

187. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

188. Defendants failed to provide in-person academic special education and related services that have been provided to other special education students, thereby violating the civil rights of the Plaintiff-Students as per Title II of the Americans with Disabilities Act ("ADA"), 42 U.S. Code § 12101, et seq.

189. Due to the Defendants' failure to provide the Plaintiff-Students with a FAPE, the Plaintiff-Students were subjected to unlawful discrimination solely on the basis of their disability. Essentially, the Plaintiff-Students were denied the opportunity to participate in or benefit from the special education program and services as per their IEPs, or was otherwise discriminated against solely because of their disability.

190. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under the ADA, 42 U.S.C. §12101, et seq.

**ELEVENTH CLAIM**

Violations of State Constitution or Statutes

(See Appendix F)

(All Plaintiffs against all Defendants)

Failure to Provide Educational Benefits

191. The Plaintiffs realleges and incorporates by reference all of the allegations and the paragraphs above as is fully set forth herein.

192. Defendants failed to provide in-person academic special education and related services to the Plaintiff-Students, thereby violating the rights of the Plaintiff-Students to receive educational benefits as per their respective State Constitution or Statute.

193. Due to the Defendants' failure to provide the Plaintiff-Students with educational benefits, the Plaintiff-Students were denied their rights to receive educational benefits.

194. Based on the foregoing, Plaintiff-Parents rights and those of their Plaintiff-Students were violated under their respective State Constitutions or Statutes.

**PRAYER FOR RELIEF**

WHEREFORE, Plaintiffs respectfully request that judgment be entered in their favor and against Defendants as follows:

a. An order and judgment declaring that the Defendants violated the Equal Protection Clause and the Due Process Clause of the Fourteenth Amendment to the U.S. Constitution; Individuals with Disabilities Education Act (20 U.S.C. § 1400, et seq.); Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794, et seq.); and, State Constitutions or Statutes; and

b. An order for a Preliminary Injunction directing Defendants to either immediately reopen the schools for the purpose of providing Plaintiff-Students with their educational programs, placements and services as per their current IEP; or in the alternative, an order directing Defendants to immediately issue "Pendency Vouchers" for Plaintiff-Parents to self-cure as much as possible of the Plaintiff-Students educational programs, placements and services; and

c. An order directing Defendant School Districts to immediately conduct extensive independent evaluations of Plaintiff-Students for the purpose of ascertaining their current levels of educational performance; and

d. An order directing Defendant School Districts to establish and provide compensatory education plans for Plaintiff-Students based upon the extensive independent evaluations and because of the educational regression caused by the failure to provide a FAPE; and

e. An order directing Defendants to reimburse, as compensatory damages, Plaintiff-Parents for employment loss or out-of-pocket expenses incurred as a result of the failure to provide Plaintiff-Students with their educational programs, placements, and services as per their current IEPs; and

f. An order directing Defendants to pay Plaintiff-Parents, a sum in the amount to be determined, as punitive damages, based on the intentional and willful violations of Section 504, ADA, State Constitutions and Statutes, IDEA, and Section 1983; and

g. An award of costs and attorney's fees pursuant to 29 U.S.C. § 794(a)(b); 42 U.S.C. § 12205, 34 C.F.R. § 330.517 and Federal Rules of Civil Procedure 23(h); and

h. Awarding such other and further relief as this Court deems just and proper.

Dated: July 27, 2020

Respectfully submitted,

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# Appendix B
## DEFENDANTS SCHOOL DISTRICTS IN THE UNITED STATES

(Abbreviations: S.D. = School District, I.S.D. = Independent School District, Unified School District = U.S.D., Consolidated School District = C.S.D., Elementary School District = E.S.D., School District = S.D.)

### Alabama

Alabaster City
Albertville City
Alexander City
Andalusia City
Anniston City
Arab City
Attalla City
Athens City
Auburn City
Autauga County
Baldwin County
Barbour County
Bessemer City
Bibb County
Birmingham City
Blount County
Boaz City
Brewton City
Bullock County
Butler County
Calhoun County
Chambers County
Cherokee County
Chilton County
Choctaw County
Clarke County
Clay County
Cleburne County
Coffee County
Colbert County
Conecuh County
Coosa County
Covington County
Crenshaw County
Cullman City
Cullman County
Dale County
Daleville City
Dallas County
Decatur City
DeKalb County
Demopolis City
Dothan City
Elba City
Elmore County
Enterprise City
Escambia County
Etowah County
Eufaula City
Fairfield City
Fayette County
Florence City
Fort Payne City
Fort Rucker
Franklin County
Gadsden City
Geneva City
Geneva County
Greene County
Guntersville City
Hale County
Haleyville City
Hartselle City
Henry County
Homewood City
Hoover City
Houston County
Huntsville City
Jackson County
Jacksonville City
Jasper City
Jefferson County
Lamar County
Lanett City
Lauderdale County
Lawrence County
Lee County
Leeds City
Limestone County
Linden City
Lowndes County
Macon County
Madison City
Madison County
Marengo County
Marion County
Marshall County
Midfield City
Mobile County
Monroe County
Montgomery County
Morgan County
Mountain Brook City
Muscle Shoals City
Oneonta City
Opelika City
Opp City
Oxford City
Ozark City
Pelham City Schools
Pell City
Perry County
Phenix City
Pickens County
Piedmont City
Pike County
Randolph County
Roanoke City
Russell County
Russellville City
Saint Clair County
Saraland
Scottsboro City
Selma City
Sheffield City
Shelby County
Sumter County
Sylacauga City
Talladega City
Talladega County
Tallapoosa County
Tallassee City
Tarrant City
Thomasville City
Troy City
Trussville City
Tuscaloosa City
Tuscaloosa County
Tuscumbia City
Vestavia Hills City
Walker County
Washington County
Wilcox County
Winfield City
Winston County

### Alaska

Alaska Gateway S.D.
Aleutian Region S.D.
Aleutians East Borough S.D.
Alyeska Central School
Anchorage Education Line Office
Anchorage S.D.
Annette Island S.D.
Adak Region S.D.
Bering Strait S.D.
Bristol Bay Borough S.D.
Chatham Region S.D.
Chugach S.D.
Copper River S.D.
Cordova City S.D.
Craig City S.D.
Delta/Greely S.D.
Denali Borough S.D.
Dillingham City S.D.
Fairbanks North Star Borough S.D.
Galena City S.D.
Haines Borough S.D.
Hoonah City S.D.
Hydaburg City S.D.
Iditarod Area S.D.
Juneau S.D.
Kake City S.D.
Kashunamiut S.D.
Kenai Peninsula Borough S.D.
Ketchikan Gateway Borough S.D.
Klawock City S.D.
Kodiak Island Borough S.D.
Kuspuk S.D.
Lake and Peninsula S.D.
Lower Kuskokwim S.D.
Lower Yukon S.D.
Matanuska-Susitna Borough S.D.
Mount Edgecumbe High School
Nenana City S.D.
Nome Public Schools
North Slope Borough S.D.
Northwest Arctic Borough S.D.
P[edit]
Pelican City S.D.
Petersburg City S.D.
Pribilof S.D.
Saint Mary's S.D.
Sitka Borough S.D.
Skagway City S.D.
Southeast Island S.D.
Southwest Region S.D.
Unalaska City S.D.
Valdez City Schools
Wrangell Public S.D.
Yakutat S.D.
Yukon Flats S.D.
Yukon–Koyukuk S.D.
Yupiit S.D.

## Arizona

Agua Fria Union High S.D. #216
Aguila E.S.D. #63
Ajo U.S.D. #15
Alhambra E.S.D. #68
Alpine E.S.D. #7
Altar Valley E.S.D. #51
Amphitheater U.S.D. #10
Antelope Union High S.D. #50
Apache E.S.D. #42
Apache Junction U.S.D. #43
Arizona Western College
Arlington E.S.D. #47
Ash Creek E.S.D. #53
Ash Fork Joint U.S.D. #31
Avondale E.S.D. #44
Baboquivari U.S.D. #40
Bagdad U.S.D. #20
Balsz E.S.D. #31
Beaver Creek E.S.D. #26
Benson U.S.D. #9
Bicentennial Union High S.D. #76
Bisbee U.S.D. #2
Blue E.S.D. #22
Blue Ridge U.S.D. #32
Bonita E.S.D. #16
Bouse E.S.D. #26
Bowie U.S.D. #14
Buckeye E.S.D. #33
Buckeye Union High S.D. #201
Bullhead City E.S.D. #15
Camp Verde U.S.D. #28
Canon E.S.D. #50
Cartwright E.S.D. #83
Casa Grande E.S.D. #4
Casa Grande Union High S.D. #82
Catalina Foothills U.S.D. #16
Cave Creek U.S.D. #93
Cedar U.S.D. #25
Chandler U.S.D. #80
Chevelon Butte S.D. #5
Chinle U.S.D. #24
Chino Valley U.S.D. #51
Clarkdale-Jerome E.S.D. #3
Clifton U.S.D.
Cochise County Community College District
Cochise E.S.D. #26
Coconino Community College District
Coconino County Regional Accommodation S.D.
Colorado City U.S.D. #14
Colorado River Union High S.D. #2

Concho E.S.D. #6
Congress E.S.D. #17
Continental E.S.D. #39
Coolidge U.S.D. #21
Cottonwood-Oak Creek E.S.D. #6
Crane E.S.D. (Arizona) #13
Creighton E.S.D. #14
Crown King E.S.D. #41
Deer Valley U.S.D. #97
Double Adobe E.S.D. #45
Douglas U.S.D. #27
Duncan U.S.D. #2
Dysart U.S.D. #89
Eagle Elementary District #45
Eastern Arizona Junior College District (Eastern Arizona College)
Elfrida E.S.D. #12
Eloy E.S.D. #11
Esperanza Academy Accommodation S.D.
Flagstaff U.S.D.
Florence U.S.D. #1
Flowing Wells U.S.D. #8
Forrest E.S.D.
Fort Huachuca Accommodation District (military base school)
Fort Thomas U.S.D. #7
Fountain Hills U.S.D. #984
Fowler E.S.D. #45
Fredonia-Moccasin U.S.D.
Fredonia-Moccasin U.S.D.
Gadsden E.S.D. #32
Ganado U.S.D. #20
Gila Bend U.S.D. #24
Gila Community College District
Gilbert U.S.D. #41
Glendale E.S.D. #40
Glendale Union High S.D. #205
Globe U.S.D. #1
Graham County Special Services
Grand Canyon U.S.D. #4
Greenlee County Accommodation District
Hackberry S.D. #3
Hayden-Winkelman U.S.D. #41
Heber-Overgaard U.S.D. #6
Higley U.S.D. #60
Hillside E.S.D. #35
Holbrook U.S.D. #3
Humboldt U.S.D. #22
Hyder E.S.D. #16
Isaac S.D. #5
J. O. Combs U.S.D. #44
Joseph City U.S.D. #2
Kayenta U.S.D. #27
Kingman U.S.D. #20
Kirkland E.S.D. #23
Klondyke S.D. #9
Kyrene E.S.D. #28
Lake Havasu U.S.D. #1
Laveen E.S.D. #59
Liberty E.S.D. #25
Litchfield E.S.D. #79
Littlefield U.S.D. #9
Littleton E.S.D. #65
Madison E.S.D. #38
Maine Consolidated E.S.D. #10
Mammoth-San Manuel U.S.D. #8
Marana U.S.D. #6
Maricopa County Regional District #509
Maricopa U.S.D. #20
Mary C. O'Brien Accommodation S.D.
Mayer U.S.D. #43
McNary E.S.D. #23
McNeal E.S.D. #55
Mesa Public Schools #4
Miami U.S.D. #40
Mingus Union High S.D. #4
Mobile E.S.D. #86
Mohave Valley E.S.D. #16
Mohawk Valley E.S.D. #17
Morenci U.S.D.
Morristown E.S.D. #75
Murphy E.S.D. #21
Naco E.S.D. #23
Nadaburg U.S.D. #81
Nogales U.S.D. #1
Oracle E.S.D. #2
Osborn E.S.D. #8
Owens-Whitney E.S.D. #6
Page U.S.D. #8
Palo Verde E.S.D. #49
Paloma E.S.D. #94
Palominas E.S.D. #49
Paradise Valley U.S.D. #69
Parker U.S.D. #27
Patagonia E.S.D. #6
Patagonia Union High S.D. #20
Payson U.S.D. #10
Peach Springs U.S.D. #8
Pearce E.S.D. #22
Pendergast E.S.D. #92
Peoria U.S.D. #11
Phoenix E.S.D. #1
Phoenix Union High S.D. #210
Picacho E.S.D. #33
Pima Accommodation District #0
Pima County Board of Supervisors
Pima U.S.D. #6
Pine-Strawberry E.S.D. #12
Piñon U.S.D. #4
Pomerene E.S.D. #64
Prescott U.S.D. #1
Quartzsite E.S.D. #4

Queen Creek U.S.D. #95
Ray U.S.D. #3
Red Mesa U.S.D. #27
Red Rock E.S.D. #5
Redington E.S.D. #44
Riverside E.S.D. #2
Roosevelt E.S.D. #66
Round Valley U.S.D. #10
Sacaton E.S.D. #18
Saddle Mountain U.S.D. #90
Safford U.S.D. #1
Sahuarita U.S.D. #30
Saint Johns U.S.D. #1
Salome Consolidated E.S.D. #30
San Carlos U.S.D. #20
San Fernando E.S.D. #35
San Simon U.S.D. #18
Sanders U.S.D. #18
Santa Cruz Valley U.S.D. #35
Santa Cruz Valley Union High S.D. #840
Scottsdale U.S.D. #48
Sedona-Oak Creek Joint U.S.D. #9
Seligman U.S.D. #40
Sentinel E.S.D. #71
Show Low U.S.D. #10
Sierra Vista U.S.D. #68
Skull Valley E.S.D. #15
Snowflake U.S.D. #5
Solomon E.S.D. #5
Somerton E.S.D. #11
Sonoita E.S.D. #25
St. David U.S.D. #21
Stanfield E.S.D. #24
Sunnyside U.S.D. #12
Superior U.S.D. #15
Tanque Verde U.S.D. #13
Tempe E.S.D. #3
Tempe Union High S.D. #213
Thatcher U.S.D. #4
Tolleson E.S.D. #17
Tolleson Union High S.D. #214
Toltec E.S.D. #22
Tombstone U.S.D. #1
Tonto Basin E.S.D. #33
Topock E.S.D. #12
Tuba City U.S.D. #15
Tucson U.S.D. #1
Union E.S.D. #62
Vail U.S.D. #20
Valentine E.S.D. #22
Valley Union High S.D. #22
Vernon E.S.D. #9
Washington E.S.D. #6
Wellton E.S.D. #24
Wenden E.S.D. #19
Whiteriver U.S.D. #20
Wickenburg U.S.D. #9
Willcox U.S.D. #13
Williams U.S.D. #2
Wilson E.S.D. #7
Window Rock U.S.D. #8
Winslow U.S.D. #1
Yarnell E.S.D. #52
Yavapai County S.D.
Young E.S.D. #5
Yucca E.S.D. #13
Yuma County Accommodation District
Yuma E.S.D. #1
Yuma Union High S.D. #70

## Arkansas

Alma S.D.
Alpena S.D.
Arkadelphia S.D.
Armorel S.D.
Ashdown S.D.
Atkins S.D.
Augusta S.D.
Bald Knob S.D.
Barton–Lexa S.D.
Batesville S.D.
Bauxite S.D.
Bay S.D.
Bearden S.D.
Beebe S.D.
Benton S.D.
Bentonville S.D.
Bergman S.D.
Berryville S.D.
Bismarck S.D.
Blevins S.D.
Blytheville S.D.
Booneville S.D.
Bradford S.D.
Bradley S.D.
Brinkley S.D.
Bryant S.D.
Buffalo Island Central S.D.
Cabot S.D.
Caddo Hills S.D.
Calico Rock S.D.
Camden Fairview S.D.
Carlisle S.D.
Cave City S.D.
Cedar Ridge S.D.
Cedarville S.D.
Centerpoint S.D.
Charleston S.D.
Clarendon S.D.
Clarksville S.D.
Cleveland County S.D.
Clinton S.D.
Concord S.D.
Conway S.D.
Corning S.D.
Cossatot River S.D.
Cotter S.D.
County Line S.D.
Cross County S.D.
Crossett S.D.
Cutter–Morning Star S.D.
Danville S.D.
Dardanelle Public Schools
Decatur Public Schools
Deer/Mount Judea S.D.
DeQueen S.D.
Dermott S.D.
Des Arc S.D.

Dewitt S.D.
Dierks S.D.
Dollarway S.D.
Dover S.D.
Drew Central S.D.
Dumas S.D.
Earle S.D.
East End S.D.
East Poinsett County S.D.
El Dorado S.D.
Elkins S.D.
Emerson–Taylor S.D.
England S.D.
Eureka Springs S.D.
Farmington S.D.
Fayetteville S.D.
Flippin S.D.
Fordyce S.D.
Foreman S.D.
Forrest City S.D.
Fort Smith S.D.
Fouke S.D.
Fountain Lake S.D.
Genoa Central S.D.
Gentry S.D.
Glen Rose S.D.
Gosnell S.D.
Gravette S.D.
Green Forest S.D.
Greenbrier S.D.
Greene County Tech S.D.
Greenland S.D.
Greenwood S.D.
Gurdon S.D.
Guy–Perkins S.D.
Hackett S.D.
Hamburg S.D.
Hampton S.D.
Harmony Grove S.D. (Camden, Arkansas) (Oauchita County)
Harmony Grove S.D. (Benton, Arkansas) (Saline County)
Harrisburg S.D.
Harrison S.D.
Hartford S.D.
Hazen S.D.
Heber Springs S.D.
Hector S.D.
Helena-West Helena S.D.
Hermitage S.D.
Highland S.D.
Hillcrest S.D.
Hope S.D.
Horatio S.D.
Hot Springs S.D.
Hoxie S.D.
Hughes S.D.
Huntsville S.D.
Imboden Charter S.D.
Izard County C.S.D.
Jackson County S.D.
Jasper S.D.
Jessieville S.D.
Jonesboro S.D.
Junction City S.D.
KIPP: Delta Public Schools
Kirby S.D.
Lafayette County S.D.
Lake Hamilton S.D.
Lakeside S.D. (Hot Springs, Arkansas)
Lakeside S.D. (Lake Village, Arkansas)
Lamar S.D.
Lavaca S.D.
Lawrence County S.D.
Lead Hill S.D.
Lee County S.D.
Lincoln S.D.
Little Rock S.D.
Lonoke S.D.
Magazine S.D.
Magnet Cove S.D.
Magnolia S.D.
Malvern S.D.
Mammoth Spring S.D.
Manila S.D.
Mansfield S.D.
Marion S.D.
Marked Tree S.D.
Marmaduke S.D.
Marvell–Elaine S.D.
Mayflower S.D.
Maynard S.D.
McCrory S.D.
McGehee S.D.
Melbourne S.D.
Mena S.D.
Midland S.D.
Mineral Springs Saratoga S.D.
Monticello S.D.
Mount Ida S.D.
Mount Vernon–Enola S.D.
Mountain Home S.D.
Mountain Pine S.D.
Mountain View S.D.
Mountainburg S.D.
Mulberry–Pleasant View Bi-County S.D.
Nashville S.D.
Nemo Vista S.D.
Nettleton S.D.
Nevada S.D.
Newport S.D.
Norfork S.D.
Norphlet S.D.
North Little Rock S.D.
Omaha S.D.
Osceola S.D.
Ouachita River S.D.
Ouachita S.D.
Ozark Mountain S.D.
Ozark S.D.
Palestine–Wheatley S.D.
Pangburn S.D.
Paragould S.D.
Paris S.D.
Parkers Chapel S.D.
Pea Ridge S.D.
Perryville S.D.
Piggott S.D.
Pine Bluff S.D.
Pocahontas S.D.
Pottsville S.D.
Poyen S.D.
Prairie Grove S.D.
Prescott S.D.
Pulaski County Special S.D.
Quitman S.D.
Rector S.D.
Riverside S.D.
Riverview S.D.
Rogers S.D.
Rose Bud S.D.
Russellville S.D.
Salem S.D.
Scranton S.D.
Searcy County S.D.
Searcy S.D.
Sheridan S.D.
Shirley S.D.
Siloam Springs S.D.
Sloan–Hendrix S.D.
Smackover S.D.
South Conway County S.D.
South Mississippi County S.D.
South Pike County S.D.
South Side S.D. (Bee Branch)
Southside S.D. (Batesville)
Spring Hill S.D.
Springdale S.D.
Star City S.D.
Stephens S.D.
Strong–Huttig S.D.
Stuttgart Public Schools
Texarkana Arkansas Schools
Trumann Public Schools
Two Rivers S.D.

Valley Springs S.D.
Valley View S.D.
Van Buren S.D.
Vilonia S.D.
Viola S.D.
Waldron S.D.
Warren S.D.
Watson Chapel S.D.
West Fork S.D.
West Memphis S.D.
Western Yell County S.D.
West Side S.D. (Cleburne County)
Westside S.D. (Johnson County)
Westside C.S.D. (Craighead County)
White County Central S.D.
White Hall S.D.
Wonderview S.D.
Woodlawn S.D.
Wynne S.D.
Yellville–Summit S.D.

## California

ABC U.S.D.
Acalanes Union High S.D.
Ackerman Charter S.D.
Acton-Agua Dulce U.S.D.
Adelanto S.D.
Alameda U.S.D.
Alameda County Office of Education
Albany U.S.D.
Alexander Valley Union S.D.
Alhambra U.S.D.
Alisal Union S.D.
Allensworth E.S.D.
Alpaugh U.S.D.
Alpine County Office of Education
Alpine County U.S.D.
Alpine Union S.D.
Alta Loma S.D.
Alta Vista E.S.D.
Alta-Dutch Flat S.D.
Alum Rock Union S.D.
Alview-Dairyland Union S.D.
Alvina E.S.D.
Alvord U.S.D.
Amador County Office of Education
Amador County U.S.D.
American Union S.D.
Anaheim City S.D.
Anaheim Union High S.D.
Anderson Union High S.D.
Anderson Valley U.S.D.
Antelope S.D.
Antelope Valley Union High S.D.
Antioch U.S.D.
Apple Valley U.S.D.
Arcadia U.S.D.
Arcata S.D.
Arcohe Union S.D.
Arena Union E.S.D.
Armona Union E.S.D.
Aromas-San Juan U.S.D.
Arvin Union S.D.
Atascadero U.S.D.
Atwater E.S.D.
Auburn Union S.D.
Azusa U.S.D.
Baker Valley U.S.D.
Bakersfield City S.D.
Baldwin Park U.S.D.
Ballard E.S.D.
Ballico-Cressey E.S.D.
Bangor Union E.S.D.
Banning U.S.D.
Banta E.S.D.
Barstow U.S.D.
Bass Lake Joint Union E.S.D.
Bassett U.S.D.
Bayshore E.S.D.
Bear Valley U.S.D.
Beardsley S.D.
Beaumont U.S.D.
Bella Vista E.S.D.
Belleview E.S.D.
Bellevue Union E.S.D.
Bellflower U.S.D.
Belmont – Redwood Shores S.D.
Belridge S.D.
Bend S.D.
Benicia U.S.D.
Bennett Valley Union S.D.
Berkeley U.S.D.
Berryessa Union S.D.
Beverly Hills U.S.D.
Big Creek E.S.D.
Big Lagoon S.D.
Big Oak Flat-Groveland U.S.D.
Big Pine U.S.D.
Big Springs Union E.S.D.
Big Sur U.S.D.
Big Valley Joint U.S.D.
Biggs U.S.D.
Bishop Joint Union High S.D.
Bishop Union E.S.D.
Bitterwater-Tully Union S.D.
Black Butte Union E.S.D.
Black Oak Mine U.S.D.
Blake S.D.
Blochman Union S.D.
Blue Lake Union S.D.
Bogus E.S.D.
Bolinas-Stinson Union S.D.
Bonita U.S.D.
Bonny Doon Union E.S.D.

Bonsall Union S.D.
Borrego Springs U.S.D.
Bradley Union S.D.
Brawley E.S.D.
Brawley Union High S.D.
Brea Olinda U.S.D.
Brentwood Union S.D.
Bret Harte Union High S.D.
Bridgeville E.S.D.
Briggs S.D.
Brisbane S.D.
Brittan S.D.
Browns E.S.D.
Buckeye Union S.D.
Buellton Union S.D.
Buena Park S.D.
Buena Vista E.S.D.
Burbank U.S.D.
Burlingame S.D.
Burnt Ranch S.D.
Burrel Union E.S.D.
Burton S.D.
Butte County Office of Education
Butte Valley U.S.D.
Butteville Union E.S.D.
Buttonwillow Union S.D.
Byron Union S.D.
Cabrillo U.S.D.
Cajon Valley Union S.D.
Calaveras County Office of Education
Calaveras U.S.D.
Calexico U.S.D.
Caliente Union S.D.
Calipatria U.S.D.
Calistoga Joint U.S.D.
Cambrian S.D.
Camino Union S.D.
Campbell Union E.S.D.
Campbell Union High S.D.
Camptonville S.D.
Canyon E.S.D.
Capay E.S.D.
Capistrano U.S.D.
Cardiff E.S.D.
Carlsbad U.S.D.
Carmel U.S.D.
Carpinteria U.S.D.
Caruthers U.S.D.
Cascade Union E.S.D.
Casmalia S.D.
Castaic Union S.D.
Castle Rock Union E.S.D.
Castro Valley U.S.D.
Cayucos E.S.D.
Center Joint U.S.D.
Centinela Valley Union High S.D.
Central S.D.
Central U.S.D.
Central Union S.D.
Central Union High S.D.
Centralia S.D.
Ceres U.S.D.
Chaffey Joint Union High S.D.
Charter Oak U.S.D.
Chatom Union S.D.
Chawanakee U.S.D.
Chicago Park S.D.
Chico U.S.D.
Chinese Camp E.S.D.
Chino Valley U.S.D.
Chowchilla S.D.
Chowchilla Union High S.D.
Chualar Union S.D.
Chula Vista E.S.D.
Cienega Union S.D.
Cinnabar S.D.
Citrus South Tule E.S.D.
Claremont U.S.D.
Clay Joint E.S.D.
Clear Creek S.D.
Cloverdale U.S.D.
Clovis U.S.D.
Coachella Valley U.S.D.
Coalinga-Huron Joint U.S.D.
Coast U.S.D.
Coffee Creek E.S.D.
Cold Spring S.D.
Colfax E.S.D.
College S.D.
Colton Joint U.S.D.
Columbia E.S.D.
Columbia Union S.D.
Columbine E.S.D.
Colusa County Office of Education
Colusa U.S.D.
Compton U.S.D.
Conejo Valley U.S.D.
Contra Costa County Office of Education
Corcoran Joint U.S.D.
Corning Union E.S.D.
Corning Union High S.D.
Corona-Norco U.S.D.
Coronado U.S.D.
Cotati-Rohnert Park U.S.D.
Cottonwood Union S.D.
Covina-Valley U.S.D.
Cox Bar E.S.D.
Cucamonga S.D.
Cuddeback Union S.D.
Culver City U.S.D.
Cupertino Union S.D.
Curtis Creek S.D.

Cutler-Orosi Joint U.S.D.
Cutten E.S.D.
Cuyama Joint U.S.D.
Cypress S.D.
Davis Joint U.S.D.
Death Valley U.S.D.
Dehesa S.D.
Del Mar Union S.D.
Del Norte County Office of Education
Del Norte County U.S.D.
Del Paso Heights S.D.
Delano Joint Union High S.D.
Delano Union S.D.
Delhi U.S.D.
Delphic E.S.D.
Delta View Joint Union S.D.
Denair U.S.D.
Desert Center U.S.D.
Desert Sands U.S.D.
Di Giorgio S.D.
Dinuba U.S.D.
Dixon U.S.D.
Dos Palos-Oro Loma Joint U.S.D.
Douglas City S.D.
Downey U.S.D.
Dry Creek Joint E.S.D.
Duarte U.S.D.
Dublin U.S.D.
Ducor Union E.S.D.
Dunham E.S.D.
Dunsmuir E.S.D.
Dunsmuir Joint Union High S.D.
Durham U.S.D.
Earlimart S.D.
East Nicolaus Joint Union High S.D.
East Side Union High S.D.
East Whittier City S.D.
Eastern Sierra U.S.D.
Eastside Union S.D.
Edison S.D.
El Centro E.S.D.
El Dorado County Office of Education
El Dorado Union High S.D.
El Monte City S.D.
El Monte Union High S.D.
El Nido E.S.D.
El Rancho U.S.D.
El Segundo U.S.D.
El Tejon U.S.D.
Elk Grove U.S.D.
Elk Hills S.D.
Elkins S.D.
Elverta Joint E.S.D.
Emery U.S.D.
Empire Union S.D.
Encinitas Union S.D.
Enterprise E.S.D.
Escalon U.S.D.
Escondido Union E.S.D.
Escondido Union High S.D.
Esparto U.S.D.
Etiwanda S.D.
Eureka City Schools District
Eureka Union S.D.
Evergreen E.S.D.
Evergreen Union S.D.
Exeter U.S.D.
Fairfax S.D.
Fairfield-Suisun U.S.D.
Fall River Joint U.S.D.
Fallbrook Union E.S.D.
Fallbrook Union High S.D.
Farmersville U.S.D.
Feather Falls Union E.S.D.
Ferndale U.S.D.
Fieldbrook E.S.D.
Fillmore U.S.D.
Firebaugh-Las Deltas Joint U.S.D.
Flournoy Union S.D.
Folsom-Cordova U.S.D.
Fontana U.S.D.
Foresthill Union S.D.
Forestville Union E.S.D.
Forks of Salmon E.S.D.
Fort Bragg U.S.D.
Fort Ross E.S.D.
Fort Sage U.S.D.
Fortuna E.S.D., formed effective July 1, 2012, from Fortuna Union E.S.D. and Rohnerville E.S.D.
Fortuna Union High S.D.
Fountain Valley S.D.
Fowler U.S.D.
Franklin E.S.D.
Franklin-McKinley S.D.
Fremont U.S.D.
Fremont Union High S.D.
French Gulch-Whiskeytown Union Elementary District
Freshwater S.D.
Fresno County Office of Education
Fresno U.S.D.
Fruitvale S.D.
Fullerton S.D.
Fullerton Joint Union High S.D.
Galt Joint Union E.S.D.
Galt Joint Union High S.D.
Garden Grove U.S.D.
Garfield S.D.
Garvey S.D.
Gateway U.S.D.
Gazelle Union E.S.D.
General Shafter S.D.

Gerber Union E.S.D.
Geyserville U.S.D.
Gilroy U.S.D.
Glendale U.S.D.
Glendora U.S.D.
Glenn County Office of Education
Gold Oak Union E.S.D.
Gold Trail Union S.D.
Golden Feather Union E.S.D.
Golden Plains U.S.D.
Golden Valley U.S.D.
Goleta Union S.D.
Gonzales U.S.D.
Gorman S.D.
Grant E.S.D.
Grant Joint Union High S.D.
Grass Valley S.D.
Gratton S.D.
Gravenstein Union S.D.
Graves E.S.D.
Green Point S.D.
Greenfield Union S.D.
Grenada E.S.D.
Gridley U.S.D.
Grossmont Union High S.D.
Guadalupe Union S.D.
Guerneville S.D.
Gustine U.S.D.
Hacienda La Puente U.S.D.
Hamilton Union E.S.D.
Hamilton Union High S.D.
Hanford E.S.D.
Hanford Joint Union High S.D.
Happy Camp Union E.S.D.
Happy Valley E.S.D.
Happy Valley Union E.S.D.
Harmony Union S.D.
Hart-Ransom Union S.D.
Hawthorne S.D.
Hayward U.S.D.
Healdsburg U.S.D.
Heber E.S.D.
Helendale S.D.
Hemet U.S.D.
Hermosa Beach City E.S.D.
Hesperia U.S.D.
Hickman Community Charter S.D.
Hillsborough City S.D.
Hilmar U.S.D.
Hollister E.S.D.
Holtville U.S.D.
Hope E.S.D.
Horicon S.D.
Hornbrook E.S.D.
Hot Springs E.S.D.
Howell Mountain E.S.D.
Hueneme S.D.
Hughes-Elizabeth Lakes Union E.S.D.
Hughson U.S.D.
Humboldt County Office of Education
Huntington Beach City S.D.
Huntington Beach Union High S.D.
Hydesville E.S.D.
Igo, Ono, Platina Union E.S.D.
Imperial County Office of Education
Imperial U.S.D.
Indian Diggings S.D.
Indian Springs E.S.D.
Inglewood U.S.D.
Inyo County Office of Education
Irvine U.S.D.
Island Union E.S.D.
Jacoby Creek Charter S.D.
Jamestown E.S.D.
Jamul-Dulzura Union S.D.
Janesville Union E.S.D.
Jefferson E.S.D.
Jefferson Union High S.D.
John Swett U.S.D.
Johnstonville E.S.D.
Julian Union S.D.
Julian Union High S.D.
Junction City E.S.D.
Junction E.S.D.
Jurupa U.S.D.
Kashia E.S.D.
Kelseyville U.S.D.
Kentfield S.D.
Kenwood S.D.
Keppel Union S.D.
Kerman U.S.D.
Kern County Office of Education
Kern High S.D.
Kernville Union S.D.
Keyes Union S.D.
King City Joint Union High S.D.
King City Union S.D.
Kings Canyon U.S.D.
Kings County Office of Education
Kings River Union S.D.
Kings River-Hardwick S.D.
Kingsburg Elementary Charter S.D.
Kingsburg Joint Union High S.D.
Kirkwood S.D.
Kit Carson Union S.D.
Klamath River Union E.S.D.
Klamath-Trinity Joint U.S.D.
Kneeland E.S.D.
Knights Ferry E.S.D.
Knightsen S.D.
Konocti U.S.D.
La Cañada U.S.D.

La Grange S.D.
La Habra City S.D.
La Honda-Pescadero U.S.D.
La Mesa-Spring Valley S.D.
Lafayette S.D.
Laguna Beach U.S.D.
Laguna Joint S.D.
Lagunita E.S.D.
Lagunitas S.D.
Lake County Office of Education
Lake E.S.D.
Lake Elsinore U.S.D.
Lake Tahoe U.S.D.
Lakeport U.S.D.
Lakeside Joint S.D.
Lakeside Union S.D. (Bakersfield)
Lakeside Union E.S.D. (Kings County)
Lakeside Union S.D. (Lakeside)
Lammersville E.S.D.
Lamont S.D.
Lancaster S.D.
Larkspur-Corte Madera S.D.
Las Lomitas E.S.D.
Las Virgenes U.S.D.
Lassen County Office of Education
Lassen Union High S.D.
Lassen View Union E.S.D.
Laton U.S.D.
Latrobe S.D.
Lawndale E.S.D.
Laytonville U.S.D.
Le Grand Union E.S.D.
Le Grand Union High S.D.
Leggett Valley U.S.D.
Lemon Grove S.D.
Lemoore Union E.S.D.
Lemoore Union High S.D.
Lennox S.D.
Lewiston E.S.D.
Liberty S.D.
Liberty Union High S.D.
Lincoln S.D.
Lincoln U.S.D.
Linden U.S.D.
Lindsay U.S.D.
Linns Valley-Poso Flat Union S.D.
Little Lake City S.D.
Little Shasta E.S.D.
Live Oak S.D.
Live Oak U.S.D.
Livermore Valley Joint U.S.D.
Livingston Union S.D.
Lodi U.S.D.
Loleta Union S.D.
Loma Prieta Joint Union E.S.D.
Lompoc U.S.D.
Lone Pine U.S.D.
Long Beach U.S.D.
Loomis Union S.D.
Los Alamitos U.S.D.
Los Alamos S.D.
Los Altos S.D.
Los Angeles County Office of Education
Los Angeles U.S.D.
Los Banos U.S.D.
Los Gatos Union S.D.
Los Gatos-Saratoga Union High S.D.
Los Molinos U.S.D.
Los Nietos S.D.
Los Olivos S.D.
Lost Hills Union E.S.D.
Lowell Joint S.D.
Lucerne E.S.D.
Lucerne Valley U.S.D.
Lucia Mar U.S.D.
Luther Burbank S.D.
Lynwood U.S.D.
Madera County Office of Education
Madera U.S.D.
Magnolia S.D.
Mammoth U.S.D.
Manchester Union E.S.D.
Manhattan Beach U.S.D.
Manteca U.S.D.
Manton Joint U.S.D.
Manzanita E.S.D.
Maple Creek E.S.D.
Maple E.S.D.
Marcum-Illinois Union E.S.D.
Maricopa U.S.D.
Marin County Office of Education
Mariposa County Office of Education
Mariposa County U.S.D.
Mark Twain Union E.S.D.
Mark West Union S.D.
Martinez U.S.D.
Marysville Joint U.S.D.
Mattole U.S.D.
Maxwell U.S.D.
McCabe Union S.D.
McCloud Union E.S.D.
McFarland U.S.D.
McKinleyville Union S.D.
McKittrick S.D.
McSwain Union E.S.D.
Meadows Union E.S.D.
Mendocino County Office of Education
Mendocino U.S.D.
Mendota U.S.D.
Menifee Union S.D.
Menlo Park City E.S.D.
Merced City S.D.

Merced County Office of Education
Merced River E.S.D.
Merced Union High S.D.
Meridian E.S.D.
Mesa Union S.D.
Middletown U.S.D.
Midway S.D.
Mill Valley S.D.
Millbrae S.D.
Miller Creek E.S.D.
Millville E.S.D.
Milpitas U.S.D.
Mineral S.D.
Mission Union S.D.
Modesto City Schools
Modoc County Office of Education
Modoc Joint U.S.D.
Mojave U.S.D.
Mono County Office of Education
Monroe E.S.D.
Monrovia U.S.D.
Monson-Sultana Joint Union E.S.D.
Montague E.S.D.
Monte Rio Union E.S.D.
Montebello S.D.
Montebello U.S.D.
Montecito Union E.S.D.
Monterey County Office of Education
Monterey Peninsula U.S.D.
Montgomery E.S.D.
Moorpark U.S.D.
Moraga S.D.
Moreland S.D.
Moreno Valley U.S.D.
Morgan Hill U.S.D.
Morongo U.S.D.
Mother Lode Union S.D.
Mt Baldy S.D.
Mount Diablo U.S.D.
Mount Pleasant E.S.D.
Mount Shasta Union S.D.
Mountain E.S.D.
Mountain Empire U.S.D.
Mountain House S.D.
Mountain Union S.D.
Mountain Valley U.S.D.
Mountain View S.D.
Mountain View-Los Altos Union High S.D.
Mountain View-Whisman S.D.
Mulberry E.S.D.
Mupu S.D.
Muroc Joint U.S.D.
Murrieta Valley U.S.D.
Napa County Office of Education
Napa Valley U.S.D.
National E.S.D.
Natomas U.S.D.
Needles U.S.D.
Nevada City S.D.
Nevada County Office of Education
Nevada Joint Union High S.D.
New Haven U.S.D.
New Hope E.S.D.
New Jerusalem S.D.
Newark U.S.D.
Newcastle E.S.D.
Newhall S.D.
Newman-Crows Landing U.S.D.
Newport-Mesa U.S.D.
Nicasio S.D.
Norris S.D.
North County Joint Union S.D.
North Cow Creek S.D.
North Monterey County U.S.D.
North Sacramento E.S.D.
Northern Humboldt Union High S.D.
Norwalk-La Mirada U.S.D.
Novato U.S.D.
Nuestro E.S.D.
Nuview Union S.D.
Oak Grove S.D.
Oak Grove Union S.D.
Oak Park U.S.D.
Oak Run E.S.D.
Oak Valley Union E.S.D.
Oak View Union E.S.D.
Oakdale Joint U.S.D.
Oakland U.S.D.
Oakley Union E.S.D.
Ocean View S.D. (Elementary)
Ocean View S.D.
Oceanside U.S.D.
Ojai U.S.D.
Old Adobe Union S.D.
Ontario-Montclair S.D.
Ophir E.S.D.
Orange Center S.D.
Orange County Department of Education S.D.
Orange U.S.D.
Orchard E.S.D.
Orcutt Union S.D.
Orick E.S.D.
Orinda Union E.S.D.
Orland U.S.D.
Oro Grande S.D.
Oroville City E.S.D.
Oroville Union High S.D.
Outside Creek E.S.D.
Owens Valley U.S.D.
Oxnard S.D.
Oxnard Union High S.D.
Pacheco Union S.D.

Pacific Grove U.S.D.
Pacific Union S.D. (Arcata, California)
Pacific Union S.D. (Fresno, California)
Pacifica S.D.
Palermo Union S.D.
Palm Springs U.S.D.
Palmdale S.D.
Palo Alto U.S.D.
Palo Verde U.S.D.
Palo Verde Union E.S.D.
Palos Verdes Peninsula U.S.D.
Panama Buena Vista Union S.D.
Panoche S.D.
Paradise E.S.D.
Paradise U.S.D.
Paramount U.S.D.
Parlier U.S.D.
Pasadena U.S.D.
Paso Robles Joint U.S.D.
Patterson Joint U.S.D.
Peninsula Union S.D.
Perris E.S.D.
Penn Valley Union E.S.D.
Perris Union High S.D.
Petaluma City Schools
Piedmont U.S.D.
Pierce Joint U.S.D.
Pine Ridge E.S.D.
Piner-Olivet Union E.S.D.
Pioneer Union E.S.D., Berry Creek
Pioneer Union E.S.D., Hanover
Pioneer Union S.D.
Pittsburg U.S.D.
Pixley Union E.S.D.
Placentia-Yorba Linda U.S.D.
Placer County Office of Education
Placer Hills Union E.S.D.
Placer Union High S.D.
Placerville Union E.S.D.
Plainsburg Union E.S.D.
Planada E.S.D.
Plaza E.S.D.
Pleasant Grove Joint Union S.D.
Pleasant Ridge Union S.D.
Pleasant Valley Joint Union E.S.D.
Pleasant Valley S.D. (California)
Pleasant View E.S.D.
Pleasanton U.S.D.
Plum Valley E.S.D.
Plumas County Office of Education
Plumas Lake E.S.D.
Plumas U.S.D.
Point Arena Joint Union High S.D.
Pollock Pines E.S.D.
Pomona U.S.D.
Pond Union E.S.D.
Pope Valley Union E.S.D.
Porterville U.S.D.
Portola Valley E.S.D.
Potter Valley Community U.S.D.
Poway U.S.D.
Princeton Joint U.S.D.
Raisin City E.S.D.
Ramona City U.S.D.
Rancho Santa Fe E.S.D.
Ravendale-Termo E.S.D.
Ravenswood City E.S.D.
Raymond-Knowles Union E.S.D.
Ready Springs Union S.D.
Red Bluff Joint Union High S.D.
Red Bluff Union E.S.D.
Redding E.S.D.
Redlands U.S.D.
Redondo Beach U.S.D.
Redwood City E.S.D.
Reed Union E.S.D.
Reeds Creek E.S.D.
Reef-Sunset U.S.D.
Rescue Union E.S.D.
Rialto U.S.D.
Richfield E.S.D.
Richgrove E.S.D.
Richland Union E.S.D.
Richmond E.S.D.
Rim Of The World U.S.D.
Rincon Valley Union E.S.D.
Rio Bravo-Greeley Union E.S.D.
Rio Dell E.S.D.
Rio E.S.D.
Rio Linda Union E.S.D.
Ripon U.S.D.
River Delta Joint U.S.D.
Riverbank U.S.D.
Riverdale Joint U.S.D.
Riverside County Office of Education
Riverside U.S.D.
Roberts Ferry Union E.S.D.
Robla E.S.D.
Rockford E.S.D.
Rocklin U.S.D.
Rohnerville E.S.D., consolidated with Fortuna Union E.S.D. into Fortuna E.S.D. effective July 1, 2012
Romoland E.S.D.
Rosedale Union E.S.D.
Roseland E.S.D.
Rosemead E.S.D.
Roseville City E.S.D.
Roseville Joint Union High S.D.
Ross E.S.D.
Ross Valley E.S.D.
Round Valley Joint E.S.D.
Round Valley U.S.D. (California)

Rowland U.S.D.
Sacramento City U.S.D.
Sacramento County Office of Education
Saddleback Valley U.S.D.
Saint Helena U.S.D.
Salida Union E.S.D.
Salinas City E.S.D.
Salinas Union High S.D.
San Antonio Union S.D.
San Ardo Union E.S.D.
San Benito County Office of Education
San Benito High S.D.
San Bernardino City U.S.D.
San Bernardino County Office of Education
San Bruno Park E.S.D.
San Carlos E.S.D.
San Diego Community College
San Diego County Office of Education
San Diego U.S.D.
San Dieguito Union High S.D.
San Francisco County Office of Education
San Francisco U.S.D.
San Gabriel U.S.D.
San Jacinto U.S.D.
San Joaquin County Office of Education
San Jose U.S.D.
San Juan U.S.D.
San Leandro U.S.D.
San Lorenzo U.S.D.
San Lorenzo Valley U.S.D.
San Lucas Union S.D.
San Luis Coastal U.S.D.
San Luis Obispo County Office of Education
San Marcos U.S.D.
San Marino U.S.D.
San Mateo County Office of Education
San Mateo Union High S.D.
San Mateo-Foster City E.S.D.
San Miguel Joint Union S.D.
San Pasqual Union E.S.D.
San Pasqual Valley U.S.D.
San Rafael City E.S.D.
San Rafael City High S.D.
San Ramon Valley U.S.D.
San Ysidro E.S.D.
Sanger U.S.D.
Santa Ana U.S.D.
Santa Barbara County Office of Education
Santa Barbara E.S.D.
Santa Barbara High S.D.
Santa Clara County Office of Education
Santa Clara E.S.D.
Santa Clara U.S.D.
Santa Cruz City E.S.D.
Santa Cruz City High S.D.
Santa Cruz County Office of Education
Santa Maria Joint Union High S.D.
Santa Maria-Bonita E.S.D.
Santa Monica-Malibu U.S.D.
Santa Paula E.S.D.
Santa Paula Union High S.D.
Santa Rita Union S.D.
Santa Rosa E.S.D.
Santa Rosa High S.D.
Santa Ynez Valley Union High S.D.
Santee S.D.
Saratoga Union E.S.D.
Saucelito E.S.D.
Saugus Union S.D.
Sausalito Marin City S.D.
Savanna E.S.D.
Scotia Union S.D.
Scott Valley U.S.D.
Scotts Valley U.S.D.
Sebastopol Union E.S.D.
Seeley Union E.S.D.
Seiad E.S.D.
Selma U.S.D.
Semitropic E.S.D.
Sequoia Union E.S.D.
Sequoia Union High S.D.
Shaffer Union E.S.D.
Shandon Joint U.S.D.
Shasta County Office of Education
Shasta Union E.S.D.
Shasta Union High S.D.
Shiloh E.S.D.
Shoreline U.S.D.
Sierra County Office of Education
Sierra Sands U.S.D.
Sierra U.S.D.
Sierra-Plumas Joint U.S.D.
Silver Fork E.S.D.
Silver Valley U.S.D.
Simi Valley U.S.D.
Siskiyou County Office of Education
Siskiyou Union High S.D.
Snelling-Merced Falls Union E.S.D.
Snowline Joint U.S.D.
Solana Beach E.S.D.
Solano County Office of Education
Soledad U.S.D.
Solvang E.S.D.
Somis Union S.D.
Sonoma County Office of Education
Sonoma Valley U.S.D.
Sonora E.S.D.
Sonora Union High S.D.
Soquel Union E.S.D.
Soulsbyville E.S.D.
South Bay Union S.D.
South Fork Union E.S.D.

South Pasadena U.S.D.
South San Francisco U.S.D.
South Whittier E.S.D.
Southern Humboldt U.S.D.
Southern Kern U.S.D.
Southern Trinity Joint U.S.D.
Southside S.D. (California)
Spencer Valley E.S.D.
Spreckels Union S.D.
Springville Union E.S.D.
Standard E.S.D.
Stanislaus County Office of Education
Stanislaus Union E.S.D.
Stockton U.S.D.
Stone Corral E.S.D.
Stony Creek Joint U.S.D.
Strathmore Union E.S.D.
Sulphur Springs S.D.
Summerville E.S.D.
Summerville Union High S.D.
Sundale Union E.S.D.
Sunnyside Union E.S.D.
Sunnyvale E.S.D.
Sunol Glen U.S.D.
Surprise Valley Joint U.S.D.
Susanville E.S.D.
Sutter County Office of Education
Sutter Union High S.D.
Sweetwater Union High S.D.
Sylvan Union E.S.D.
Taft City S.D.
Taft Union High S.D.
Tahoe-Truckee Joint U.S.D.
Tamalpais Union High S.D.
Tehachapi U.S.D.
Tehama County Office of Education
Temecula Valley U.S.D.
Temple City U.S.D.
Templeton U.S.D.
Terra Bella Union S.D.
Thermalito Union E.S.D.
Three Rivers Union E.S.D.
Tipton E.S.D.
Torrance U.S.D.
Tracy Joint U.S.D.
Traver Joint E.S.D.
Travis U.S.D.
Tres Pinos Union E.S.D.
Trinidad Union S.D.
Trinity Center E.S.D.
Trinity County Office of Education
Trinity Union High S.D.
Trona Joint U.S.D.
Tulare City S.D.
Tulare County Office of Education
Tulare Joint Union High S.D.
Tulelake Basin Joint U.S.D.
Tuolumne County Superintendent of Schools S.D.
Turlock U.S.D.
Tustin U.S.D.
Twain Harte-Long Barn Union E.S.D.
Twin Hills Union E.S.D.
Twin Ridges E.S.D.
Two Rock Union S.D.
Ukiah U.S.D.
Union S.D.
Union Hill S.D.
Union Joint E.S.D.
Upland U.S.D.
Upper Lake Union E.S.D.
Upper Lake Union High S.D.
Vacaville U.S.D.
Val Verde U.S.D.
Valle Lindo E.S.D.
Vallecito Union S.D.
Vallecitos E.S.D.
Vallejo City U.S.D.
Valley Center-Pauma U.S.D.
Valley Home Joint E.S.D.
Ventura County Office of Education
Ventura U.S.D.
Victor E.S.D.
Victor Valley Union High S.D.
Vineland E.S.D.
Visalia U.S.D.
Vista Del Mar Union S.D.
Vista U.S.D.
Walnut Creek E.S.D.
Walnut Valley U.S.D.
Warner U.S.D.
Wasco Union E.S.D.
Wasco Union High S.D.
Washington Colony E.S.D.
Washington U.S.D.
Washington Union E.S.D.
Washington Union High S.D.
Waterford U.S.D.
Waugh S.D.
Waukena Joint Union E.S.D.
Weaver Union S.D.
Weaverville E.S.D.
Weed Union E.S.D.
West Contra Costa U.S.D.
West Covina U.S.D.
West Fresno E.S.D.
West Park E.S.D.
West Side Union E.S.D.
West Sonoma County Union High S.D.
Western Placer U.S.D.
Westminster S.D.
Westmorland Union E.S.D.
Westside E.S.D.

Westside Union S.D.
Westwood U.S.D.
Wheatland E.S.D.
Wheatland Union High S.D.
Whitmore Union E.S.D.
Whittier City E.S.D.
Whittier Union High S.D.
William S. Hart Union High S.D.
Williams U.S.D. (California)
Willits U.S.D.
Willow Creek E.S.D.
Willow Grove Union S.D.
Willows U.S.D.
Wilmar Union E.S.D.
Wilsona E.S.D.
Windsor U.S.D.
Winship-Robbins S.D.
Winters Joint U.S.D.
Winton S.D.
Wiseburn E.S.D.
Woodlake Union E.S.D.
Woodlake Union High S.D.
Woodland Joint U.S.D.
Woodside E.S.D.
Woodville Union E.S.D.
Wright E.S.D.
Yolo County Office of Education
Yosemite U.S.D.
Yreka Union S.D.
Yreka Union High S.D.
Yuba City U.S.D.
Yuba County Office of Education
Yucaipa-Calimesa Joint U.S.D.

## Colorado

Academy S.D. 20
Adams 12 Five Star Schools
Broomfield
Adams County S.D. 14
Adams County S.D. 50 (Westminster S.D. 50)
Adams-Arapahoe S.D. 28J – see Aurora Public Schools
Agate S.D. 300
Aguilar Reorganized S.D. RE-6
Akron S.D. R-1
Alamosa S.D. RE-11J
Archuleta S.D. 50 JT (Archuleta County S.D. 50 JT)
Arickaree S.D. R-2
Arriba-Flagler C.S.D. 20
Aspen S.D. 1
Ault-Highland S.D. RE-9 – see Weld County S.D. RE-9
Aurora Public Schools (Adams-Arapahoe S.D. 28J)
Adams
Public S.D.
Bayfield S.D. 10 JT-R
Bennett S.D. 29J
Bethune S.D. R-5
Big Sandy S.D. 100J
Boulder Valley S.D. RE-2
Broomfield
Branson Reorganized S.D. RE-82
Briggsdale S.D. RE-10J – see Weld County S.D. RE-10J
Brighton S.D. 27J
Brush Public Schools (Brush S.D. RE-2J)
Buena Vista S.D. R-31
Buffalo S.D. RE-4J – see Merino S.D. RE-4J
Burlington Public S.D. RE-6J
Byers S.D. 32J
Public S.D.
Calhan S.D. RJ-1
Campo S.D. RE-6
Cañon City Schools (Fremont RE-1 S.D.)
Centennial S.D. R-1
Center C.S.D. 26 JT
Rio Grande
Alamosa
Charter School Institute
Cheraw S.D. 31
Cherry Creek S.D. 5
Cheyenne County S.D. RE-5
Cheyenne Mountain S.D. 12
Clear Creek S.D. RE-1
Colorado Springs S.D. 11
Cotopaxi Consolidated Schools (Fremont RE-3 S.D.)
Creede S.D.
Cripple Creek-Victor S.D. RE-1
Crowley County S.D. RE-1-J
Custer County S.D. C-1
Public S.D.
DeBeque S.D. 49-JT
Garfield
Deer Trail S.D. 26J
Del Norte C.S.D. C-7
Delta County S.D. 50J
Gunnison
Montrose
Mesa
Denver Public Schools (Denver County S.D. 1)
Dolores County S.D. RE-2J
Dolores S.D. RE-4A
Douglas County S.D. RE-1
Durango S.D. 9-R
Public S.D.
Eads S.D. RE-1 (Kiowa County S.D. RE-1)
Eagle County S.D. RE-50
East Grand S.D. 2
East Otero S.D. R-1

Eaton S.D. RE-2 (Weld County S.D. RE-2)
Edison S.D. 54JT
Pueblo
Lincoln
El Paso County S.D. 3 – see Widefield S.D. 3
Elbert County S.D. C-1 – see Elizabeth S.D. C-1
Elbert County S.D. C-2 – see Kiowa S.D. C-2
Elbert S.D. 200
Elizabeth S.D. C-1 (Elbert County S.D. C-1)
Ellicott S.D. 22
Englewood S.D. 1
Estes Park S.D. R-3
Public S.D.
Falcon S.D. 49
Fleming S.D. RE-3 (Frenchman S.D. RE-3)
Fort Morgan S.D. RE-3
Fountain-Fort Carson S.D. 8 (Fountain S.D. 8)
Fowler S.D. R4J
Fremont RE-1 S.D. – see Cañon City Schools
Fremont RE-2 S.D.
Fremont RE-3 S.D. – see Cotopaxi Consolidated Schools
Frenchman S.D. RE-3 – see Fleming S.D. RE-3
Public S.D.
Garfield County S.D. 16 (Grand Valley S.D. 16)
Garfield S.D. RE-2
Genoa-Hugo S.D. C-113
Gilpin County S.D. RE-1
Granada S.D. RE-1
Grand Valley S.D. 16 – see Garfield S.D. 16
Greeley-Evans S.D. 6 – see Weld County S.D. 6
Gunnison Watershed S.D. RE1J
Public S.D.
Hanover S.D. 28
Harrison S.D. 2
Haxtun S.D. RE-2J
Hayden S.D. RE-1
Hi-Plains S.D. R-23
Hinsdale County S.D. RE-1
Hoehne Reorganized S.D. RE-3
Holly S.D. RE-3
Holyoke S.D. RE-1J
Huerfano S.D. RE-1
Public S.D.
Idalia S.D. RJ-3
Ignacio S.D. 11-JT
Public S.D.
Jeffco Public Schools (Jefferson County S.D. R-1)
Broomfield
Johnstown-Milliken S.D. RE-5J – see Weld County S.D. RE-5J
Julesburg S.D. RE-1
Public S.D.
Karval S.D. RE-23
Keenesburg S.D. RE-3J – see Weld County S.D. RE-3J
Kim Reorganized S.D. RE-88
Kiowa County S.D. RE-1 – see Eads S.D. RE-1
Kiowa County S.D. RE-2 – see Plainview S.D. RE-2
Kiowa S.D. C-2 (Elbert County S.D. C-2)
Kit Carson County S.D. R-4 – see Stratton S.D. R-4
Kit Carson S.D. R-1
Public S.D.
La Veta S.D. RE-2
Lake County S.D. R-1
Lamar S.D. RE-2
Las Animas S.D. RE-1
Lewis-Palmer S.D. 38
Liberty S.D. J-4
Limon Public Schools (Limon S.D. RE-4J)
Littleton Public Schools (Littleton S.D. 6)
Lone Star S.D. 101
Public S.D.
Mancos S.D. RE-6
Manitou Springs S.D. 14
Manzanola S.D. 3J
Mapleton Public Schools (Mapleton S.D. 1)
McClave S.D. RE-2
Meeker S.D. RE-1
Merino S.D. RE-4J (Buffalo S.D. RE-4J)
Mesa County Valley S.D. 51
Miami-Yoder S.D. JT-60
Elbert
Lincoln
Moffat C.S.D. 2
Moffat County S.D. RE-1
Monte Vista S.D. C-8
Montezuma-Cortez S.D. RE-1
Montrose County S.D. RE-1J
Mountain Valley S.D. RE-1
Public S.D.
North Conejos S.D. RE-1J
North Park S.D. R-1
Norwood Public Schools (Norwood S.D. R-2J)
Public S.D.
Otis S.D. R-3
Ouray S.D. R-1
Public S.D.
Park County S.D. RE-2
Pawnee S.D. RE-12 (Weld County S.D. RE-12)
Peetz Plateau S.D. RE-5 (Plateau S.D. RE-5)
Peyton S.D. 23-JT
Plainview S.D. RE-2 (Kiowa County S.D. RE-2)
Plateau S.D. RE-5 – see Peetz Plateau S.D. RE-5
Plateau Valley S.D. 50
Platte Canyon S.D. 1
Platte Valley S.D. RE-3
Platte Valley S.D. RE-7 (Weld County S.D. RE-7)
Poudre S.D. R-1
Prairie S.D. RE-11 (Weld County S.D. RE-11)
Primero Reorganized S.D. RE-2
Pritchett S.D. RE-3

Pueblo City Schools (Pueblo S.D. 60)
Pueblo County S.D. 70
Public S.D.
Rangely S.D. RE-4
Ridgway S.D. R-2
Roaring Fork S.D. RE-1
Rocky Ford S.D. R-2
Public S.D.
Saint Vrain Valley S.D. RE-1J
Weld
Larimer
Broomfield
Salida S.D. R-32
Sanford S.D. 6J
Sangre de Cristo S.D. RE-22J
Sargent S.D. RE-33J
S.D. 27J – see Brighton S.D. 27J
Sheridan S.D. 2
Sierra Grande S.D. R-30
Silverton Public Schools (Silverton S.D. 1)
South Conejos S.D. RE-10
South Routt S.D. RE-3
Springfield S.D. RE-4
Steamboat Springs S.D. RE-2
Strasburg S.D. 31J
Stratton S.D. R-4 (Kit Carson County S.D. R-4)
Summit S.D. RE-1
Swink S.D. 33
Public S.D.
Telluride S.D. R-1
Thompson S.D. R-2J
Trinidad S.D. 1
Public S.D.
Valley S.D. RE-1
Vilas S.D. RE-5
Public S.D.
Walsh S.D. RE-1
Weld County S.D. RE-1
Weld County S.D. RE-2 – see Eaton S.D. RE-2
Weld County S.D. RE-3J
Weld County S.D. RE-4
Weld County S.D. RE-5J
Weld County S.D. 6 (Greeley S.D. 6)
Weld County S.D. RE-7 – see Platte Valley S.D. RE-7
Weld County S.D. RE-8
Weld County S.D. RE-9
Weld County S.D. RE-10J
Weld County S.D. RE-11 – see Prairie S.D. RE-11
Weld County S.D. RE-12 – see Pawnee S.D. RE-12
Weldon Valley S.D. RE-20J
West End S.D. RE-2
West Grand S.D. 1-JT
Westminster S.D. 50 – see Adams County S.D. 50
Widefield S.D. 3 (El Paso County S.D. 3)
Wiggins S.D. RE-50J
Wiley S.D. RE-13-JT
Windsor S.D. RE-4 – see Weld County S.D. RE-4
Woodland Park S.D. RE-2
Woodlin S.D. R-104
Wray S.D. RD-2
Public S.D.
Yuma S.D. 1

## Connecticut

Amistad Academy District
Ansonia Public Schools
Area Cooperative Educational
Ashford S.D.
Avon Public Schools
Berlin Public Schools
Bethany S.D.
Bethel Public Schools
Bloomfield Public Schools
Bolton Public Schools
Bozrah Public Schools
Branford Public Schools
Bridgeport Public Schools
Bristol Public Schools
Brookfield Public Schools
Brooklyn School
Canterbury Public Schools
Canton Public Schools
Chaplin Elementary School
Cheshire Public Schools
Clinton Public Schools
Colchester Public Schools
Columbia Public Schools
Coventry Public Schools
Cromwell Public Schools
Danielson Public Schools
Danielson Mills The School
Danielson
Danbury Public Schools
Darien Public Schools
Derby Public Schools
East Granby Public Schools
East Haddam Public Schools
East Hampton Public Schools
East Hartford Public Schools
East Haven Public Schools
East Lyme Public Schools
East Windsor Public Schools
Eastford Elementary School
Ellington Public Schools
Enfield Public Schools
Fairfield Public Schools
Farmington Public Schools
(Farmington, CT)
Franklin Public Schools
Glastonbury Public Schools
Granby Public Schools
Greenwich Public Schools
Griswold Public Schools
Groton Public Schools
Guilford Public Schools
Green Hills Public Schools
Hamden Public Schools
Hartford Public Schools
Hartland School
Kent Center School
Killingly Public Schools
Kingswood British International
College -Bangadeniya
Lebanon Public Schools
Ledyard Public Schools
Lisbon Central School
Litchfield Public Schools
Madison Public Schools
Manchester Public Schools
Mansfield Public Schools

Marlborough Public S.D.
Meriden Public Schools
Middletown Public Schools
Milford Public Schools
Monroe Public Schools
Montville Public Schools
Naugatuck Public Schools
New Britain S.D.
New Canaan Public Schools
New Fairfield Public S.D.
New Haven Public Schools
New Killingly Public Schools
New London Public Schools
New Milford Public Schools
Newington Public Schools
Newtown Public Schools
Norfolk S.D.
North Branford Public Schools
North Haven Public Schools
North Stonington Public Schools
Norwalk Public Schools
Norwich Public Schools
Old Saybrook Public Schools
Orange Elementary Schools
Oxford Public Schools
Plainfield Public Schools
Plainville Community Schools
Plymouth Public Schools
Pomfret Community School
Portland Public Schools
Preston Public Schools
Putnam Public Schools
Regional S.D. 1
Regional S.D. 3
Regional S.D. 4
Regional S.D. 5
Regional S.D. 6
Regional S.D. 7
Regional S.D. 8
Regional S.D. 9
Regional S.D. 10
Regional S.D. 11
Regional S.D. 12
Regional S.D. 13
Regional S.D. 14
Regional S.D. 15
Regional S.D. 16
Regional S.D. 17
Regional S.D. 18
Regional S.D. 19
Ridgefield Public Schools
Rocky Hill Public Schools
S[edit]
Salem Public Schools
Seymour Public Schools
Shelton Public Schools
Sherman School
Simsbury Public Schools
Somers Public Schools
South Windsor Public Schools
Southington Public Schools
Sprague Public Schools
Stafford Public Schools
Stamford Public Schools
Sterling Memorial School
Stonington Public Schools
Stratford Public Schools
Suffield Public Schools
Thomaston Public Schools
Thompson Public Schools
Tolland Public Schools
Torrington S.D.
Trumbull Public Schools
Union Public Schools
Vernon Public Schools
Voluntown Public Schools
Westford Schools
Waterbury Public Schools
Waterford Public Schools
Watertown School System
West Hartford Public Schools
West Haven Public Schools
Westbrook Public Schools
Weston Public Schools
Westport Public Schools
Wethersfield Public Schools
Wilton Public Schools
Winchester Public Schools
Windham Public Schools
Windsor Locks Public Schools
Windsor Public Schools
Wolcott Public Schools
Woodstock Public Schools

## Delaware

Appoquinimink S.D.
Brandywine S.D.
Caesar Rodney S.D.
Cape Henlopen S.D.
Capital S.D.
Christina S.D.
Colonial S.D.
Delmar S.D.
Indian River S.D.
Lake Forest S.D.
Laurel S.D.
Milford S.D.
New Castle County Vocational-Technical S.D. (County-wide overlay S.D.)
Polytech S.D. (County-wide overlay S.D.)
Red Clay C.S.D.
Seaford S.D.
Smyrna S.D.
Sussex Technical S.D. (County-wide overlay S.D.)
Woodbridge S.D.

## District of Columbia

## Florida

Alachua County Public Schools
Baker County S.D.
Bay District Schools
Bradford County S.D.
Brevard County Public Schools
Broward County Public Schools
Calhoun County S.D.
Charlotte County Public Schools
Citrus County S.D.
Clay County Schools
Collier County District School Board
Columbia County S.D.
DeSoto S.D.
Dixie County S.D.
Dozier/Okeechobee S.D. (operates Okeechobee Youth Development Center)

Duval County Public Schools
Escambia County S.D.
Flagler County Public Schools
FAMU Lab School (Florida A&M University Developmental Research School)
FAU Lab School (Alexander D. Henderson University School)
Florida School for the Deaf and Blind
FSU Lab School (Florida State University School)
Florida Virtual School
Franklin County Schools
Gadsden County S.D.
Gilchrist County S.D.
Glades County S.D.
Gulf County Schools
Hamilton County S.D.
Hardee County S.D.
Hendry County Schools
Hernando County School Board
Highlands County Schools
Hillsborough County Public Schools
Holmes County S.D.
Indian River County S.D.
Jackson County S.D.
Jefferson County S.D.
Lafayette County S.D. (Florida)
Lake County Schools
Lee County S.D.
Leon County Schools
Levy County School Board
Liberty County S.D.
Madison County Schools
Manatee County S.D.
Marion County Public Schools
Martin County S.D.
Miami-Dade County Public Schools
Monroe County S.D.
Nassau County S.D.
Okaloosa County S.D.
Okeechobee County School Board
Orange County Public Schools
Osceola County S.D.
Palm Beach County S.D.
Pasco County Schools
Pinellas County Schools
Polk County Public Schools
Putnam County S.D. (Florida)
St. Johns County S.D.
St. Lucie County School Board
Santa Rosa County S.D.
Sarasota County Public Schools
Seminole County Public Schools
Sumter District Schools
Suwannee County S.D.
Taylor County S.D. (Florida)
Union County School Board
UF Lab School (P.K. Yonge Developmental Research School)
Volusia County Schools
Wakulla County School Board
Walton County S.D. (Florida)
Washington County S.D.

## Georgia

Appling Dicky County S.D.
Atkinson County S.D.
Atlanta Public Schools
Bacon County S.D.
Baker County S.D.
Baldwin County S.D.
Banks County S.D.
Barrow County Schools
Bartow County S.D.
Ben Hill County S.D.
Berrien County S.D.
Bibb County Public Schools
Bleckley County S.D.
Brantley County S.D.
Bremen City S.D.
Brooks County S.D.
Bryan County S.D.
Buford City S.D.
Bulloch County S.D.
Burke County S.D.
Butts County S.D.
Calhoun City S.D.
Calhoun County S.D.
Camden County S.D.
Candler County S.D.
Carroll County S.D.
Carrollton City S.D.
Cartersville City S.D.
Catoosa County S.D.
Charlton County S.D.
Chattahoochee County S.D.
Chattooga County S.D.
Cherokee County S.D.
Chickamauga City S.D.
Clarke County S.D.
Clay County S.D.
Clayton County Public Schools
Clinch County S.D.
Cobb County Public Schools
Coffee County S.D.
Colquitt County S.D.
Columbia County School System
Commerce City S.D.
Cook County S.D.
Coweta County School System
Crawford County S.D.
Crisp County S.D.
Dade County S.D.
Dalton City S.D.
Dawson County S.D.
Decatur City S.D.
Decatur County S.D.
DeKalb County School System
Dodge County S.D.
Dooly County S.D.
Dougherty County School System
Douglas County S.D.
Dublin City S.D.
Early County S.D.
Echols County S.D.
Effingham County S.D.
Elbert County S.D.
Emanuel County S.D.
Evans County S.D.
Fannin County S.D.
Fayette County School System
Floyd County S.D.

Forsyth County Schools
Franklin County S.D.
Fulton County School System
Gainesville City S.D.
Gilmer County S.D.
Glascock County S.D.
Glynn County S.D.
Gordon County S.D.
Grady County S.D.
Greene County S.D.
Griffin-Spalding County S.D.
Gwinnett County Public Schools
Habersham County S.D.
Hall County S.D.
Hancock County S.D.
Haralson County S.D.
Harris County S.D.
Hart County S.D.
Heard County S.D.
Henry County S.D.
Houston County Schools
Irwin County S.D.
Jackson County S.D.
Jasper County S.D.
Jeff Davis County S.D.
Jefferson City S.D.
Jefferson County S.D.
Jenkins County S.D.
Johnson County S.D.
Jones County S.D.
Lamar County S.D.
Lanier County S.D.
Laurens County S.D.
Lee County S.D.
Liberty County S.D.
Lincoln County S.D.
Long County S.D.
Lowndes County S.D.
Lumpkin County S.D.
Macon County S.D.
Madison County S.D.
Marietta City S.D.
Marion County S.D.
McDuffie County S.D.
McIntosh County S.D.
Meriwether County S.D.
Miller County S.D.
Mitchell County S.D.
Monroe County S.D.
Montgomery County S.D.
Morgan County S.D.
Murray County S.D.
Muscogee County S.D.
Newton County S.D.
Oconee County S.D.
Oglethorpe County S.D.
Paulding County S.D.
Peach County S.D.
Pelham City S.D.
Pickens County S.D.
Pierce County S.D.
Pike County S.D.
Polk County S.D.
Pulaski County S.D.
Putnam County S.D.
Quitman County S.D.
Rabun County S.D.
Randolph County S.D.
Richmond County School System
Rockdale County S.D.
Rome City S.D.
Savannah-Chatham County Public Schools
Schley County S.D.
Screven County S.D.
Seminole County S.D.
Social Circle City S.D.
State schools
Stephens County S.D.
Stewart County S.D.
Sumter County S.D.
Talbot County S.D.
Taliaferro County S.D.
Tattnall County S.D.
Taylor County S.D.
Telfair County S.D.
Terrell County S.D.
Thomas County S.D.
Thomaston-Upson County S.D.
Thomasville City S.D.
Tift County S.D.
Toombs County S.D.
Towns County S.D.
Treutlen County S.D.
Trion City S.D.
Troup County S.D.
Turner County S.D.
Twiggs County S.D.
Union County S.D.
Valdosta City S.D.
Vidalia City S.D.
Walker County S.D.
Walton County S.D.
Ware County S.D.
Warren County S.D.
Washington County S.D.
Wayne County S.D.
Webster County S.D.
Wheeler County S.D.
White County S.D.
Whitfield County S.D.
Wilcox County S.D.
Wilkes County S.D.
Wilkinson County S.D.
Worth County S.D.

## Hawaii

Honolulu District: Farrington-Kaiser-Kalani and Kaimuki-McKinley-Roosevelt Complex Areas.
Central District: Aiea-Moanalua-Radford and Leilehua-Mililani-Waialua Complex Areas.
Leeward District: Campbell-Kapolei, Pearl City-Waipahu, and Nanakuli-Waianae Complex Areas.
Windward District: Castle-Kahuku and Kailua-Kalaheo Complex Areas.
Hawaii District: Hilo-Waiakea, Kau-Keaau-Pahoa, and Honokaa-Kealakehe-Kohala-Konawaena Complex Areas.
Maui District: Baldwin-Kekaulike-Maui and Hana-Lahainaluna-Lanai-Molokai Complex Areas.
Kauai District: Kapaa-Kauai-Waimea Complex Area

## Idaho

Academy at Roosevelt Center (ARC) #460
American Falls Joint S.D. #381
Arbon E.S.D. #383
Avery S.D. #394
Ambrose S.D.
Basin S.D. #72
Bear Lake County S.D. #33
Blackfoot S.D. #55
Blaine County S.D. #61
Bliss Joint S.D. #234

Boise S.D. #1
Bonneville Joint S.D. #93
Boundary County S.D. #101
Bruneau-Grand View Joint S.D. #365
Buhl Joint S.D. #412
Butte County Joint S.D. #111
Big Boys Busting S.D. #69
Caldwell S.D. #132
Camas County S.D. #121
Cambridge Joint S.D. #432
Cascade S.D. #422
Cassia County Joint S.D. #151
Castleford S.D. #417
Challis Joint S.D. #181
Clark County S.D. #161
Coeur d'Alene S.D. #271
Coeur D' Alene Tribal School
Compass Public Charter Local Education Agency School #455
Connections Academy #457
Cottonwood Joint S.D. #242
Council S.D. #13
Culdesac Joint S.D. #342
Dietrich S.D. #314
Emmett I.S.D. #221
Falcon Ridge Public Charter Local Agency School #456
Filer S.D. #413
Firth S.D. #59
Fremont County Joint S.D. #215
Fruitland S.D. #373
Garden City Community Charter School #460
Garden Valley S.D. #71
Genesee Joint S.D. #282
Glenns Ferry Joint S.D. #192
Gooding Joint S.D. #231
Grace Joint S.D. #148
Grangeville Joint S.D. #241
Hagerman Joint S.D. #233
Hansen S.D. #415
Highland Joint S.D. #305
Homedale Joint S.D. #370
Horseshoe Bend S.D. #73
Idaho Falls S.D. #91
Idaho School for the Deaf and Blind
Idaho Virtual Academy
Idaho Virtual High Charter Local Education Agency School
Inspire Virtual Charter Local Education Agency School
ISucceed Virtual High School #466
Jefferson County Joint S.D. #251
Jerome Joint S.D. #261
Kamiah Joint S.D. #304
Kaplan Academy of Idaho #469
Kellogg Joint S.D. #391
Kendrick Joint S.D. #283
Kimberly S.D. #414
Kootenai Bridge Academy #470
Kootenai S.D. #274
Kuna Joint S.D. #3
Lake Pend Oreille S.D. #84
Lakeland Joint S.D. #272
Lapwai S.D. #341
Lewiston I.S.D. #1
Liberty Charter Local Education Agency School #458
Mackay Joint S.D. #182
Madison S.D. #321
Marsh Valley Joint S.D. #21
Marsing Joint S.D. #363
McCall-Donnelly Joint S.D. #421
Meadow Valley S.D. #11
Melba Joint S.D. #136
Middleton S.D. #134
Midvale S.D. #433
Minidoka County Joint S.D. #331
Moscow S.D. #281
Mountain Home S.D. #193
Mountain View S.D. #244
Mullan S.D. #392
Murtaugh Joint S.D. #418
Nampa Classical Academy #471
Nampa S.D. #131
New Plymouth S.D. #372
Nezperce Joint S.D. #302
North Gem S.D. #149
North Valley Academy #465
Notus S.D. #135
Oneida County S.D. #351
Orofino Joint S.D. #171
Palouse Prairie School #472
Parma S.D. #137
Payette Joint S.D. #371
Pleasant Valley S.D. #364
Plummer-Worley Joint S.D. #44
Pocatello/Chubbuck S.D. #25
Post Falls S.D. #273
Potlatch S.D. #285
Prairie E.S.D. #191
Preston Joint S.D. #201
Quintanaroo S.D. #578
Richard McKenna Charter High School #453
Richfield S.D. #316
Ririe Joint S.D. #252
Robert Janss School #671 (Idaho Department of Correction)
Rockland S.D. #382
Rolling Hills Public Charter Local Education Agency School #454
Roosevelt Center Charter Local Education Agency School

Saint Maries Joint S.D. #41
Sage International School #473
Salmon River Joint S.D. #243
Salmon S.D. #291
Shelley Joint S.D. #60
Shoshone Joint S.D. #312
Snake River S.D. #52
Soda Springs Joint S.D. #150
South Lemhi S.D. #292
Southern Idaho Learning Center #467
Sugar-Salem Joint S.D. #322
Swan Valley E.S.D. #92
Taylor's Crossing Public Charter Local Education Agency School #461
Teton County S.D. #401
The Academy (ARC)
Three Creek Joint E.S.D. #416
Troy S.D. #287
Twin Falls S.D. #411
Valley S.D. #262
Vallivue S.D. #139
Victory Charter Local Education Agency School #451
Vision Charter School #463
Wallace S.D. #393
Weiser S.D. #431
Wendell S.D. #232
West Ada S.D. #2
West Bonner County S.D. #83
West Jefferson S.D. #253
West Side Joint S.D. #202
White Pine Charter School #464
Whitepine Joint S.D. #288
Wilder S.D. #133
Xavier Charter School #462

## Illinois

Abingdon-Avon Community Unit S.D. 276 — also covers parts of Fulton County; formed by 2013 merger of Abingdon Community Unit S.D. 217 and Avon Community Unit S.D. 176[1]
A-C Central Community Unit S.D. 262
Addison S.D. 4
Adlai E. Stevenson High S.D. 125
Akin Community C.S.D. 91
Albers S.D. 63
Alden Hebron S.D. 19
Allendale Community C.S.D. 17
Allen-Otter Creek Community C.S.D. 65
Alsip-Hazelgreen-Oak Lawn S.D. 126
Altamont Community Unit S.D. 10
Alton Community Unit S.D. 11
AlWood Community Unit S.D. 225
Amboy Community Unit S.D. 272
Anna Community C.S.D. 37
Anna Jonesboro Community High S.D. 81
Annawan Community Unit S.D. 226
Antioch Community C.S.D. 34
Aptakisic-Tripp Community C.S.D. 102
Arbor Park S.D. 145
Arcola Community Unit S.D. 306
Argenta-Oreana Community Unit S.D. 1
Argo Community High S.D. 217
Argo Evergreen Park Reavis Oak Lawn Special Education Cooperative
Arlington Heights S.D. 25
Armstrong Township High S.D. 225
Armstrong-Ellis C.S.D. 61
Arthur Community Unit S.D. 305
Ashley Community C.S.D. 15
Ashton-Franklin Center Community Unit S.D. 275
Astoria Community Unit S.D. 1
Athens Community Unit S.D. 213
Atwood Heights S.D. 125
Auburn Community Unit S.D. 10
Aviston S.D. 21
Avoca S.D. 37
Avon Community Unit S.D. 176 — merged to become Abingdon-Avon Community Unit S.D. 276 in 2013[1]
Ball Chatham Community Unit S.D. 5
Bannockburn E.S.D. 106
Barrington Community Unit S.D. 220 — also covers areas in Cook County
Barrington Community Unit S.D. 220 — also serves areas in Lake County
Bartelso S.D. 57
Bartonville S.D. 66
Batavia Unit S.D. 101
Beach Park Community C.S.D. 3
Beardstown Community Unit S.D. 15
Beecher City Community Unit S.D. 20
Beecher Community Unit S.D. 200U
Belle Valley S.D. 119
Belleville S.D. 118
Belleville Township High S.D. 201
Bellwood S.D. 88
Belvidere Community Unit S.D. 100
Bement Community Unit S.D. 5
Benjamin S.D. 25
Bensenville S.D. 2
Benton Community C.S.D. 47
Benton Consolidated High S.D. 103
Berkeley S.D. 87
Berwyn North S.D. 98
Bethalto Community Unit S.D. 8
Bethel S.D. 82
Big Hollow S.D. 38
Bismarck-Henning Community Unit S.D. 1

Bloom Township High S.D. 206
Bloomingdale S.D. 13
Bloomington S.D. 87
Blue Ridge Community Unit S.D. 18
Bluford Community C.S.D. 114
Bond County Community Unit S.D. 2
Boone County Special Education Cooperative
Bourbonnais S.D. 53
Braceville S.D. 75
Bradford Community Unit S.D. 1
Bradley E.S.D. 61
Bradley-Bourbonnais Community High S.D. 307
Breese E.S.D. 12
Bremen Community High S.D. 228
Brimfield Community Unit S.D. 309
Brookfield-Lagrange Park S.D. 95
Brooklyn Unit S.D. 188
Brookwood S.D. 167
Brown County Community Unit S.D. 1
Brownstown Community Unit S.D. 201
Brussels Community Unit S.D. 42
Buncombe C.S.D. 43
Bunker Hill Community Unit S.D. 8
Burbank S.D. 111
Bureau Valley Community Unit S.D. 340
Burnham S.D. 154½
Bushnell Prairie City Community Unit S.D. 170
Butler S.D. 53
Byron Community Unit S.D. 226
Cahokia Community Unit S.D. 187
Cairo U.S.D. 1
Calhoun Community Unit S.D. 40
Calumet City S.D. 155
Calumet Public S.D. 132
Cambridge Community Unit S.D. 227
Canton Union S.D. 66
Carbon Cliff-Barstow S.D. 36
Carbondale Community High S.D. 165
Carbondale E.S.D. 95
Carlinville Community Unit S.D. 1
Carlyle Community Unit S.D. 1
Carmi-White County Community Unit S.D. 5
Carrier Mills-Stonefort Community Unit S.D. 2
Carrollton Community Unit S.D. 1
Carterville Community Unit S.D. 5
Carthage E.S.D. 317
Cary Community C.S.D. 26
Casey-Westfield Community Unit S.D. C-4
Cass S.D. 63
Catlin Community Unit S.D. 5
Center Cass S.D. 66
Central A&M Community Unit District 21[4]
Central City S.D. 133
Central Community High S.D. 71
Central Community Unit S.D. 3
Central Community Unit S.D. 301
Central Community Unit S.D. 4
Central S.D. 104
Central S.D. 51
Central Stickney S.D. 110
Centralia High S.D. 200
Centralia S.D. 135
Century Community Unit S.D. 100
Cerro Gordo Community Unit S.D. 100
Chadwick-Milledgeville Community Unit S.D. 399
Champaign Unit 4 S.D.
Chaney-Monge S.D. 88
Channahon S.D. 17
Charleston Community Unit S.D. 1
Cherry S.D. 92 — operated by tuition to Dimmick Community C.S.D. 175 from 2014 to 2017;[2][3] consolidated with Dimmick CCSD 175 to form a "new" Dimmick CCSD 175 in 2017[2]
Chester Community Unit S.D. 139
Chester Non-High S.D. 122
Chester-East Lincoln Community C.S.D. 61
Chicago Heights S.D. 170
Chicago Ridge S.D. 127½
Christopher Unit S.D. 99
Cicero S.D. 99
Cissna Park Community Unit S.D. 6
City of Chicago S.D. 299
Clay City Community Unit S.D. 10
Clinton Community Unit S.D. 15
Coal City Community Unit S.D. 1
Cobden Unit S.D. 17
Collinsville Community Unit S.D. 10
Colona S.D. 190
Columbia Community Unit S.D. 4
Community C.S.D. 15 — based in Palatine
Community C.S.D. 168 — based in Sauk Village
Community C.S.D. 180 — based in Burr Ridge
Community C.S.D. 204
Community C.S.D. 46 — based in Grayslake
Community C.S.D. 54 — based in Schaumburg
Community C.S.D. 59 — based in Arlington Heights
Community C.S.D. 62 — based in Des Plaines
Community C.S.D. 89 — based in Glen Ellyn
Community C.S.D. 93 — based in Bloomingdale
Community High S.D. 117 — Antioch Community High School and Lakes Community High School
Community High S.D. 128 — Libertyville High School and Vernon Hills High School
Community High S.D. 155 — based in Crystal Lake
Community High S.D. 218 — based in Oak Lawn
Community High S.D. 94 — based in West Chicago
Community High S.D. 99 — based in Downers Grove
Community Unit S.D. 200 — based in Wheaton
Community Unit S.D. 3, Fulton County — Cuba schools, also known as North Fulton

Community Unit S.D. 300 — headquartered in Algonquin; serving students in McHenry and Kane counties
Community Unit S.D. 300 — primarily in McHenry County
Community Unit S.D. 95 — Lake Zurich
Consolidated High S.D. 230 — based in Orland Park
C.S.D. 158 — headquartered in Algonquin; serving students in McHenry and Kane counties
Cook County S.D. 104 — based in Summit
Cook County S.D. 130 — based in Blue Island
Cornell Community C.S.D. 426
Cornell Community High S.D. 70
Coulterville Unit S.D. 1
Country Club Hills S.D. 160
Cowden-Herrick Community Unit S.D. 3A
Crab Orchard Community Unit S.D. 3
Crescent Iroquois Community Unit S.D. 249
Creston Community C.S.D. 161
Crete Monee Community Unit S.D. 201U
Creve Coeur S.D. 76
Crystal Lake Community C.S.D. 47
Cumberland Community Unit S.D. 77
Cypress S.D. 64
Dakota Community Unit S.D. 201
Dallas E.S.D. 327
Dalzell S.D. 98
Damiansville S.D. 62
Danville Community C.S.D. 118
Darien S.D. 61
Decatur S.D. 61
Deer Creek-Mackinaw Community Unit S.D. 701
Deer Park Community C.S.D. 82
Deerfield S.D. 109
Defunct
Defunct
Defunct
DeKalb Community Unit S.D. 428
DeLand-Weldon Community Unit S.D. 57
Delavan Community Unit S.D. 703
DePue Unit S.D. 103
Desoto C.S.D. 86
Diamond Lake S.D. 76
Dieterich Community Unit S.D. 30
Dimmick Community C.S.D. 175 — from 2017 also includes the territory of dissolved Cherry S.D. 92[2]
District 50 Schools
Dixon Unit S.D. 170 (also known as Dixon Public Schools)
Dolton Riverdale S.D. 148
Dolton S.D. 149
Dongola Unit S.D. 66
Donovan Community Unit S.D. 3
Downers Grove Grade S.D. 58
Du Quoin Community Unit S.D. 300
Dunlap Community Unit S.D. 323
DuPage High S.D. 88
Dupo Community Unit S.D. 196
Durand Community Unit S.D. 322
Dwight Common S.D. 232
Dwight Township High S.D. 230
Earlville Community Unit S.D. 9
East Alton S.D. 13
East Alton-Wood River Community High S.D. 14
East Aurora Public S.D. 131
East Coloma-Nelson Consolidated E.S.D. 20
East Dubuque Unit S.D. 119
East Maine S.D. 63
East Moline S.D. 37
East Peoria Community High S.D. 309
East Peoria S.D. 86
East Prairie S.D. 73
East St. Louis S.D. 189
Eastland Community Unit S.D. 308
Edinburg Community Unit S.D. 4
Edwardsville Community Unit S.D. 7
Effingham Community Unit S.D. 40
Egyptian Community Unit S.D. 5
El Paso-Gridley Community Unit S.D. 11
Eldorado Community Unit S.D. 4
E.S.D. 159 — based in Matteson, but not District 162
Elgin Area S.D. U46 — headquartered in Elgin; serving students in Cook, DuPage and Kane counties
Elgin Area S.D. U46 (a Unit S.D.) — also serves areas in Cook and DuPage counties
Elgin Area S.D. U46 (a unit S.D.) — also serves areas in DuPage and Kane County, Illinois
Elmhurst Community Unit S.D. 205
Elmwood Community Unit S.D. 322
Elmwood Park Community Unit S.D. 401
Elverado Community Unit S.D. 196
Elwood Community C.S.D. 203
Emmons S.D. 33
Erie Community Unit S.D. 1
Eswood Community Consolidated District 269 — also covers part of DeKalb County
Eureka Community Unit District 140
Evanston Township High S.D. 202
Evanston/Skokie S.D. 65
Evergreen Park Community High S.D. 231
Evergreen Park E.S.D. 124
Ewing Northern Community Consolidated District 115
Fairfield Community High S.D. 225
Fairfield Public S.D. 112
Fairmont S.D. 89
Fairview S.D. 72
Farmington Central Community Unit S.D. 265
Farrington Community C.S.D. 99
Fenton Community High S.D. 100
Field Community C.S.D. 3
Fieldcrest Community Unit S.D. 6

Fisher Community Unit S.D. 1
Flanagan Community Unit S.D. 4
Flanagan-Cornell Unit 74 — a hybrid district formed by combining 2 districts in 2008:[2]
Flora Community Unit S.D. 35
Flossmoor S.D. 161
Ford Heights S.D. 169
Forest Park S.D. 91
Forest Ridge S.D. 142
Forrestville Valley Community Unit S.D. 221
Fox Lake Grade S.D. 114
Fox River Grove C.S.D. 3
Frankfort Community C.S.D. 157C
Frankfort Community Unit S.D. 168
Franklin Community Unit S.D. 1
Franklin Park S.D. 84
Freeburg Community C.S.D. 70
Freeburg Community High S.D. 77
Freeport S.D. 145
Fremont S.D. 79
Galatia Community Unit S.D. 1
Galena Unit S.D. 120
Galesburg Community Unit S.D. 205
Gallatin Community Unit S.D. 7
Galva Community Unit S.D. 224
Gardner Community C.S.D. 72C
Gardner-South Wilmington Township High S.D. 73
Gavin S.D. 37
Geff Community C.S.D. 14
General George Patton S.D. 133
Geneseo Community Unit S.D. 228
Geneva Community Unit S.D. 304
Genoa Kingston Community Unit S.D. 424
Georgetown-Ridge Farm Community Unit District 4
Germantown Hills S.D. 69
Germantown S.D. 60
Giant City Community C.S.D. 130
Gibson City-Melvin-Sibley Community Unit S.D. 5
Gifford Community C.S.D. 188
Gillespie Community Unit S.D. 7
Glen Ellyn S.D. 41
Glenbard Township High S.D. 87
Glencoe S.D. 35
Glenview Community C.S.D. 34
Golf S.D. 67
Goreville Community Unit District 1
Gower S.D. 62
Grand Prairie Community C.S.D. 6
Grand Ridge Community C.S.D. 95
Granite City Community Unit S.D. 9
Grant Community C.S.D. 110
Grant Community High S.D. 124
Grant Park Community Unit S.D. 6
Grass Lake S.D. 36
Grayslake Community High S.D. 127
Grayville Community Unit S.D. 1
Greenfield Community Unit S.D. 10
Greenview Community Unit S.D. 200
Griggsville-Perry Community Unit S.D. 4
Gurnee S.D. 56
Hall High S.D. 502
Hamilton Community C.S.D. 328
Hamilton County Community Unit S.D. 10
Hampton S.D. 29
Hardin County Community Unit S.D. 1
Harlem S.D. 122
Harmony Emge S.D. 175
Harrisburg Community Unit S.D. 3
Harrison S.D. 36
Hartsburg Emden Community Unit S.D. 21
Harvard Community Unit S.D. 50
Harvey S.D. 152
Havana Community Unit S.D. 126
Hawthorn Community C.S.D. 73
Hazel Crest S.D. 152½
Henry-Senachwine Community Unit S.D. 5
Heritage Community Unit S.D. 8
Herrin Community Unit S.D. 4
Herscher Community Unit S.D. 2
Heyworth Community Unit S.D. 4
Hiawatha Community Unit S.D. 426
High Mount S.D. 116
Highland Community Unit S.D. 5
Hillsboro Community Unit S.D. 3
Hillside S.D. 93
Hinckley Big Rock Community Unit S.D. 429
Hinsdale Community C.S.D. 181
Hinsdale Township High S.D. 86
Hollis C.S.D. 328
Homer Community C.S.D. 33C
Homewood Flossmoor Community High S.D. 233
Homewood S.D. 153
Hononegah Community High S.D. 207
Hoopeston Area Community Unit S.D. 11
Hoover-Schrum Memorial S.D. 157
Hoyleton C.S.D. 29 — annexed into Nashville CCSD 49 in 2015[2]
Hutsonville Community Unit S.D. 1
Illini Bluffs Community Unit S.D. 327
Illini Central Community Unit S.D. 189
Illini West High S.D. 307
Illinois Valley Central Unit District 321
Indian Creek Community Unit District 425
Indian Prairie S.D. 204
Indian Prairie S.D. 204 — based in Aurora
Indian Springs S.D. 109
Iroquois County Community Unit S.D. 9
Iroquois West Community Unit S.D. 10
Irvington Community C.S.D. 11
Itasca S.D. 10
Iuka Community C.S.D. 7
J. Sterling Morton High S.D. 201

Jacksonville S.D. 117
Jamaica Community Unit S.D. 12
Jasper Community C.S.D. 17
Jasper County Community Unit S.D. 1
Jersey Community Unit S.D. 100
Johnsburg Community Unit S.D. 12
Johnston City Community Unit S.D. 1
Joliet Public S.D. 86
Joliet Township High S.D. 204
Jonesboro Community C.S.D. 43, also sometimes listed as "Jonesboro E.S.D." or "County of Union S.D. No. 43"
Joppa-Maple Grove Unit District 38
Kaneland Community Unit S.D. 302
Kankakee S.D. 111
Kansas Community Unit S.D. 3
Keeneyville S.D. 20
Kell C.S.D. 2
Kenilworth S.D. 38
Kewanee Community Unit S.D. 229
Kildeer Countryside Community C.S.D. 96
Kings C.S.D. 144
Kinnikinnick Community C.S.D. 131
Kirby S.D. 140
Knoxville Community Unit S.D. 202
Komarek S.D. 94
La Harpe Community S.D. 347
La Moille Community Unit S.D. 303
Ladd Community C.S.D. 94
LaGrange E.S.D. 102
LaGrange Highlands S.D. 106
LaGrange S.D. 105 South
Lake Bluff E.S.D. 65
Lake Forest Community High S.D. 115
Lake Forest S.D. 67
Lake Park Community High S.D. 108
Lake Villa Community C.S.D. 41
Lansing S.D. 158
Laraway Community C.S.D. 70C
LaSalle E.S.D. 122
LaSalle-Peru Township High S.D. 120
Lawrence County Community Unit S.D. 20
Le Roy Community Unit S.D. 2
Lebanon Community Unit S.D. 9
Leland Community Unit S.D. 1
Lemont Township High S.D. 210
Lemont-Bromberek Combined S.D. 113A
Lena-Winslow Community Unit S.D. 202
Lewistown Community Unit S.D. 97
Lexington Community Unit S.D. 7
Leyden Community High S.D. 212
Liberty Community Unit S.D. 2
Libertyville District 70
Lick Creek Community C.S.D. 16
Limestone Community High S.D. 310
Limestone Walters Community C.S.D. 316
Lincoln Community High S.D. 404
Lincoln E.S.D. 156
Lincoln E.S.D. 27
Lincolnshire-Prairie View S.D. 103
Lincoln-Way Community High S.D. 210
Lincolnwood S.D. 74
Lindop S.D. 92
Lisbon Community C.S.D. 90
Lisle Community Unit S.D. 202
Litchfield Community Unit S.D. 12
Lockport Township High S.D. 205
Lombard S.D. 44
Lostant Community Unit S.D. 425
Lowpoint-Washburn Community Unit S.D. 21
Ludlow Community C.S.D. 142
Lyons S.D. 103
Lyons Township High S.D. 204
Macomb Community Unit S.D. 185
Madison Community Unit S.D. 12
Maercker S.D. 60
Mahomet-Seymour Community Unit S.D. 3
Maine Township High S.D. 207
Malden Community C.S.D. 84
Manhattan S.D. 114
Mannheim S.D. 83
Manteno Community Unit S.D. 5
Manteno Community Unit S.D. 5 — small portion in Wesley Township
Marengo Community High S.D. 154
Marengo-Union E.S.D. 165
Marion Community Unit S.D. 2
Marissa Community Unit S.D. 40
Maroa Forsyth Community Unit S.D. 2
Marquardt S.D. 15 — based in Glendale Heights
Marseilles E.S.D. 150
Marshall Community Unit S.D. C-2
Martinsville Community Unit S.D. C-3
Mascoutah Community Unit District 19
Massac Unit District 1
Matteson S.D. 162 — not to be confused with District 159, also based in Matteson
Mattoon Community Unit S.D. 2
Maywood-Melrose Park-Broadview S.D. 89
Mazon-Verona-Kinsman E.S.D. 2C
McAuley S.D. No. 27 (1857–1992)
McClellan Community C.S.D. 12
McHenry Community High S.D. 156
McHenry S.D. 15
McLean County Unit District No. 5
Medinah S.D. 11
Mendon Community Unit S.D. 4
Mendon Community Unit S.D. 4 (Portions of the boundaries are in the county.)
Mendota Consolidated Community S.D. 289
Mendota Township High S.D. 280
Mercer County S.D. 404

Meredosia-Chambersburg Community Unit S.D. 11
Meridian Community Unit S.D. 101
Meridian Community Unit S.D. 15
Meridian Community Unit S.D. 223
Metamora Community C.S.D. 1
Metamora Township High S.D. 122
Midland Community Unit S.D. 7
Midlothian S.D. 143
Midwest Central Community Unit S.D. 191
Milford Community C.S.D. 280
Milford Township High S.D. 233
Millburn Community C.S.D. 24
Miller Township Community C.S.D. 210
Millstadt Community C.S.D. 160
Milne-Kelvin Grove District 91 — also known as Lockport S.D. 91
Minooka Community C.S.D. 201
Minooka Community High S.D. 111
Mississippi Valley Community Unit S.D. 166 — annexed to Trico CUSD 176 and Murphysboro CUSD 186 in August 1991[6]
Mokena S.D. 159
Moline-Coal Valley Community Unit S.D. 40
Momence Community Unit S.D. 1
Monmouth-Roseville Community Unit S.D. 238
Monroe S.D. 70
Monticello Community Unit S.D. 25
Montmorency Community C.S.D. 145
Morris Community High S.D. 101
Morris S.D. 54
Morrison Community Unit S.D. 6
Morrisonville Community Unit S.D. 1
Morton Community Unit S.D. 709
Morton Grove S.D. 70
Mount Carroll Community Unit District 304
Mount Olive Community Unit S.D. 5
Mount Prospect S.D. 57
Mount Vernon S.D. 80
Mount Vernon Township High S.D. 201
Mt. Pulaski Community Unit S.D. 23
Mt. Zion Community Unit S.D. 3
Mulberry Grove Community Unit S.D. 1
Mundelein Consolidated High S.D. 120
Mundelein E.S.D. 75
Murphysboro Community Unit S.D. 186
Naperville Community Unit S.D. 203
Nashville Community C.S.D. 49
Nashville Community High S.D. 99
Nauvoo-Colusa Community Unit S.D. 325
Neoga Community Unit S.D. 3
Nettle Creek Community C.S.D. 24C
New Athens Community Unit S.D. 60
New Berlin Community Unit S.D. 16[8]
New Holland-Middletown E.S.D. 88
New Hope Community C.S.D. 6
New Lenox S.D. 122
New Simpson Hill S.D. 32
New Trier Township High S.D. 203
Newark Community C.S.D. 66
Newark Community High S.D. 18
Niles E.S.D. 71
Niles Township High S.D. 219
Nippersink S.D. 2
Nokomis Community Unit S.D. 22
Norridge S.D. 80
Norris City-Omaha-Enfield Community Unit S.D. 3
North Boone Community Unit S.D. 200
North Chicago S.D. 187
North Clay Community Unit S.D. 25
North Greene Community Unit S.D. 3
North Mac Community Unit S.D. 34
North Palos S.D. 117
North Pekin & Marquette Heights S.D. 102
North Shore S.D. 112
North Wamac S.D. 186
North Wayne Community Unit S.D. 200
Northbrook S.D. 27
Northbrook S.D. 28
Northbrook/Glenview S.D. 30
Northfield Township High S.D. 225
Northwestern Community Unit S.D. 2
Norwood E.S.D. 63
Oak Grove S.D. 68
Oak Grove S.D. 68
Oak Lawn Community High S.D. 229
Oak Lawn-Hometown S.D. 123
Oak Park and River Forest High S.D. 200
Oak Park E.S.D. 97
Oakdale Community C.S.D. 1
Oakland Community Unit S.D. 5
Oakwood Community Unit S.D. 76
Oblong Community Unit S.D. 4
Odell Community C.S.D. 435
Odin Public S.D. 722
O'Fallon Community C.S.D. 90
O'Fallon Township High S.D. 203
Oglesby E.S.D. 125
Ohio Community C.S.D. 17
Ohio Community High S.D. 505
Okaw Valley Community Unit S.D. 302
Olympia Community Unit S.D. 16
Opdyke-Belle Rive Community C.S.D. 5
Orangeville Community Unit S.D. 203
Oregon Community Unit S.D. 220
Orion Community Unit S.D. 223
Orland S.D. 135
Oswego Community Unit S.D. 308
Ottawa E.S.D. 141
Ottawa Township High S.D. 140
Palestine Community Unit S.D. 3
Palos Heights S.D. 128
Palos S.D. 118

Pana Community Unit S.D. 8
Panhandle Community Unit S.D. 2
Paris Community Unit S.D. No. 4
Paris Union S.D. 95
Park Forest S.D. 163
Park Ridge-Niles S.D. 64
Patoka Community Unit S.D. 100
Paw Paw Community Unit S.D. 271
Pawnee Community Unit S.D. 11
Paxton-Buckley-Loda Community Unit S.D. 10
Payson Community Unit S.D. 1
Pearl City Community Unit S.D. 200
Pecatonica Community Unit S.D. 321
Pekin Community High S.D. 303
Pekin Public S.D. 108
Pembroke Community C.S.D. 259
Pennoyer S.D. 79
Peoria Heights Community Unit S.D. 325
Peoria S.D. 150
Peotone Community Unit S.D. 207U
Peru E.S.D. 124
Pikeland Community Unit S.D. 10
Pinckneyville Community High S.D. 101
Pinckneyville S.D. 50
Plainfield Community C.S.D. 202
Plainfield Community C.S.D. 202 — southeastern portion of county
Plano Community Unit S.D. 88
Pleasant Hill Community Unit S.D. 3
Pleasant Hill S.D. 69
Pleasant Plains Community Unit S.D. 8
Pleasant Valley S.D. 62
Pleasantdale S.D. 107
Polo Community Unit S.D. 222
Pontiac Community C.S.D. 429
Pontiac Township High S.D. 90
Pontiac William Holliday S.D. 105
Pope County Community Unit S.D. 1[7]
Porta Community Unit S.D. 202
Posen-Robbins S.D. 143½
Potomac Community Unit S.D. 10
Prairie Central Community Unit S.D. 8 — including Prairie Central High School
Prairie du Rocher Community C.S.D. 134
Prairie Grove Community S.D. 46
Prairie Hill Community C.S.D. 133
Prairie-Hills E.S.D. 144
Prairieview-Ogden Community C.S.D. 197
Princeton E.S.D. 115
Princeton High S.D. 500
Princeville Community Unit S.D. 326
Prophetstown-Lyndon-Tampico Community Unit S.D. 3
Prospect Heights S.D. 23
Proviso Township High Schools District 209
Putnam County Community Unit S.D. 535
Queen Bee S.D. 16 — based in Glendale Heights
Quincy Area Vocational Technical Center
Quincy Public S.D. 172
R.O.W.V.A. Community Unit S.D. 208
Raccoon C.S.D. 1
Ramsey Community Unit S.D. 204
Rankin Community S.D. 98
Rantoul City S.D. 137
Rantoul Township High S.D. 193
Reavis Township High S.D. 220
Red Bud Community Unit S.D. 132
Red Hill Community Unit S.D. 10
Reed Custer Community Unit S.D. 255U
Rhodes S.D. 84½
Rich Township High S.D. 227
Richland County Community Unit S.D. 1 — formerly East Richland Community Unit S.D. 1
Richland S.D. 88A
Richmond-Burton Community High S.D. 157
Ridgeland S.D. 122
Ridgeview Community Unit S.D. 19
Ridgewood Community High S.D. 234
Riley Community C.S.D. 18
River Bend Community Unit S.D. 2
River Forest Public Schools District 90
River Grove S.D. 85½
River Ridge Community Unit S.D. 210
River Trails S.D. 26
Riverdale Community Unit S.D. 100
Riverside S.D. 96
Riverside-Brookfield Township District 208
Riverton Community Unit S.D. 14
Riverview Community C.S.D. 2
Roanoke Benson Community Unit S.D. 60
Robein S.D. 85
Robinson Community Unit S.D. 2
Rochelle Community C.S.D. 231
Rochelle Township High S.D. 212 — also covers part of Lee and DeKalb counties
Rochester Community Unit S.D. 3A
Rock Falls E.S.D. 13
Rock Falls Township High S.D. 301
Rock Island-Milan S.D. 41
Rockdale S.D. 84
Rockford Public S.D. 205
Rockridge Community Unit S.D. 300
Rockton S.D. 140
Rome Community C.S.D. 2
Rondout S.D. 72
Rooks Creek Community C.S.D. 425
Roselle S.D. 12
Rosemont E.S.D. 78
Rossville-Alvin Community Unit S.D. 7
Round Lake Area Schools District 116
Roxana Community Unit S.D. 1
Rutland Community C.S.D. 230

Saint Elmo Community Unit S.D. 202
Saint Joseph Ogden Community High S.D. 305
Saint Rose S.D. 14-15
Salem Community High S.D. 600
Salem S.D. 111
Salt Creek S.D. 48 — based in Villa Park
Salt Fork Community Unit S.D. 512 — formed by consolidation of[2]
Sandoval Community Unit S.D. 501
Sandridge S.D. 172
Sandwich Community Unit S.D. 430
Sangamon Valley Community Unit S.D. 9
Saratoga Community C.S.D. 60C
Saunemin Community C.S.D. 438
Savanna Community Unit District 300
Scales Mound Community Unit S.D. 211
Schiller Park S.D. 81
S.D. 45, DuPage County — based in Villa Park
Schuyler-Industry Community Unit S.D. 5
Scott-Morgan Community Unit S.D. 2
Selmaville Community C.S.D. 10
Seneca Community C.S.D. 170
Seneca Township High S.D. 160
Serena Community Unit S.D. 2
Sesser-Valier Community Unit S.D. 196
Shawnee Community Unit S.D. 84
Shelbyville Community Unit S.D. 4
Sherrard Community Unit S.D. 200
Sherrard Community Unit S.D. 200
Shiloh Community Unit S.D. 1
Shiloh Village S.D. 85
Shirland Community C.S.D. 134
Signal Hill S.D. 181
Silvis S.D. 34
Skokie S.D. 68
Skokie S.D. 69
Skokie S.D. 73½
Smithton Community C.S.D. 130
Somonauk Community Unit S.D. 432
South Beloit Community Unit S.D. 320, also known as "County of Winnebago S.D. 320"[9]
South Berwyn S.D. 100
South Central Community Unit District 401
South Fork S.D. 14
South Holland S.D. 150
South Holland S.D. 151
South Pekin S.D. 137
South Wilmington Community C.S.D. 74
Southeastern Community Unit S.D. 337
Southwestern Community Unit S.D. 9
Sparta Community Unit S.D. 140
Spoon River Valley Community Unit S.D. 4
Spring Garden S.D. 178
Spring Lake Community C.S.D. 606
Spring Valley Community C.S.D. 99
Springfield S.D. 186
St. Anne Community C.S.D. 256
St. Anne Community High S.D. 302
St. Charles Community Unit S.D. 303
St. George Community C.S.D. 258
St. Joseph Community C.S.D. 169
St. Libory C.S.D. 30
Stark County Community Unit S.D. 100
Staunton Community Unit S.D. 6
Steeleville Community Unit S.D. 138
Steger S.D. 194
Steger S.D. 194
Sterling Community Unit S.D. 5
Steward E.S.D. 220
Stewardson-Strasburg Community Unit District 5A
Stockton Community Unit S.D. 206
Streator E.S.D. 44
Streator Township High S.D. 40
Sullivan Community Unit S.D. 300
Summersville S.D. 79
Summit Hill S.D. 161
Sunnybrook S.D. 171
Sunset Ridge S.D. 29
Sycamore Community Unit S.D. 427
Taft S.D. 90
Tamaroa S.D. 5
Taylorville Community Unit S.D. 3
Teutopolis Community Unit S.D. 50
Thomasboro Community C.S.D. 130
Thompsonville Community High S.D. 112
Thompsonville Community Unit S.D. 174 — formed by the 2007 merger of[2]
Thompsonville S.D. 62
Thomson Community Unit District 301
Thornton Fractional Township High S.D. 215
Thornton S.D. 154
Thornton Township High S.D. 205
Tinley Park Community C.S.D. 146
Tolono Community Unit S.D. 7
Tonica Community C.S.D. 79
Township High S.D. 113 — headquartered in Highland Park
Township High S.D. 211 — serves Palatine and Schaumburg Townships
Township High S.D. 214 — based in Arlington Heights
Tremont Community Unit S.D. 702
Triad Community Unit S.D. 2
Tri-City Community Unit S.D. 1
Trico Community Unit S.D. 176
Triopia Community Unit S.D. 27
Tri-Point Community Unit S.D. 6-J[5]
Tri-Valley Community Unit S.D. 3
Troy Community C.S.D. 30C
Tuscola Community Unit S.D. 301
Union Ridge S.D. 86
Union S.D. 81

United Community Unit S.D. 304
United Township High S.D. 30
Unity Point Community C.S.D. 140
Urbana S.D. 116
Valley View Community Unit S.D. 365U
Valmeyer Community Unit S.D. 3
Vandalia Community Unit S.D. 203
Venice Community Unit S.D. 3
Vermont Ipava Table Grove Community Unit S.D. 2 — known as V.I.T.
Vienna High S.D. 133
Vienna S.D. 55
Villa Grove Community Unit S.D. 302
Virginia Community Unit S.D. 64
Wabash Community Unit S.D. 348
Wallace Community C.S.D. 195
Waltham Community C.S.D. 185
Waltonville Community Unit S.D. 1
Warren Community Unit S.D. 205
Warren Township High S.D. 121
Warrensburg-Latham Community Unit District 11
Warsaw Community Unit S.D. 316
Washington Community High S.D. 308
Washington S.D. 52
Waterloo Community Unit S.D. 5
Wauconda Community Unit S.D. 118
Waukegan Community Unit S.D. 60
Waverly Community Unit S.D. 6
Wayne City Community Unit S.D. 100
Webber Township High S.D. 204
Wesclin Community Unit S.D. 3
West Aurora Public S.D. 129
West Carroll Community Unit S.D. 314, formed by merger of[2]
West Central Community Unit S.D. 235
West Chicago E.S.D. 33
West Harvey-Dixmoor Public S.D. 147
West Lincoln-Broadwell E.S.D. 92
West Northfield S.D. 31
West Prairie Community Unit S.D. 103
West Richland Community Unit S.D. 2 — annexed into East Richland CUSD 1 in 2014
West Washington County Community Unit District 10
Westchester Public S.D. 92½
Western Community Unit S.D. 12
Western Springs S.D. 101
Westmont Community Unit S.D. 201
Westville Community Unit S.D. 2
Wethersfield Community Unit S.D. 230
Wheeling Community C.S.D. 21
Whiteside S.D. 115
Will County S.D. 92
Williamsfield Community Unit S.D. 210
Williamsville Community Unit S.D. 15
Willow Grove S.D. 46
Willow Springs S.D. 108
Wilmette Public Schools District 39
Wilmington S.D. 209-U
Winchester Community Unit S.D. 1
Windsor Community Unit S.D. 1
Winfield S.D. 34
Winnebago Community Unit S.D. 323
Winnetka S.D. 36
Winthrop Harbor S.D. 1
Wolf Branch S.D. 113
Wood Dale S.D. 7
Wood River-Hartford E.S.D. 15
Woodford
Woodland Community C.S.D. 50
Woodland Community Unit S.D. 5
Woodlawn Community C.S.D. 4
Woodlawn Community High S.D. 205
Woodridge S.D. 68
Woodstock Community Unit S.D. 200
Worth S.D. 127
Yorkville Community Unit S.D. 115
Zeigler-Royalton Community Unit S.D. 188
Zion E.S.D. 6
Zion-Benton Township High S.D. 126

## Indiana

Adams Central Community Schools
Bartholomew Consolidated School Corporation
Carmel Clay Schools
Community Schools of Frankfort
Danville Community School Corporation
Decatur County Community Schools
Decatur Discovery Academy Inc.
DeKalb County Central United S.D.
DeKalb County Eastern Community S.D.
Delaware Community School Corporation
Delphi Community School Corporation
Doctor Robert H. Faulkner Academy
Duneland School Corporation
East Allen County Schools
East Chicago Lighthouse Charter School
East Chicago Urban Enterprise Academy
East Gibson School Corporation
East Noble School Corporation
East Porter County School Corporation
East Washington School Corporation
Eastbrook Community School Corporation
Eastern Greene Schools
Eastern Hancock County Community School Corporation
Eastern Howard School Corporation
Eastern Pulaski Community School Corporation
Edinburgh Community School Corporation
Elkhart Community Schools

Elwood Community School Corporation
Eminence Community School Corporation
Evansville Vanderburgh School Corporation
Fairfield Community Schools
Fayette County School Corporation
Flat Rock-Hawcreek School Corporation
Fort Wayne Community Schools
Franklin Community School Corporation
Franklin County Community School Corporation
Franklin Township Community School Corporation
Frankton-Lapel Community Schools
Fremont Community Schools
Frontier School Corporation
Garrett-Keyser-Butler Community S.D.
Gary Community School Corporation
Goshen Community Schools
Greater Clark County Schools
Greater Jasper Consolidated Schools
Greencastle Community School Corporation
Greenfield-Central Community Schools
Greensburg Community Schools
Greenwood Community School Corporation
Griffith Public Schools
Hamilton Community Schools
Hamilton Heights School Corporation
Hamilton Southeastern Schools
Hanover Community School Corporation
Huntington County Community School Corporation
Indianapolis Public Schools
Jac-Cen-Del Community School Corporation
Jay School Corporation
Jennings County Schools
John Glenn School Corporation
Kankakee Valley School Corporation
Knox Community School Corporation
Kokomo-Center Township Consolidated School Corporation
Lafayette School Corporation
Lake Central School Corporation
Lake Ridge Schools Corporation
Lake Station Community Schools
Lakeland School Corporation
Lanesville Community School Corporation
LaPorte Community School Corporation
Lawrenceburg Community School Corporation
Lebanon Community School Corporation
Liberty-Perry Community School Corporation
Linton-Stockton School Corporation
Logansport Community School Corporation
Loogootee Community School Corporation
Maconaquah School Corporation
Madison Consolidated Schools
Madison-Grant United School Corporation
Manchester Community Schools
Marion Community Schools
Marion-Adams Schools
Medora Community School Corporation
Merrillville Community School Corporation
Metropolitan S.D. of Bluffton-Harrison
Metropolitan S.D. of Boone Township
Metropolitan S.D. of Decatur Township
Metropolitan S.D. of Lawrence Township
Metropolitan S.D. of Martinsville
Metropolitan S.D. of Mount Vernon and South Posey County Schools
Metropolitan S.D. of New Durham Township
Metropolitan S.D. of North Posey County Schools
Metropolitan S.D. of Perry Township
Metropolitan S.D. of Pike Township
Metropolitan S.D. of Shakamak Schools
Metropolitan S.D. of Steuben County
Metropolitan S.D. of Wabash County Schools
Metropolitan S.D. of Warren County
Metropolitan S.D. of Warren Township
Metropolitan S.D. of Washington Township
Metropolitan S.D. of Wayne Township
Michigan City Area Schools
Middlebury Community Schools
Milan Community Schools
Mill Creek Community School Corporation
Mississinewa Community School Corporation
Mitchell Community Schools
Monroe Central School Corporation
Monroe County Community School Corporation
Monroe-Gregg S.D.
Mooresville Consolidated School Corporation
Mount Pleasant Township Community School Corporation
Mount Vernon Community School Corporation
Muncie Community Schools
Nettle Creek School Corporation
New Albany-Floyd County Consolidated School Corporation
New Castle Community School Corporation
New Harmony Town & Township Consolidated School Corporation
New Prairie United School Corporation
Nineveh-Hensley-Jackson United School Corporation
Noblesville Schools
North Adams Community Schools
North Daviess Community Schools
North Gibson School Corporation
North Harrison Community School Corporation
North Judson-San Pierre School Corporation
North Knox School Corporation
North Lawrence Community Schools
North Miami Community Schools
North Montgomery Community School Corporation
North Newton School Corporation
North Putnam Community Schools
North Spencer County School Corporation
North Vermillion Community School Corporation

North West Hendricks Schools
North White School Corporation
Northeast Dubois County School Corporation
Northeast School Corporation of Sullivan County
Northeastern Wayne Schools
Northern Wells Community Schools
Northwest Allen County Schools
Northwestern Consolidated School Corporation
Northwestern School Corporation
Oak Hill United School Corporation
Oregon-Davis School Corporation
Orleans Community Schools
Paoli Community School Corporation
Penn-Harris-Madison School Corporation
Perry township schools
Peru Community Schools
Pike County School Corporation
Pioneer Regional School Corporation
Plainfield Community School Corporation
Plymouth Community School Corporation
Portage Township Schools
Porter Township School Corporation
Prairie Heights Community School Corporation
Prairie Township Schools
Randolph Central School Corporation
Randolph Eastern School Corporation
Randolph Southern School Corporation
Rensselaer Central School Corporation
Richland-Bean Blossom Community School Corporation
Richmond Community Schools (Indiana)
Rising Sun-Ohio County Community School Corporation
River Forest Community School Corporation
Rochester Community School Corporation
Rockville Community School Corporation
Rossville C.S.D.
Rush County Schools
Salem Community Schools
School City of East Chicago
School City of Hammond
School City of Hobart
School City of Mishawaka
School City of Whiting
School Town of Highland
School Town of Munster
School Town of Speedway
Scott County S.D. 1
Scott County S.D. 2
Seymour Community Schools
Shelby Eastern Schools
Shelbyville Central Schools
Shenandoah School Corporation
Shoals Community School Corporation
Smith-Green Community Schools
South Adams Schools
South Bend Community School Corporation
South Central Community School Corporation
South Dearborn Community School Corporation
South Gibson School Corporation
South Harrison Community Schools
South Henry School Corporation
South Knox School Corporation
South Madison Community School Corporation
South Montgomery Community School Corporation
South Newton School Corporation
South Putnam Community Schools
South Ripley Community School Corporation
South Spencer County School Corporation
South Vermillion Community School Corporation
Southeast Dubois County School Corporation
Southeast Fountain School Corporation
Southeastern School Corporation
Southern Hancock County Community School Corporation
Southern Wells Community Schools
Southwest Allen County Schools
Southwest Dubois County School Corporation
Southwest Parke Community School Corporation
Southwest School Corporation of Sullivan County
Southwestern C.S.D. of Shelby County
Southwestern Jefferson County Consolidated Schools
Spencer-Owen Community Schools
Springs Valley Community School Corporation
Sunman-Dearborn Community School Corporation
Switzerland County School Corporation
Taylor Community School Corporation
Tell City-Troy Township School Corporation
Tippecanoe School Corporation
Tippecanoe Valley School Corporation
Tipton Community School Corporation
Tri-Central Community Schools Corporation (formerly Northern Community Schools Corporation)
Tri-County School Corporation
Tri-Creek School Corporation
Tri-Township Consolidated School Corporation
Triton School Corporation
Turkey Run Community School Corporation
Twin Lakes School Corporation
Union County/College Corner Joint S.D.
Union School Corporation
Union Township School Corporation
Union-North United Schools
Valparaiso Community Schools
Vigo County School Corporation
Vincennes Community School Corporation
Wabash City Schools
Wa-Nee Community Schools
Warrick County School Corporation
Warsaw Community Schools
Washington Community Schools
Wawasee Community School Corporation

Wes-Del Community Schools Corporation
West Central School Corporation
West Clark Community Schools
West Lafayette Community School Corporation
West Noble School Corporation
West Washington School Corporation
Western Boone County Community School Dist
Western School Corporation
Western Wayne Schools
Westfield Washington Schools
Westview School Corporation
White River Valley S.D.
Whitko Community School Corporation
Whitley County Consolidated Schools
Zionsville Community Schools

## Iowa

Adair-Casey Community S.D.
Adel-DeSoto-Minburn Community S.D.
AGWSR Community S.D.
AHSTW Community S.D.
Akron Westfield Community S.D.
Albert City-Truesdale Community S.D.
Albia Community S.D.
Alburnett Community S.D.
Alden Community S.D.
Algona Community S.D.
Allamakee Community S.D.
Alta-Aurelia Community S.D.
Ames Community S.D.
Anamosa Community S.D.
Andrew Community S.D.
Ankeny Community S.D.
Aplington-Parkersburg Community S.D.
Ar-We-Va Community S.D.
Atlantic Community S.D.
Audubon Community S.D.
Ballard Community S.D.
Baxter Community S.D.
BCLUW Community S.D.
Bedford Community S.D.
Belle Plaine Community S.D.
Bellevue Community S.D.
Belmond-Klemme Community S.D.
Bennett Community S.D.
Benton Community S.D.
Bettendorf Community S.D.
BGM Community S.D.
Bondurant-Farrar Community S.D.
Boone Community S.D.
Boyden-Hull Community S.D.
Boyer Valley Community S.D.
Burlington Community S.D.
CAL Community S.D.
Calamus-Wheatland Community S.D.
CAM Community S.D.
Camanche Community S.D.
Cardinal Community S.D.
Carlisle Community S.D.
Carroll Community S.D.
Cedar Falls Community S.D.
Cedar Rapids Community S.D.
Center Point-Urbana Community S.D.
Centerville Community S.D.
Central City Community S.D.
Central Community S.D.
Central Decatur Community S.D.
Central DeWitt Community S.D.
Central Lee Community S.D.
Central Lyon Community S.D.
Central Springs Community S.D.
Chariton Community S.D.
Charles City Community S.D.
Charter Oak-Ute Community S.D.
Cherokee Community S.D.
Clarinda Community S.D.
Clarion-Goldfield-Dows Community S.D.
Clarke Community S.D.
Clarksville Community S.D.
Clay Central-Everly Community S.D.
Clayton Ridge Community S.D.
Clear Creek-Amana Community S.D.
Clear Lake Community S.D.
Clinton Community S.D.
Colfax-Mingo Community S.D.
College Community S.D. (of Cedar Rapids)
Collins-Maxwell Community S.D.
Colo-NESCO Community S.D.
Columbus Community S.D.
Coon Rapids-Bayard Community S.D.
Corning Community S.D.
Council Bluffs Community S.D.
Creston Community S.D.
Dallas Center-Grimes Community S.D.
Danville Community S.D.
Davenport Community S.D.
Davis County Community S.D.
Decorah Community S.D.
Delwood Community S.D.
Denison Community S.D.
Denver Community S.D.
Des Moines Independent Public S.D.
Diagonal Community S.D.
Dike-New Hartford Community S.D.
Dubuque Community S.D.
Dunkerton Community S.D.
Durant Community S.D.
Eagle Grove Community S.D.
Earlham Community S.D.

East Buchanan Community S.D.
East Marshall Community S.D.
East Mills Community S.D.
East Sac County Community S.D.
East Union Community S.D.
Eastern Allamakee Community S.D.
Easton Valley S.D.
Eddyville-Blakesburg-Fremont Community S.D.
Edgewood-Colesburg Community S.D.
Eldora-New Providence Community S.D.
Emmetsburg Community S.D.
English Valleys Community S.D.
Essex Community S.D.
Estherville Lincoln Central S.D.
Exira-Elk Horn-Kimballton Community S.D.
Fairfield Community S.D.
Forest City Community S.D.
Fort Dodge Community S.D.
Fort Madison Community S.D.
Fremont-Mills S.D.
Galva-Holstein S.D.
Garner-Hayfield-Ventura Community S.D.
Garner-Hayfield-Ventura Community S.D.
George-Little Rock Community S.D.
Gilbert Community S.D.
Gilmore City-Bradgate Community S.D.
Gladbrook-Reinbeck Community S.D.
Glenwood Community S.D.
Glidden-Ralston Community S.D.
GMG Community S.D.
Graettinger-Terril Community S.D.
Greene County Community S.D.
Grinnell-Newburg Community S.D.
Griswold Community S.D.
Grundy Center Community S.D.
Guthrie Center Community S.D.
Hamburg Community S.D.
Hampton-Dumont Community S.D.
Harlan Community S.D.
Harris-Lake Park Community S.D.
Hartley-Melvin-Sanborn Community S.D.
Highland Community S.D.
Hinton Community S.D.
H-L-V Community S.D.
Holy Family Catholic Schools
Howard-Winneshiek Community S.D.
Hubbard-Radcliffe Community S.D.
Hudson Community S.D.
Humboldt Community S.D.
IKM-Manning Community S.D.
Independence Community S.D. (Iowa)
Indianola Community S.D.
Interstate 35 Community S.D.
Iowa City Community S.D.
Iowa Falls Community S.D.
Iowa Valley Community S.D.
Janesville Consolidated Community S.D.
Jesup Community S.D.
Johnston Community S.D.
Keokuk Community S.D.
Keota Community S.D.
Kingsley-Pierson Community S.D.
Knoxville Community S.D.
Lake Mills Community S.D.
Lamoni Community S.D.
Laurens-Marathon Community S.D.
Lawton-Bronson Community S.D.
Le Mars Community S.D.
Lenox Community S.D.
Lewis Central Community S.D.
Linn-Mar Community S.D. (of Marion)
Lisbon Community S.D.
Logan-Magnolia Community S.D.
Lone Tree Community S.D.
Louisa-Muscatine Community S.D.
LuVerne Community S.D.
Lynnville-Sully Community S.D.
Madrid Community S.D.
Manson Northwest Webster Community S.D.
Maple Valley-Anthon Oto Community S.D.
Maquoketa Community S.D.
Maquoketa Valley Community S.D.
Marcus-Meriden-Cleghorn Community S.D.
Marion I.S.D.
Marshalltown Community S.D.
Martensdale-St Marys Community S.D.
Mason City Community S.D.
Mediapolis S.D.
Melcher-Dallas Community S.D.
Meskwaki Settlement School
MFL MarMac Community S.D.
Midland Community S.D.
Mid-Prairie Community S.D.
Missouri Valley Community S.D.
MOC-Floyd Valley Community S.D.
Montezuma Community S.D.
Monticello Community S.D.
Moravia Community S.D.
Mormon Trail Community S.D.
Morning Sun Community S.D.
Moulton-Udell Community S.D.
Mount Ayr Community S.D.
Mount Pleasant Community S.D.
Mount Vernon Community S.D.
Murray Community S.D.
Muscatine Community S.D.
Nashua-Plainfield Community S.D.
Nevada Community S.D.
New Hampton Community S.D.
New London Community S.D.
Newell-Fonda Community S.D.
Newton Community S.D.

Nodaway Valley Community S.D.
North Butler Community S.D.
North Cedar Community S.D. (of Stanwood)
North Fayette Valley Community S.D.
North Iowa Community S.D.
North Kossuth Community S.D.
North Linn Community S.D. (of Troy Mills)
North Mahaska Community S.D.
North Polk Community S.D.
North Scott Community S.D. (of Eldridge)
North Tama County Community S.D.
North Union Community S.D.
Northeast Community S.D.
Northwood-Kensett Community S.D.
Norwalk Community S.D.
Odebolt-Arthur-Battle Creek-Ida Grove Community S.D.
Oelwein Community S.D.
Ogden Community S.D.
Okoboji Community S.D.
Olin C.S.D.
Orient-Macksburg Community S.D.
Osage Community S.D.
Oskaloosa Community S.D.
Ottumwa Community S.D.
Panorama Community S.D.
Paton-Churdan Community S.D.
PCM Community S.D.
Pekin Community S.D.
Pella Community S.D.
Perry Community S.D.
Pleasant Valley Community S.D.
Pleasantville Community S.D.
Pocahontas Area Community S.D.
Postville Community S.D.
Prairie Valley Community S.D.
Prescott Community S.D.
Red Oak Community S.D.
Remsen-Union Community S.D.
Riceville Community S.D.
River Valley Community S.D.
Riverside Community S.D.
Rock Valley Community S.D.
Roland-Story Community S.D.
Rudd-Rockford-Marble Rock (RRMR) Community S.D.
Ruthven-Ayrshire Community S.D.
Saydel Community S.D.
Schaller-Crestland Community S.D.
Schleswig Community S.D.
Sergeant Bluff-Luton Community S.D.
Seymour Community S.D.
Sheldon Community S.D.
Shenandoah Community S.D.
Sibley-Ocheyedan Community S.D.
Sidney Community S.D.
Sigourney Community S.D.
Sioux Center Community Schools
Sioux Central Community S.D.
Sioux City Community S.D.
Solon Community S.D.
South Central Calhoun Community S.D.
South Hamilton Community S.D.
South Hardin Community Schools - joint operation of:
Eldora-New Providence Community S.D.
Hubbard-Radcliffe Community S.D.
South O'Brien Community S.D.
South Page Community S.D.
South Tama County Community S.D.
South Winneshiek Community S.D.
Southeast Polk Community S.D.
Southeast Warren Community S.D.
Southeast Webster-Grand Community S.D.
Spencer Community S.D.
Spirit Lake Community S.D.
Springville Community S.D.
St Ansgar Community S.D.
Stanton Community S.D.
Starmont Community S.D.
Storm Lake Community S.D.
Stratford Community S.D.
Sumner-Fredericksburg Community S.D.
Tipton Community S.D.
Treynor Community S.D.
Tri-Center Community S.D.
Tri-County Community S.D.
Tripoli Community S.D.
Turkey Valley Community S.D.
Twin Cedars Community S.D.
Twin Rivers Community S.D.
Underwood Community S.D.
Union Community S.D.
United Community S.D. (of Boone)
Urbandale Community S.D.
Van Buren Community S.D.
Van Meter Community S.D.
Villisca Community S.D.
Vinton-Shellsburg Community S.D.
Waco Community S.D.
Wapello Community S.D.
Wapsie Valley Community S.D.
Washington Community Schools
Waterloo Community S.D.
Waukee Community S.D.
Waverly-Shell Rock Community S.D.
Wayne Community S.D.
Webster City Community S.D.
West Bend-Mallard Community S.D.
West Branch Community S.D.
West Burlington I.S.D.
West Central Community S.D.

West Central Valley Community S.D.
West Delaware County Community S.D.
West Des Moines Community S.D.
West Fork Community S.D.
West Fork Community S.D. (Sheffield-Chapin/Merservy-Thornton and Rockwell-Swaledale)
West Hancock Community S.D.
West Harrison Community S.D.
West Liberty Community S.D.
West Lyon Community S.D.
West Marshall Community S.D.
West Monona Community S.D.
West Sioux Community S.D.
Western Dubuque Community S.D.
Westwood S.D.
Whiting Community S.D.
Williamsburg Community S.D.
Wilton Community S.D.
Winfield-Mt. Union Community S.D.
Winterset Community S.D.
Woodbine School Community District
Woodbury Central Community S.D.
Woodward-Granger Community S.D.

## Kansas

Abilene USD 435
Altoona-Midway USD 387
Andover USD 385
Argonia USD 359
Arkansas City USD 470
Ashland USD 220
Atchison County USD 377
Atchison USD 409
Attica USD 511
Auburn-Washburn USD 437
Augusta USD 402
Baldwin City USD 348
Barber County North USD 254
Barnes USD 223
Basehor-Linwood USD 458
Baxter Springs USD 508
Bazine USD 304
Belle Plaine USD 357
Beloit USD 273
Overland Park-Blue Valley USD 229 (Johnson County)
Randolph-Blue Valley USD 384 (Riley County)
Bluestem USD 205
Bonner Springs USD 204
Brewster USD 314
South Brown County USD 430
Bucklin USD 459
Buhler USD 313
Burlingame USD 454
Burlington USD 244
Burrton USD 369
Caldwell USD 360
Caney Valley USD 436
Canton-Galva USD 419
Cedar Vale USD 285
Central Heights USD 288
Central USD 462
Central Plains USD 112
Centre USD 397
Chanute USD 413
Chaparral USD 361
Chapman USD 473
Chase County USD 284
Chase USD 401
Chautauqua County USD 286
Cheney USD 268
Cherryvale-Thayer USD 447
Chetopa-St. Paul USD 505
Cheylin USD 103
Cimarron-Ensign USD 102
Circle USD 375
Clay County USD 379
Clearwater USD 264
Clifton-Clyde USD 224
Coffeyville USD 445
Colby USD 315
Columbus USD 493
Concordia USD 333
Conway Springs USD 356
Copeland USD 476
Crest USD 479
Cunningham-West Kingman County USD 332
De Soto USD 232
Deerfield USD 216
Derby USD 260
Dexter USD 471
Dighton USD 482
Dodge City USD 443
Doniphan West USD 111
Douglass USD 396
Easton USD 449
El Dorado USD 490
Elk Valley USD 283
Elkhart USD 218
Ell-Saline USD 307
Ellinwood USD 355
Ellis USD 388
Ellsworth USD 327
Emporia USD 253
Erie-Galesburg USD 101
Eudora USD 491
Eureka USD 389
Fairfield USD 310
Flinthills USD 492
Fort Larned USD 495
Fort Leavenworth USD 207
Fort Scott USD 234
Fowler USD 225
Fredonia USD 484
Frontenac USD 249
Galena USD 499
Garden City USD 457
Gardner-Edgerton USD 231
Garnett USD 365
Girard USD 248
Goddard USD 265
Goessel USD 411
Golden Plains USD 316
Goodland USD 352
Graham County USD 281
Great Bend USD 428
Greeley County USD 200
Grinnell USD 291
Halstead-Bentley USD 440
Hamilton USD 390
Haven USD 312
Haviland USD 474
Hays USD 489
Haysville USD 261
Healy USD 468
Herington USD 487
Hesston USD 460
Hiawatha USD 415
Hillsboro USD 410
Hoisington USD 431
Holcomb USD 363
Holton USD 336
Hoxie USD 412
Hugoton USD 210
Humboldt USD 258
Hutchinson USD 308
Independence USD 446
Ingalls USD 477
Inman USD 448

Iola USD 257
Jayhawk USD 346
Jefferson County North USD 339
Jefferson West USD 340
Jetmore USD 227
Junction City USD 475
Kansas City USD 500
Kaw Valley USD 321
Kingman-Norwich USD 331
Kinsley-Offerle USD 347
Kiowa County USD 422
Kismet-Plains USD 483
Labette County USD 506
La Crosse USD 395
Lakin USD 215
Lansing USD 469
Larned USD 495
Lawrence USD 497
Leavenworth USD 453
Lebo-Waverly USD 243
Leoti-Wichita County USD 467
LeRoy-Gridley USD 245
Lewis USD 502
Liberal USD 480
Lincoln USD 298
Little River-Windom USD 444
Logan USD 326
Louisburg USD 416
Lyndon USD 421
Lyons USD 405
Macksville USD 351
Madison-Virgil USD 386
Maize USD 266
Manhattan-Ogden USD 383
Marais des Cygnes Valley USD 456
Marion USD 408
Marmaton Valley USD 256
Marysville USD 364
McLouth USD 342
McPherson USD 418
Meade USD 226
Mill Creek Valley USD 329
Minneola USD 219
Mission Valley USD 330
South Gray USD 371
Morris County USD 417
Moscow USD 209
Moundridge USD 423
Mulvane USD 263
Nemaha Central USD 115
Neodesha USD 461
Ness City USD 303
Newton USD 373
Nickerson-South Hutchinson USD 309
North Jackson USD 335
North Lyon County USD 251
North Ottawa County USD 239
Northeast USD 246
Northern Valley USD 212
Norton USD 211
Oakley USD 274
Oberlin USD 294
Olathe USD 233
Onaga USD 322
Osage City USD 420
Osawatomie USD 367
Osborne USD 392
Oskaloosa USD 341
Oswego USD 504
Otis-Bison USD 403
Ottawa USD 290
Oxford USD 358
Palco USD 269
Paola USD 368
Paradise USD 399
Parsons USD 503
Pawnee Heights USD 496
Peabody-Burns USD 398
Perry USD 343
Phillipsburg USD 325
Pike Valley USD 426
Piper USD 203
Pittsburg USD 250
Plainville USD 270
Pleasanton USD 344
Prairie Hills USD 113
Prairie View USD 362
Pratt USD 382
Pretty Prairie USD 311
Quinter USD 293
Rawlins County USD 105
Remington USD 206
Renwick USD 267
Republic County USD 109
Riley County USD 378
Riverside USD 114
Riverton USD 404
Rock Creek USD 323
Rock Hills USD 107
Rolla USD 217
Rose Hill USD 394
Royal Valley USD 337
Rural Vista USD 481
Russell USD 407
Saint Francis USD 297
Salina USD 305
Santa Fe Trail USD 434
Satanta USD 507
Scott County USD 466
Seaman USD 345
Sedgwick USD 439
Shawnee Heights USD 450
Shawnee Mission USD 512
Silver Lake USD 372
Skyline USD 438
Smith Center USD 237
Smoky Hill USD 302
Smoky Valley USD 400
Solomon USD 393
South Barber County USD 255
South Central USD 300
South Haven USD 509
Southeast USD 247
Southeast of Saline USD 306
Southern Cloud County USD 334
Southern Lyon County USD 252
Spearville USD 381
Spring Hill USD 230
St. John-Hudson USD 350
Stafford USD 349
Stanton County USD 452
Sterling USD 376
Stockton USD 271
Sublette USD 374
Lucas-Sylvan USD 299
Syracuse USD 494
Thunder Ridge USD 110
Tonganoxie USD 464
Topeka USD 501
Triplains USD 275
Troy USD 429
Turner USD 202
Twin Valley USD 240
Udall USD 463
Ulysses USD 214
Uniontown USD 235
Valley Center USD 262
Valley Falls USD 338
Valley Heights USD 498
Vermillion USD 380
Victoria USD 432
Wabaunsee USD 329
Waconda USD 272
WaKeeney USD 208
Wallace USD 241
Wamego USD 320
Washington County USD 108
Wellington USD 353
Wellsville USD 289
Weskan USD 242
West Elk USD 282
West Franklin USD 287
Western Plains USD 106

Wheatland USD 292
Wichita USD 259
Winfield USD 465
Woodson USD 366

## Kentucky

Adair County Schools
Allen County Schools
Anchorage Independent Schools, Anchorage
Anderson County Schools
Ashland I.S.D., Ashland
Augusta Independent Schools, Augusta
Badgett Regional Cooperative For Educational Enhancement
Ballard County Schools
Barbourville Independent Schools, Barbourville
Bardstown City Schools, Bardstown
Barren County Schools
Bath County Schools
Beechwood I.S.D. (Fort Mitchell)
Bell County Schools
Bellevue Independent Schools
Berea Independent Schools
Big East Educational Cooperative, Ashland
Boone County Schools
Bourbon County Schools
Bowling Green Independent Schools
Boyd County Public Schools, Ashland
Boyle County Schools
Bracken County Schools
Breathitt County Schools
Breckinridge County Schools
Bullitt County Public Schools
Burgin Independent Schools
Butler County Schools (Kentucky)
Caldwell County Schools
Calloway County Schools
Campbell County Schools, Alexandria
Campbellsville Independent Schools
Carlisle County Schools
Carroll County Public Schools
Carter County Schools
Casey County Schools
Caveland Educational Support Center
Caverna Independent Schools (Cave City/Horse Cave)
Central City Independent Schools (-1988) (Muhlenberg County) - Defunct
Central Kentucky Education Cooperative
Central Kentucky Special Education Cooperative
Christian County Public Schools
Clark County Schools
Clay County Schools
Clinton County Schools, Albany
Cloverport Independent Schools
Corbin I.S.D.
Covington Independent Public Schools
Crittenden County Schools
Cumberland County Schools
Danville Independent Schools
Daviess County Public Schools
Dawson Springs Independent Schools
Dayton Independent Schools
East Bernstadt Independent School
Edmonson County Schools
Elizabethtown Independent Schools
Elliott County Schools
Eminence Independent Schools
Erlanger-Elsmere Schools
Estill County Schools
Fairview Independent Schools, Ashland
Fayette County Public Schools
Fleming County Schools
Floyd County Schools
Fort Thomas Independent Schools
Frankfort Independent Schools
Franklin County Public Schools
Fulton County Schools (Kentucky)
Fulton Independent Schools (Kentucky)
Gallatin County Schools
Garrard County Schools
Glasgow Independent Schools
Grant County Schools
Graves County Schools
Grayson County Schools
Green County Schools
Green River Regional Educational Cooperative
Greenup County Schools
Hancock County Schools
Hardin County Schools
Harlan County Public Schools
Harlan Independent Schools
Harrison County Schools
Harrodsburg Independent Schools (-2006) (Mercer County) - Defunct
Hart County Schools
Hazard Independent Schools
Henderson County Schools
Henry County Schools
Hickman County Schools
Hopkins County Schools
Jackson County Public Schools
Jackson I.S.D.
Jefferson County Public Schools
Jenkins Independent Schools
Jessamine County Schools
Johnson County S.D.
Kenton County S.D.
Kentucky District, DoDEA Americas

Kentucky Educational Development Corporation, Ashland
Knott County Schools
Knox County Public Schools, Barbourville
LaRue County Schools
Laurel County Public Schools
Lawrence County Schools (Kentucky)
Lee County S.D.
Leslie County Schools
Letcher County Public Schools
Lewis County Schools
Lincoln County Schools
Livingston County Schools
Logan County Schools
Louisville Public Schools (1829–1974) (Jefferson County) - Defunct
Ludlow Independent Schools
Lyon County Schools
Madison County Schools
Magoffin County Schools
Marion County Schools (Kentucky)
Marshall County Schools
Martin County Schools
Mason County Schools
Mayfield Independent Schools
Maysville Independent Schools (1876-1990) (Mason County) - Defunct
McCracken County Public Schools
McCreary County Schools
McLean County Schools
Meade County Schools
Menifee County Schools
Mercer County Schools
Metcalfe County Schools
Middlesboro Independent Schools
Monroe County S.D.
Montgomery County Schools
Monticello Independent Schools – District closed in 2013, with its students absorbed by the surrounding Wayne County district.
Morgan County Schools
Muhlenberg County Schools
Murray I.S.D.
Nelson County S.D., Bardstown
Newport Independent Schools
Nicholas County Schools
Ohio County Schools
Oldham County Schools
Owen County Schools
Owensboro Public Schools
Owsley County Schools
Paducah Public Schools
Paintsville I.S.D.
Paris Independent Schools
Pendleton County Schools
Perry County Schools
Pike County Schools
Pikeville Independent Schools
Pineville Independent Schools
Powell County Schools
Providence Independent Schools (-2007) (Webster County) - Defunct
Pulaski County Schools
Raceland-Worthington Independent Schools
Richmond Independent Schools (-1987) (Madison County) - Defunct
Robertson County Schools
Rockcastle County Schools
Rowan County Schools
Russell County Schools
Russell Independent Schools (Russell, Flatwoods, and Bellefonte)
Russellville Independent Schools
Science Hill Independent Schools
Scott County Schools
Shelby County Public Schools
Silver Grove Independent Schools
Simpson County Schools
Somerset Independent Schools
Southgate Independent Schools
Operates as a single K–8 school.
Spencer County Schools
Taylor County Schools
Todd County Schools
Trigg County Public Schools
Trimble County Schools
Union County Public Schools
Walton-Verona Independent Schools
Warren County Public Schools
Washington County Schools
Wayne County Schools
Webster County Schools
West Point School
Whitley County S.D.
Williamsburg Independent Schools
Williamstown Independent Schools
Wolfe County Schools
Woodford County Schools

## Louisiana

Acadia Parish Public Schools
Allen Parish School Board
Ascension Parish School Board
Assumption Parish School Board
Avoyelles Parish School Board
Avoyelles Public Charter School-Agency
Beauregard Parish School Board
Belle Chasse Academy Inc.-Agency
Bienville Parish School Board
Bossier Parish School Board

Caddo Parish School Board
Calcasieu Parish School Board
Caldwell Parish School Board
Cameron Parish School Board
Catahoula Parish School Board
Central Community School System
City of Baker School System
City of Bogalusa School Board
City of Monroe School Board
Claiborne Parish School Board
Concordia Parish School Board
Delhi Charter School-Agency
DeSoto Parish School Board
East Baton Rouge Arts and Technology School-Agency
East Baton Rouge Parish School Board
East Carroll Parish School Board
East Feliciana Parish School Board
Evangeline Parish School Board
Franklin Parish School Board
Glencoe Charter School-Agency
Grant Parish School Board
Iberia Parish School Board
Iberville Parish School Board
International School of Louisiana-Agency
Jackson Parish School Board
Jefferson Davis Parish School Board
Jefferson Parish Public Schools
Lafayette Parish Public Schools
Lafourche Parish Public Schools
LaSalle Parish School Board
Lincoln Parish School Board
Livingston Parish School Board
Louisiana Department of Public Safety and Corrections
Louisiana School for Math, Science and the Arts
Louisiana School for the Deaf
Louisiana School for the Visually Impaired
Louisiana Special Education Center
Louisiana State University Laboratory School
Madison Parish School Board
Milestone Sabis Academy of New Orleans-Agency
Morehouse Parish School Board
Natchitoches Parish School Board
New Orleans Center for Creative Arts-Agency
New Orleans Public Schools
Orleans Parish School Board - See New Orleans Public Schools
Ouachita Parish School Board
Plaquemines Parish School Board
Pointe Coupee Parish School Board
Rapides Parish School Board
Recovery S.D.
Red River Parish School Board
Richland Parish School Board
Sabine Parish School Board
Saint Bernard Parish School Board
Saint Charles Parish School Board
Saint Helena Parish School Board
Saint James Parish School Board
Saint John the Baptist Parish School Board
Saint Landry Parish School Board
Saint Martin Parish School Board
Saint Mary Parish School Board
Saint Tammany Parish School Board
Southern University Laboratory School
Special S.D.#1
Special S.D.#2
Tangipahoa Parish School Board
Tensas Parish School Board
Terrebonne Parish Public School System
Union Parish School Board
Vermilion Parish School Board
Vernon Parish School Board
Washington Parish School Board
Webster Parish School Board
West Baton Rouge Parish School Board
West Carroll Parish School Board
West Feliciana Parish School Board
Winn Parish School Board
Zachary Community S.D.

## Maine

Acton School Department
Alexander School Department
Alna School Department
Alton School Department
Arundel School Department
Auburn School Department
Augusta School Department
Bangor School Department
Bath School Department
Beddington School Department
Biddeford School Department
Bowerbank School Department
Brewer School Department
Bridgewater School Department
Brunswick School Department
Bucksport School Department
Cape Elizabeth School Department
Caratunk School Department
Caribou School Department
Carrabassett Valley School Department
Caswell School Department
Chebeague Island School Department
Coplin Plaintation School Department
Cranberry Isles School Department
Deblois School Department
Dedham School Department
Dennistown Plantation School Department
Dresden School Department
East Machias School Department
Easton School Department
Ellsworth School Department

Falmouth School Department
Fayette School Department
Franklin School Department
Freeport School Department
Gilead School Department
Glenburn School Department
Glenwood Plantation School Department
Gorham School Department
Grand Isle School Department
Hanover School Department
Harmony School Department
Hermon School Department
Hersey School Department
Highland Plantation School Department
Isle au Haut School Department
Islesboro School Department
Jay School Department
Kittery School Department
Lake View Plantation School Department
Lewiston School Department
Limestone School Department
Long Island School Department
Lowell School Department
Madawaska School Department
Maine Educational Center for the Deaf & Hard of Hearing
Maine School of Science and Mathematics
Manchester School Department
Maranacook Central S.D.
Mechanic Falls School Department
Medford School Department
Milford School Department
Millinocket School Department
Minot School Department
Monhegan Plantation School Department
Monmouth School Department
Moro Plantation School Department
Mount Desert Central S.D.
Mount Desert School Department
Mount Vernon School Department
Mountain View Youth Development Center
Nashville Plantation School Department
New Sweden School Department
Nobleboro School Department
Old Orchard Beach School Department
Old Town School Department
Orland School Department
Orrington School Department
Pleasant Ridge Plantation School Department
Portland School Department
Raymond School Department
Richmond School Department
Sabattus School Department
Sanford School Department
Scarborough School Department
Seboeis Plantation School Department
South Portland School Department
The Forks Plantation School Department
Upton School Department
Waterville School Department
West Forks Plantation School Department
Westbrook School Department
Westport Island School Department
Windham School Department
Winthrop School Department
Wiscasset School Department
Yarmouth S.D.
York School Department

## Maryland

Allegany County Public Schools
Anne Arundel County Public Schools
Baltimore City Public Schools
Baltimore County Public Schools
Calvert County Public Schools
Caroline County Public Schools
Carroll County Public Schools
Cecil County Public Schools
Charles County Public Schools
Dorchester County Public Schools
Frederick County Public Schools
Garrett County Public Schools
Harford County Public Schools
Howard County Public Schools
Kent County Public Schools
Montgomery County Public Schools
Prince George's County Public Schools
Queen Anne's County Public Schools
Saint Mary's County Public Schools
Somerset County Public Schools
Talbot County Public Schools
Washington County Public Schools
Wicomico County Public Schools
Worcester County Public Schools

## Massachusetts

Abington School Department (Abington, PK–12)
Acton-Boxborough Regional S.D. (Acton and Boxborough, PK–12)
Acushnet School Department (Acushnet, PK–8)
Adams-Cheshire Regional S.D. (Adams and Cheshire, PK–12)
Agawam School Department (Agawam, PK–12)
Amesbury School Department (Amesbury, PK–6)
Amherst Regional Public Schools (Amherst and Pelham, PK–12; Leverett and Shutesbury 7–12)
Andover Public Schools (Andover, PK–12)
Arlington School Department (Arlington, PK–12)
Ashburnham-Westminster Regional S.D. (Ashburnham and Westminster, PK–12)
Ashland School Department (Ashland, PK–12)
Athol-Royalston Regional S.D. (Athol and Royalston, PK–12)

Attleborough School Department (Attleborough, PK–12)
Auburn School Department (Massachusetts) (Auburn, PK–12)
Avon S.D. (Avon, PK–12)
Ayer School Department (Ayer, PK–12)
Barnstable Public S.D. (Barnstable, PK–12)
Bedford Public Schools (Bedford, PK–12)
Belchertown School Department (Belchertown, PK–12)
Bellingham School Department (Bellingham, PK–12)
Belmont Public Schools (Belmont, PK-12)
Berkley School Department (Berkley, PK–8)
Berlin School Department (Berlin, PK–6)
Berlin-Boylston Regional S.D. (Berlin and Boylston, 7–12)
Beverly School Department (Beverly, PK–12)
Billerica School Department (Billerica, PK–12)
Blackstone-Millville Regional S.D. (Blackstone and Millville, PK–12)
Boston Public Schools (Boston, PK–12)
Bourne School Department (Bourne, PK–12)
Boylston School Department (Boylston, PK–6)
Braintree Public Schools (Braintree, PK–12)
Brewster School Department (Brewster, K–5)
Bridgewater-Raynham Regional S.D. (Bridgewater and Raynham, PK–12)
Brockton School Department (Brockton, PK–12)
Brookfield School Department (Brookfield, PK–6)
Brookline Public Schools (Brookline, PK–12)
Burlington Public Schools (Burlington, PK–12)
Cambridge School Department (Cambridge, PK–12)
Canton School Department (Canton, PK–12)
Carlisle School Department (Carlisle, PK–8)
Carver School Department (Carver, PK–12)
Central Berkshire Regional S.D. (Becket, Cummington, Dalton, Hinsdale, Peru, Washington and Windsor, PK–12)
Chatham School Department (Chatham, PK–12)
Chelmsford School Department (Chelmsford, PK–12)
Chelsea School Department (Chelsea, PK–12)
Chesterfield-Goshen Regional S.D. (Chesterfield and Goshen, PK–6)
Chicopee School Department (Chicopee, PK–12)
Clarksburg School Department (Clarksburg, K–8)
Clinton School Department (Clinton, PK–12)
Cohasset School Department (Cohasset, PK–12)
Concord School Department (Concord, PK–8)
Concord-Carlisle Regional S.D. (Concord and Carlisle, 9–12)
Conway School Department (Conway, PK–6)
Danvers School Department (Danvers, PK–12)
Dartmouth School Department (Dartmouth, PK–12)
Dedham School Department (Dedham, PK–12)
Deerfield School Department (Deerfield, PK–6)
Dennis-Yarmouth Regional S.D. (Dennis and Yarmouth, PK–12)
Dighton-Rehoboth Regional S.D. (Dighton and Rehoboth, PK–12)
Douglas School Department (Douglas, PK–12)
Dover School Department (Dover, PK–5)
Dover-Sherborn Regional S.D. (Dover and Sherborn, 6–12)
Dracut School Department (Dracut, PK–12)
Dudley-Charlton Regional S.D. (Charlton and Dudley, PK–12)
Duxbury School Department (Duxbury, PK–12)
East Bridgewater School Department (East Bridgewater, PK–12)
East Longmeadow School Department (East Longmeadow, PK–12)
Eastham School Department (Eastham, K–5)
Easthampton School Department (Easthampton, PK–12)
Easton School Department (Easton, PK–12)
Edgartown School Department (Edgartown, PK–8)
Erving School Department (Erving, PK–6)
Everett School Department (Everett, PK–12)
Fairhaven School Department (Fairhaven, PK–12)
Fall River School Department (Fall River, PK–12)
Falmouth School Department (Falmouth, PK–12)
Farmington River Regional S.D. (Otis and Sandisfield, PK–6)
Fitchburg School Department (Fitchburg, PK–12)
Florida School Department (Florida and Monroe, PK–8)
Foxborough School Department (Foxborough, PK–12)
Framingham School Department (Framingham, PK–12)
Franklin School Department (Franklin, PK–12)
Freetown School Department (Freetown, PK–4)
Freetown-Lakeville Regional S.D. (Freetown and Lakeville, 5–12)
Frontier Regional S.D. (Conway, Deerfield, Sunderland and Whately, 7–12)
Gardner School Department (Gardner, PK–12)
Gateway Regional S.D. (Massachusetts) (Blandford, Chester, Huntington, Middlefield, Montgomery, Russell and Worthington, PK–12)
Georgetown School Department (Georgetown, PK–12)
Gill-Montague Regional S.D. (Gill and Montague, PK–12; Erving, 7-12)
Gloucester School Department (Gloucester, PK–12)
Gosnold School Department (Gosnold, 2 and 7)
Grafton School Department (Grafton, PK–12)
Granby School Department (Granby, PK–12)
Granville School Department (Granville, PK–8)
Greenfield School Department (Greenfield, PK–12)

Groton-Dunstable Regional S.D. (Dunstable and Groton, PK–12)
Hadley School Department (Hadley, PK–12)
Halifax School Department (Halifax, PK–6)
Hamilton-Wenham Regional S.D. (Hamilton and Wenham, PK–12)
Hampden-Wilbraham Regional S.D. (Hampden and Wilbraham, PK–12)
Hampshire Regional S.D. (Chesterfield, Goshen, Southampton, Westhampton and Williamsburg, 7–12)
Hancock School Department (Hancock, PK–6)
Hanover School Department (Hanover, PK–12)
Harvard School Department (Harvard, PK–12)
Harwich School Department (Harwich, PK–12)
Hatfield School Department (Hatfield, PK–12)
Haverhill Public Schools (Haverhill and Bradford, PK-12)
Hawlemont Regional S.D. (Charlemont and Hawley, PK–6)
Hingham School Department (Hingham, PK–12)
Holbrook School Department (Holbrook, PK–12)
Holland School Department (Holland, PK–6)
Holliston School Department (Holliston, PK–12)
Holyoke School Department (Holyoke, PK–12)
Hopedale School Department (Hopedale, PK–12)
Hopkinton School Department (Hopkinton, PK–12)
Hudson School Department (Hudson, PK–12)
Hull School Department (Hull, PK–12)
Ipswich School Department (Ipswich, PK–12)
King Philip Regional S.D. (Norfolk, Plainville and Wrentham, 7–12)
Kingston School Department (Kingston, K–6)
Lakeville School Department (Lakeville, PK–4)
Lanesborough School Department (Lanesborough, PK–6)
Lawrence Public Schools (Lawrence, PK–12)
Lee School Department (Lee, PK–12)
Leicester School Department (Leicester, PK–12)
Lenox School Department (Lenox, PK–12)
Leominster School Department (Leominster, PK–12)
Leverett School Department (Leverett, PK–6)
Lexington Public Schools (Lexington, PK–12)
Lincoln School Department (Lincoln, PK–8)
Lincoln-Sudbury Regional S.D. (Lincoln and Sudbury, 9–12)
Littleton School Department (Littleton, PK–12)
Longmeadow School Department (Longmeadow, PK–12)
Lowell Public Schools (Lowell, PK–12)
Ludlow School Department (Ludlow, PK–12)
Lunenburg School Department (Lunenburg, PK–12)
Lynn School Department (Lynn, PK–12)
Lynnfield School Department (Lynnfield, PK–12)
Malden School Department (Malden, PK–12)
Manchester-Essex Regional S.D. (Essex and Manchester, PK–12)
Mansfield School Department (Mansfield, PK–12)
Marblehead School Department (Marblehead, PK–12)
Marion School Department (Marion, PK–6)
Marlborough School Department (Marlborough, PK–12)
Marshfield School Department (Marshfield, PK–12)
Martha's Vineyard Regional S.D. (Aquinnah, Chilmark, Edgartown, Oak Bluffs, Tisbury and West Tisbury, 7–12)
Masconomet Regional S.D. (Boxford, Middleton and Topsfield, 7–12)
Mashpee School Department (Mashpee, PK–12)
Mattapoisett School Department (Mattapoisett, PK–6)
Maynard School Department (Maynard, PK–12)
Medfield Public Schools (Medfield, PK–12)
Medford School Department (Medford, PK–12)
Medway Public Schools (Medway, PK–12)
Melrose School Department (Melrose, PK–12)
Mendon-Upton Regional S.D. (Mendon and Upton, PK–12)
Methuen School Department (Methuen, PK–12)
Middleborough School Department (Middleborough, PK–12)
Middleton School Department (Middleton, PK–6)
Milford School Department (Milford, PK–12)
Millbury School Department (Millbury, PK–12)
Millis School Department (Millis, PK–12)
Milton School Department (Milton, PK–12)
Mohawk Trail Regional S.D. (Ashfield, Buckland, Colrain, Heath, Plainfield and Shelburne, PK–12, plus Charlemont, Hawley and Rowe, 7–12)
Monson School Department (Monson, PK–12)
Mount Greylock Regional S.D. (Lanesborough and Williamstown, 7–12)
Nahant School Department (Nahant, K–6)
Nantucket School Department (Nantucket, PK–12)
Narragansett Regional S.D. (Phillipston and Templeton, PK–12)
Nashoba Regional S.D. (Bolton, Lancaster and Stow, PK–12)
Nashoba Valley Technical S.D. (Chelmsford, Groton, Littleton, Pepperell, Shirley, Townsend and Westford, 9–12)
Natick School Department (Natick, PK–12)
Nauset Regional S.D. (Brewster, Eastham, Orleans and Wellfleet, PK and 6–12)
Needham School Department (Needham, PK–12)
New Bedford School Department (New Bedford, PK–12)
New Salem-Wendell Regional S.D. (New Salem and Wendell, PK–6)

Newburyport School Department (Newburyport, PK–12)
Newton Public Schools (Newton, PK–12)
Norfolk School Department (Norfolk, PK–6)
North Adams School Department (North Adams, PK–12; Monroe, 9-12)
North Andover Public Schools (North Andover, PK–12)
North Attleborough School Department (North Attleborough, PK–12)
North Brookfield School Department (North Brookfield, K–12)
North Middlesex Regional S.D. (Ashby, Pepperell and Townsend, PK–12)
North Reading School Department (North Reading, PK–12)
Northampton School Department (Northampton, PK–12)
Northborough-Southborough Regional S.D. (Northborough and Southborough, 9–12)
Northborough School Department (Northborough, PK–8)
Northbridge Public Schools (Northbridge, PK–12)
Norton School Department (Norton, PK–12)
Norwood School Department (Norwood, PK–12)
Oak Bluffs School Department (Oak Bluffs, PK–8)
Old Rochester Regional S.D. (Marion, Mattapoisett and Rochester, PK and 7–12)
Orange School Department (Orange, PK–6)
Orleans School Department (Orleans, K–5)
Oxford School Department (Oxford, PK–12)
Palmer School Department (Palmer, PK–12)
Peabody School Department (Peabody, PK–12)
Pembroke School Department (Pembroke, PK–12)
Pentucket Regional S.D. (Groveland, Merrimac and West Newbury, PK–12)
Petersham School Department (Petersham, K–6)
Pioneer Valley Regional S.D. (Bernardston, Leyden, Northfield and Warwick, PK–12)
Pittsfield School Department (Pittsfield, PK–12)
Plainville School Department (Plainville, PK–6)
Plymouth School Department (Plymouth, PK–12)
Plympton School Department (Plympton, K–6)
Provincetown School Department (Provincetown, PK–8)
Quabbin Regional S.D. (Barre, Hardwick, Hubbardston, New Braintree and Oakham, PK–12)
Quaboag Regional S.D. (Warren and West Brookfield, PK–12)
Quincy School Department (Quincy, PK–12)
Ralph C. Mahar Regional S.D. (New Salem, Orange, Petersham and Wendell, 7–12)
Randolph School Department (Randolph, PK–12)
Reading School Department (Reading, PK–12)
Revere School Department (Revere, PK–12)
Richmond School Department (Richmond, PK–8)
Rochester School Department (Rochester, PK–6)
Rockland School Department (Rockland, PK–12)
Rockport School Department (Rockport, K–12)
Rowe School Department (Rowe, PK–6)
Salem School Department (Salem, PK–12)
Sandwich School Department (Sandwich, PK–12)
Saugus School Department (Saugus, PK–12)
Savoy School Department (Savoy, PK–5)
Scituate School Department (Scituate, PK–12)
Seekonk School Department (Seekonk, PK–12)
Sharon School Department (Sharon, PK–12)
Sherborn School Department (Sherborn, PK–5)
Shirley School Department (Shirley, PK–8)
Shrewsbury School Department (Shrewsbury, PK–12)
Shutesbury School Department (Shutesbury, PK–6)
Silver Lake Regional S.D. (Halifax, Kingston and Plympton, 7–12)
Somerset School Department (Somerset, PK–12)
Somerville School Department (Somerville, PK–12)
South Hadley School Department (South Hadley, PK–12)
Southampton School Department (Southampton, PK–6)
Southborough School Department (Southborough, PK–8)
Southbridge School Department (Southbridge, PK–12)
Southern Berkshire Regional S.D. (Alford, Egremont, Monterey, New Marlborough and Sheffield, PK–12)
Southwick-Tolland Regional S.D. (Southwick and Tolland, PK–12)
Spencer-East Brookfield Regional S.D. (East Brookfield and Spencer, PK–12)
Springfield Public Schools (Springfield, PK–12)
Stoneham School Department (Stoneham, PK–12)
Stoughton School Department (Stoughton, PK–12)
Sturbridge School Department (Sturbridge, PK–6)
Sudbury Public Schools (Sudbury, PK–8)
Sunderland School Department (Sunderland, PK–6)
Sutton School Department (Sutton, PK–12)
Swampscott School Department (Swampscott, PK–12)
Swansea School Department (Swansea, PK–12)
Tantasqua Regional S.D. (Brookfield, Brimfield, Holland, Sturbridge and Wales, 7–12)
Taunton School Department (Taunton, PK–12)
Tewksbury School Department (Tewksbury, PK–12)
Tisbury School Department (Tisbury, PK–8)
Topsfield School Department (Topsfield, PK–6)
Triton Regional S.D. (Newbury, Rowley and Salisbury, PK–12)
Truro School Department (Truro, PK–6)
Tyngsborough School Department (Tyngsborough, PK–12)

Up-Island Regional S.D. (Aquinnah, Chilmark and West Tisbury, PK–8)
Uxbridge School Department (Uxbridge, PK–12)
Wachusett Regional S.D. (Holden, Paxton, Princeton, Rutland and Sterling, PK–12)
Wakefield School Department (Wakefield, PK–12)
Wales School Department (Wales, PK–6)
Walpole School Department (Walpole, PK–12)
Waltham School Department (Waltham, PK–12)
Ware School Department (Ware, PK–12)
Wareham School Department (Wareham, PK–12)
Watertown School Department (Watertown, PK–12)
Wayland School Department (Wayland, PK–12)
Webster School Department (Webster, PK–12)
Wellesley School Department (Wellesley, PK–12)
Wellfleet School Department (Wellfleet, K–5)
West Boylston School Department (West Boylston, PK–12)
West Bridgewater School Department (West Bridgewater, PK–12)
West Springfield School Department (West Springfield, PK–12)
Westborough School Department (Westborough, PK–12)
Westfield School Department (Westfield, PK–12)
Westford School Department (Westford, PK–12)
Westhampton School Department (Westhampton, PK–6)
Weston School Department (Weston, PK–12)
Westport School Department (Westport, PK–12)
Westwood School Department (Westwood, PK–12)
Weymouth School Department (Weymouth, PK–12)
Whately School Department (Whately, PK–6)
Whitman-Hanson Regional S.D. (Hanson and Whitman, PK–12)
Williamsburg School Department (Williamsburg, PK–6)
Williamstown School Department (Williamstown, PK–6)
Wilmington School Department (Wilmington, PK–12)
Winchendon School Department (Winchendon, PK–12)
Winchester School Department (Winchester, PK–12)
Winthrop School Department (Winthrop, PK–12)
Woburn School Department (Woburn, PK–12)
Worcester School Department (Worcester, PK–12)
Wrentham School Department (Wrentham, PK–6)

## Michigan

Adams Township S.D.
Addison Community Schools
Adrian Public Schools
Airport Community Schools
Akron-Fairgrove Schools
Alanson Public Schools
Alba Public Schools
Albion Public School
Alcona Community Schools
Algonac Community S.D.
Allegan Public Schools
Allen Park Public Schools
Allendale Public S.D.
Alma Public Schools
Almont Community Schools
Alpena Public Schools
Anchor Bay S.D.
Ann Arbor Public Schools
Arenac Eastern S.D.
Armada Area Schools
Arvon Township S.D.
Ashley Community Schools
Athens Area Schools
Atherton Community Schools
Atlanta Community Schools
Au Gres-Sims S.D.
Autrain-Onota Public Schools
Avondale S.D.
Bad Axe Public Schools
Baldwin Community Schools
Bangor Public Schools
Bangor Township S.D. 8
Bangor Township Schools
Baraga Area Schools
Bark River-Harris S.D.
Bath Community Schools
Battle Creek Public Schools
Bay City S.D.
Beal City Public Schools
Bear Lake S.D.
Beaver Island Community School
Beaverton Rural Schools
Bedford Public Schools
Beecher Community S.D.
Belding Area S.D.
Bellaire Public Schools
Bellevue Community Schools
Bendle Public Schools
Bentley Community Schools
Benton Harbor Area Schools
Benzie Central Schools
Berkley S.D.
Berlin Township S.D. 3
Berrien Springs Public Schools
Bessemer Area S.D.
Big Bay De Noc S.D.
Big Jackson S.D.
Big Rapids Public Schools
Birch Run Area S.D.
Birmingham City S.D.
Blissfield Community Schools
Bloomfield Hills S.D.
Bloomfield Township S.D. 7F
Bloomingdale Public S.D.
Bois Blanc Pines S.D.
Boyne City Public Schools
Boyne Falls Public S.D.
Brandon S.D.
Brandywine Public S.D.
Breckenridge Community Schools
Breitung Township Schools
Bridgeport-Spaulding Community S.D.
Bridgman Public Schools
Brighton Area Schools
Brimley Area Schools
Britton-Macon Area S.D.
Bronson Community S.D.
Brown City Community Schools
Buchanan Community Schools
Buckley Community S.D.
Buena Vista S.D.
Bullock Creek S.D.
Burr Oak Community S.D.
Burt Township S.D.
Byron Area Schools
Byron Center Public Schools
Cadillac Area Public Schools

Caledonia Community Schools
Camden-Frontier Schools
Capac Community S.D.
Carman-Ainsworth Community Schools
Carney-Nadeau Public Schools
Caro Community Schools
Carrollton S.D.
Carson City-Crystal Area Schools
Carsonville-Port Sanilac S.D.
Caseville Public Schools
Cass City Public Schools
Cassopolis Public Schools
Cedar Springs Public Schools
Center Line Public Schools
Central Lake Public Schools
Central Montcalm Public Schools
Centreville Public Schools
Charlevoix Public Schools
Charlotte Public Schools
Chassell Township S.D.
Cheboygan Area Schools
Chelsea S.D.
Chesaning Union Schools
Chippewa Hills S.D.
Chippewa Valley Schools
Church S.D.
City Of Harper Woods Schools
Clare Public Schools
Clarenceville S.D.
Clarkston Community S.D.
Clawson City S.D.
Climax-Scotts Community Schools
Clinton Community Schools
Clintondale Community Schools
Clio Area S.D.
Coldwater Community Schools
Coleman Community S.D.
Colfax Township S.D. 1F
Coloma Community Schools
Colon Community S.D.
Columbia S.D. (Michigan)
Comstock Park Public Schools
Comstock Public Schools
Concord Community Schools
Constantine Public S.D.
Coopersville Public S.D.
Corunna Public S.D.
Covert Public Schools
Crawford Ausable Schools
Crestwood S.D.
Croswell-Lexington Community Schools
Dansville Schools
Davison Community Schools
Dearborn City Public Schools
Dearborn Heights S.D. 7
Decatur Public Schools
Deckerville Community S.D.
Deerfield Public Schools
Delton-Kellogg S.D.
Detour Area Schools
Detroit Public Schools
Dewitt Public Schools
Dexter Community S.D.
Dollar Bay-Tamarack City Area Schools
Dowagiac Union S.D.
Dryden Community Schools
Dundee Community Schools
Durand Area Schools
East China S.D.
East Detroit Public Schools
East Grand Rapids Public Schools
East Jackson Community Schools
East Jordan Public Schools
East Lansing S.D.
Easton Township S.D. 6
Eaton Rapids Public Schools
Eau Claire Public Schools
Ecorse Public S.D.
Edwardsburg Public Schools
Elk Rapids Schools
Elkton-Pigeon-Bay Port Schools
Ellsworth Community Schools
Elm River Township S.D.
Engadine Consolidated Schools
Escanaba Area Public Schools
Essexville-Hampton Public Schools
Evart Public Schools
Ewen-Trout Creek C.S.D.
Excelsior Township S.D. 1
Fairview Area S.D.
Farmington Public S.D.
Farwell Area Schools
Fennville Public Schools
Fenton Area Public Schools
Ferndale Public Schools
Fitzgerald Public Schools
Flat Rock Community Schools
Flint City S.D.
Flushing Community Schools
Forest Area Community Schools
Forest Hills Public Schools
Forest Park S.D.
Fowler Public Schools
Fowlerville Community Schools
Frankenmuth S.D.
Frankfort-Elberta Area Schools
Fraser Public Schools
Free Soil Community Schools
Freeland Community S.D.
Fremont Public S.D.
Fruitport Community Schools
Fulton Schools
Galesburg-Augusta Community Schools
Garden City S.D.
Gaudior Academy
Gaylord Community Schools
Genesee S.D.
Gerrish-Higgins S.D.
Gibraltar S.D.
Gladstone Area Schools
Gladwin Community Schools
Glen Lake Community Schools
Glenn Public S.D.
Gobles Public S.D.
Godfrey-Lee Public Schools
Godwin Heights Public Schools
Goodrich Area Schools
Grand Blanc Community Schools
Grand Haven Area Public Schools
Grand Ledge Public Schools
Grand Rapids Public Schools
Grandville Public Schools
Grant Public S.D.
Grant Township S.D. 2
Grass Lake Community Schools
Greenville Public Schools
Grosse Ile Township Schools
Grosse Pointe Public Schools
Gull Lake Community Schools
Gwinn Area Community Schools
Hagar Township S.D. 6
Hale Area Schools
Hamilton Community Schools
Hamtramck Public Schools
Hancock Public Schools
Hanover-Horton Schools
Harbor Beach Community Schools
Harbor Springs S.D.
Harper Creek Community Schools
Harrison Community Schools
Hart Public S.D.
Hartford Public Schools (Michigan)

Hartland Consolidated Schools
Haslett Public Schools
Hastings Area S.D.
Hazel Park City S.D.
Hemlock Public S.D.
Hesperia Community Schools
Highland Park City Schools
Hillman Community Schools
Hillsdale Community Schools
Holland City S.D.
Holly Area S.D.
Holt Public Schools
Holton Public Schools
Homer Community Schools
Hopkins Public Schools
Houghton Lake Community Schools
Houghton-Portage Township Schools
Howell Public Schools
Hudson Area Schools
Hudsonville Public S.D.
Huron S.D.
Huron Valley Schools
Ida Public Schools
Imlay City Community Schools
Inkster Public Schools
Inland Lakes Schools
Ionia Public Schools
Ionia Township S.D. 2
Iron Mountain Public Schools
Ironwood Area Schools
Ishpeming Public S.D.
Ithaca Public Schools
Jackson Public Schools
Jefferson Schools
Jenison Public Schools
Johannesburg-Lewiston Area Schools
Jonesville Community Schools
Kalamazoo Public Schools
Kaleva Norman Dickson S.D.
Kalkaska Public Schools
Kearsley Community Schools
Kelloggsville Public Schools
Kenowa Hills Public Schools
Kent City Community Schools
Kentwood Public Schools
Kingsley Area Schools
Kingston Community S.D.
L'Anse Area Schools
L'Anse Creuse Public Schools
Laingsburg Community S.D.
Lake City Area S.D.
Lake Fenton Community Schools
Lake Linden-Hubbell S.D.
Lake Orion Community Schools
Lake Shore Public Schools (Macomb)
Lakeshore S.D. (Berrien)
Lakeview Community Schools (Montcalm)
Lakeview Public Schools (Macomb)
Lakeview S.D. (Calhoun)
Lakeville Community Schools
Lakewood Public Schools
Lamphere Public Schools
Lansing S.D.
Lapeer Community Schools
Lawrence Public S.D.
Lawton Community S.D.
Leland Public S.D.
Les Cheneaux Community Schools
Leslie Public Schools
Lincoln C.S.D.
Lincoln Park Public Schools
Linden Community Schools
Litchfield Community Schools
Livonia Public Schools
Lowell Area Schools
Ludington Area S.D.
Mackinac Island S.D.
Mackinaw City Public Schools
Madison District Public Schools
Madison S.D. (Lenawee)
Mancelona Public Schools
Manchester Community Schools
Manistee Area Schools
Manistique Area Schools
Manton Consolidated Schools
Maple Valley Schools
Mar Lee S.D.
Marcellus Community Schools
Marion Public Schools
Marlette Community Schools
Marquette Area Public Schools
Marshall Public Schools
Martin Public Schools
Marysville Public Schools
Mason Consolidated Schools
Mason County Central Schools
Mason County Eastern Schools
Mason Public Schools (Ingham)
Mattawan Consolidated School
Mayville Community S.D.
McBain Rural Agricultural Schools
Melvindale-North Allen Park Schools
Memphis Community Schools
Mendon Community S.D.
Menominee Area Public Schools
Meridian Public Schools
Merrill Community Schools
Mesick Consolidated Schools
Michigan Center S.D.
Mid Peninsula S.D.
Midland Public Schools
Milan Area Schools
Millington Community Schools
Mio-Ausable Schools
Mona Shores Public Schools
Monroe Public Schools
Montabella Community Schools
Montague Area Public Schools
Montrose Community Schools
Moran Township S.D.
Morenci Area Schools
Morley Stanwood Community Schools
Morrice Area Schools
Mount Clemens Community S.D.
Mount Morris Consolidated Schools
Mount Pleasant City S.D.
Munising Public Schools
Muskegon City S.D.
Muskegon Heights S.D.
Napoleon Community Schools
Negaunee Public Schools
New Buffalo Area Schools
New Haven Community Schools
New Lothrop Area Public Schools
Newaygo Public S.D.
NICE Community S.D.
Niles Community S.D.
North Adams-Jerome Schools
North Branch Area Schools
North Central Area Schools
North Dickinson County Schools
North Huron S.D.
North Muskegon Public Schools
Northport Public S.D.
Northview Public Schools
Northville Public Schools
Northwest Community Schools
Norway-Vulcan Area Schools
Nottawa Community School
Novi Community S.D.
Oak Park City S.D.
Oakridge Public Schools
Okemos Public Schools

Olivet Community Schools
Onaway Area Community S.D.
Oneida Township S.D.#3
Onekama Consolidated Schools
Onsted Community Schools
Ontonagon Area Schools
Orchard View Schools
Oscoda Area Schools
Otsego Public Schools
Ovid-Elsie Area Schools
Owendale-Gagetown Area Schools
Owosso Public Schools
Oxford Community Schools
Palo Community S.D.
Parchment S.D.
Paw Paw Public S.D.
Peck Community S.D.
Pellston Public Schools
Pennfield S.D.
Pentwater Public S.D.
Perry Public S.D.
Pewamo-Westphalia Community Schools
Pickford Public Schools
Pinckney Community Schools
Pinconning Area Schools
Pine River Area Schools
Pittsford Area Schools
Plainwell Community Schools
Plymouth-Canton Community Schools
Pontiac City S.D.
Port Hope Community Schools
Port Huron Area S.D.
Portage Public Schools
Portland Public S.D.
Posen C.S.D.
Potterville Public Schools
Powell Township Schools
Public Schools of Calumet, Laurium & Keweenaw
Public Schools Of Petoskey
Quincy Community S.D.
Rapid River Public Schools
Ravenna Public Schools
Reading Community Schools
Redford Union S.D.
Reed City Area Public Schools
Reese Public Schools
Reeths-Puffer Schools
Republic-Michigamme Schools
Richmond Community Schools
River Rouge S.D.
River Valley S.D.
Riverview Community S.D.
Rochester Community S.D.
Rockford Public Schools (Michigan)
Rogers City Area Schools
Romeo Community Schools
Romulus Community S.D.
Roseville Community Schools
Rudyard Area Schools
Saginaw City S.D.
Saginaw Township Community Schools
Saint Charles Community Schools
Saint Ignace Area Schools
Saint Johns Public Schools
Saint Joseph Public Schools
Saint Louis Public Schools (Michigan)
Saline Area Schools
Sand Creek Community Schools
Sandusky Community S.D.
Saranac Community Schools
Saugatuck Public Schools
Sault Ste. Marie Area Schools
S.D. of the City of Inkster
S.D. of the City of Royal Oak
S.D. of Ypsilanti
Schoolcraft Community Schools
Shelby Public Schools
Shepherd Public S.D.
Sigel Township S.D. 3F
Sigel Township S.D. 4F
Sigel Township S.D. 6
Sodus Township S.D. 5
South Haven Public Schools
South Lake Schools
South Lyon Community Schools
South Redford S.D.
Southfield Public S.D.
Southgate Community S.D.
Sparta Area Schools
Spring Lake Public Schools
Springport Public Schools
Standish-Sterling Community Schools
Stanton Township Public Schools
Stephenson Area Public Schools
Stockbridge Community Schools
Sturgis Public Schools
Summerfield Schools
Superior Central Schools
Suttons Bay Public Schools
Swan Valley S.D.
Swartz Creek Community Schools
Tahquamenon Area Schools
Tawas Area Schools
Taylor S.D.
Tecumseh Public Schools
Tekonsha Community Schools
Thornapple Kellogg S.D.
Three Rivers Community Schools
Traverse City Area Public Schools
Trenton, Michigan Public Schools
Tri County Area Schools
Troy S.D.
Ubly Community Schools
Union City Community Schools
Unionville-Sebewaing Area S.D.
Utica Community Schools
Van Buren Public Schools
Van Dyke Public Schools
Vanderbilt Area Schools
Vandercook Lake Public Schools
Vassar Public Schools
Verona Township S.D. 1F
Vestaburg Community Schools
Vicksburg Community Schools
Wakefield-Marenisco S.D.
Waldron Area Schools
Walkerville Public Schools
Walled Lake Consolidated Schools
Warren Consolidated Schools
Warren Woods Public Schools
Waterford S.D.
Watersmeet Township S.D.
Watervliet S.D.
Waverly Community Schools
Wayland Union Schools
Wayne-Westland Community Schools
Webberville Community Schools
Wells Township S.D.
West Bloomfield S.D.
West Branch-Rose City Area Schools
West Iron County Public Schools
West Ottawa Public S.D.
Western S.D.
Westwood Community Schools
Westwood Heights Schools

White Cloud Public Schools
White Pigeon Community Schools
Whitefish Township Schools
Whiteford Agricultural Schools
Whitehall District Schools
Whitmore Lake Public Schools
Whittemore-Prescott Area Schools
Williamston Community Schools
Willow Run Community Schools
Wolverine Community Schools
Woodhaven-Brownstown S.D.
Wyandotte City S.D.
Wyoming Public Schools
Yale Public Schools
Ypsilanti Community Schools
Zeeland Public Schools

## Minnesota

Academia Cesar Chavez Charter School
Academy of Biosciences
Achieve Language Academy
Ada-Borup Public S.D.
Adam Abdulle Academy
Adrian Public S.D.
Agassiz Valley Educational Technical Cooperative
Agricultural Food Science Academy High School
Aitkin Public S.D.
Albany Public S.D.
Albert Lea Public S.D.
Alden-Conger Public S.D.
Alexandria Public S.D.
Annandale Public S.D.
Anoka-Hennepin Public S.D.
Area Special Education Cooperative
Artech
Ascension Academy Charter School
Ashby Public S.D.
Aspen Academy
Atwater-Cosmos-Grove-City S.D.
Augsburg Academy for Health Careers
Augsburg Fairview Academy
Aurora Charter School
Austin Public S.D.
Badger Public S.D.
Bagley Public S.D.
Balaton Public S.D.
Barnesville Public S.D.
Barnum Public S.D.
Battle Lake Public S.D.
Beacon Academy
Beacon Preparatory School
Becker Public S.D.
Belgrade-Brooten-Elrosa Public S.D.
Belle Plaine Public S.D.
Bellingham Public S.D.
Bemidji Area Schools
Benson Public S.D.
Benton-Stearns Educational District
Bertha-Hewitt Public S.D.
Best Academy
Big Lake Public S.D.
Birch Grove Community School
Bird Island-Olivia-Lake Lillian Public S.D.
Blackduck Public S.D.
Blooming Prairie Public S.D.
Bloomington Public S.D.
Blue Earth Area Public S.D.
Bluesky Charter School
Bluffview Montessori
Braham Public S.D.
Brainerd Public S.D.
Brandon Public S.D.
Breckenridge Public S.D.
Brewster Public S.D.
Bright Water Elementary School
Brooklyn Center S.D.
Browerville Public S.D.
Browns Valley Public S.D.
Buffalo Community Middle School
Buffalo Lake-Hector-Stewart Public S.D.
Buffalo Public S.D.
Bug-O-Nay-Ge-Shig School
Burnsville-Eagan-Savage S.D.
Butterfield Public S.D.
Byron Public S.D.
Capitol Hill
Caledonia Public S.D.
Cambridge-Isanti Public S.D.
Campbell-Tintah Public S.D.
Canby Public S.D.
Cannon Falls Area Schools
Carlton Public S.D.
Cass Lake-Bena S.D.
Cedar Creek Community School
Cedar Mountain S.D.
Cedar Riverside Community School
Centennial Public S.D.
Chaska S.D.
Chatfield S.D.
Chisago Lakes S.D.
Chisholm Public S.D.
Chokio-Alberta Public S.D.
City Academy
Clarkfield Charter School
Clearbrook-Gonvick S.D.
Cleveland Public S.D. (Minnesota)
Climax Public S.D.
Clinton-Graceville-Beardsley S.D.
Cloquet Public S.D.
Cologne Academy Charter School
Columbia Heights Public S.D.
Comfrey Public S.D.

Community of Peace Academy
Community School of Excellence
Concordia Creative Learning Academy
Cook County S.D. (Minnesota)
Cromwell-Wright S.D.
Crookston Public S.D.
Crosby-Ironton Public S.D.
Crosslake Community Charter School
Cyber Village Academy
Cygnus Academy
Cyrus Public S.D.
Dakota Academy
Dakota Area Community Charter School
Dassel-Cokato Public S.D.
Dawson-Boyd Public S.D.
Deer River Public S.D.
Delano Public S.D.
Detroit Lakes Public S.D.
Dilworth-Glyndon-Felton S.D.
Discovery Public School Faribault
District 112
Dover-Eyota Public S.D.
Dugsi Academy
Duluth Public Schools Academy
Duluth Public Schools
Dunwoody Academy
Eagle Ridge Academy Charter School
Eagle Valley Public S.D.
East Central S.D.
East Grand Forks Public S.D.
East Range Academy of Technology and Science
Eci' Nompa Woonspe
Eden Prairie Public S.D.
Eden Valley-Watkins S.D.
Edgerton Public S.D.
Edina Public Schools
Edvisions Off Campus School
El Colegio Charter School
Elk River Public S.D.
Ellsworth Public S.D.
Elom International School
Ely Public S.D.
Emily Charter School
Emily O. Goodridge-Grey Accelerated Charter School
Esko Public S.D.
Evansville Public S.D.
Eveleth-Gilbert S.D.
Every Child Has Opportunities Charter School
Excell Academy Charter
Face To Face Academy
Fairmont Area S.D.
Faribault Public S.D.
Farmington Area Public Schools
Fergus Falls Public S.D.
Fertile-Beltrami S.D.
Fillmore Central S.D. (Minnesota)
Fisher Public S.D.
Floodwood Public S.D.
Foley Public S.D.
Forest Lake Public S.D.
Fosston Public S.D.
Four Directions Charter Schools
Francis Scott Key Fitzgerald Writing Academy
Fraser Academy
Frazee-Vergas Public S.D.
Fridley Public S.D.
Friendship Academy of Fine Arts Charter
Fulda Public S.D.
General John Vessey Junior Leadership
Gibbon Fairfax Winthrop S.D.
Glacial Hills Elementary School
Glencoe-Silver Lake S.D.
Glenville-Emmons S.D.
Goodhue S.D.
Goodridge S.D.
Granada Huntley-East Chain S.D.
Grand Meadow S.D.
Grand Rapids S.D. - I.S.D. 318
Greenbush-Middle River S.D.
Greenway S.D.
Grygla S.D.
Hancock Public S.D.
Harbor City International Charter School
Harvest Preparatory School/Seed Academy
Hastings Public S.D.
Hawley Public S.D.
Hayfield Public S.D.
Heart of the Earth Charter School
Hendricks Public S.D.
Henning Public S.D.
Herman-Norcross Public S.D.
Hermantown Public S.D.
Heron Lake-Okabena Public S.D.
Hiawatha Leadership Academy
Hibbing Public S.D.
High School for Recording Arts
Hill City Public S.D.
Hills-Beaver Creek Public S.D.
Hinckley-Finlayson Public S.D.
Hmong Academy
Holdingford Public S.D.
Hope Community Academy
Hopkins Public Schools
Houston Public Schools
Howard Lake-Waverly-Winsted Public S.D.
Hutchinson Public S.D.
Intermediate S.D. 287
Intermediate S.D. 917
International Falls S.D.
International Spanish Language Academy
Inver Grove Heights S.D.

Isle Public S.D.
Ivanhoe Public S.D.
Jackson County Central S.D.
Janesville-Waldorf-Pemberton S.D.
Jennings Community Learning Center
Jordan S.D. (Minnesota)
Kaleidoscope Charter School
Kasson-Mantorville S.D.
Kelliher Public S.D.
Kenyon-Wanamingo S.D.
Kerkhoven-Murdock-Sunburg S.D.
Kimball Public S.D.
Kingsland S.D. (Minnesota)
Kittson Central S.D.
La Crescent Montessori Academy
La Crescent-Hokah S.D.
Lac Qui Parle Valley S.D.
Lafayette Public Charter School
Lake Benton S.D.
Lake City S.D.
Lake Crystal-Wellcome Memorial S.D.
Lake of the Woods S.D.
Lake Park-Audubon S.D.
Lake Superior High School
Lake Superior S.D.
Lakes Area Charter School
Lakes International Language Academy
Lakeview S.D.
Lakeville I.S.D. 194
Lancaster S.D.
Lanesboro S.D.
Laporte S.D.
Le Center S.D.
Le Sueur-Henderson S.D.
Learning for Leadership Charter School
Leroy S.D.
Lester Prairie S.D.
Lewiston-Altura S.D.
Lighthouse Academy of Nations
Lincoln International School
Litchfield S.D.
Little Falls S.D.
Littlefork-Big Falls S.D.
Long Prairie-Grey Eagle S.D.
Long Tieng Academy
Loveworks Academy for Arts
Luverne S.D.
Lyle S.D.
Lynd S.D.
Mabel-Canton S.D.
Madelia S.D.
Mahnomen S.D.
Mahtomedi S.D.
Mankato S.D.
Maple Lake S.D.
Maple River S.D.
Marshall County Central S.D.
Marshall S.D. (Minnesota)
Martin County West S.D.
Maynard Clara City Raymond S.D.
McGregor S.D.
McLeod West S.D.
Medford S.D.
Melrose S.D.
Menahga S.D.
Mesabi East S.D.
Milaca S.D.
Milroy S.D.
Minneapolis Public Schools
Minnesota Council for the Gifted and Talented
Homeschool
Minneota S.D.
Minnesota New Country School
Minnetonka S.D.
Minnewaska S.D.
Montevideo S.D.
Montgomery–Lonsdale S.D.
Monticello S.D.
Moorhead S.D.
Moose Lake S.D.
Mora S.D.
Morris S.D.
Mounds View S.D.
Mountain Iron-Buhl S.D.
Mountain Lake S.D.
Murray County Central S.D.
Murray S.W. S.D.
Nashwauk-Keewatin S.D.
Nett Lake S.D.
Nevis S.D.
New London-Spicer S.D.
New Millennium Academy
New Prague Area S.D.
New Richland Hartland Ellendale Geneva S.D.
New Ulm S.D.
New York Mills S.D.
Nicollet S.D.
Norman County East S.D.
Norman County West S.D.
North Branch S.D.
North Saint Paul-Maplewood S.D.
Northfield S.D.
Northland Community S.D.
Norwood S.D.
Ogilvie S.D.
Oklee S.D.
Onamia S.D.
Orono S.D.
Ortonville S.D.
Osakis S.D.
Osseo S.D.
Owatonna S.D.

Park Rapids S.D.
Parkers Prairie S.D.
Paynesville S.D.
Pelican Rapids S.D.
Pequot Lakes S.D.
Perham S.D.
Pierz S.D.
Pillager S.D.
Pine City S.D.
Pine Island S.D.
Pine Point S.D.
Pine River-Backus S.D.
Pipestone Area S.D.
Plainview Elgin Millville S.D.
Plummer S.D.
Princeton S.D. (Minnesota)
Prior Lake S.D.
Prior Lake-Savage S.D.
Proctor S.D.
Randolph S.D.
Red Lake S.D.
Red Lake Falls S.D.
Red Rock Central S.D.
Red Wing Public Schools
Redwood Valley Area S.D.
Renville County West S.D.
Richfield Public Schools
Robbinsdale Area Schools
Rochester S.D.
Rockford Area Schools
Rocori S.D.
Roseau S.D.
Rosemount-Apple Valley-Eagan S.D.
Roseville Area Schools
Rothsay S.D.
Round Lake S.D.
Royalton S.D.
Rush City S.D.
Rushford-Peterson S.D.
Russell Tyler Ruthton S.D.
Ruthton S.D.
St. Anthony-New Brighton S.D.
Saint Charles S.D.
Saint Clair S.D.
Saint Cloud S.D.
Saint Francis S.D. (Minnesota)
Saint James S.D.
Saint Louis County S.D.
Saint Louis Park S.D.
Saint Michael-Albertville S.D.
Saint Paul Public Schools
Saint Peter S.D.
Sartell S.D.
Sauk Centre S.D.
Sauk Rapids S.D.
Sebeka S.D.
Shakopee S.D.
Sibley East Public Schools
Sleepy Eye S.D.
Sojourner Truth Academy
South Koochiching S.D.
South Saint Paul S.D.
South Washington County S.D.
Southland S.D.
SouthWest Metro Intermediate District #288
Spring Grove S.D.
Spring Lake Park S.D.
Springfield S.D.
Staples-Motley S.D.
Stephen-Argyle S.D.
Stewartville S.D.
Stillwater S.D.
Swanville S.D.
Tatanka Elementary School
Thief River Falls S.D.
Tracy S.D.
Tri-County S.D.
Triton S.D.
Truman S.D.
Tyler S.D.
Ulen-Hitterdal S.D.
Underwood S.D.
United South Central S.D.
Upsala S.D.
Verndale S.D.
Virginia Public Schools
Vermilion Country School
Wabasha-Kellogg S.D.
Wabasso S.D.
Waconia S.D.
Wadena-Deer Creek S.D.
Walker-Hackensack-Akeley S.D.
Warren-Alvarado-Oslo S.D.
Warroad S.D.
Waseca S.D.
Watertown-Mayer S.D.
Waterville-Elysian-Morristown S.D.
Waubun S.D.
Wayzata Public Schools
West Central Area Schools
West Metro Education Program (WMEP)
West Saint Paul-Mendota Heights-Eagan S.D.
Westbrook-Walnut Grove S.D.
Westonka S.D.
Wheaton Area School S.D.
White Bear Lake S.D.
Willmar S.D.
Willow River S.D.
Win-E-Mac S.D.
Windom S.D.
Winona I.S.D. 861
Worthington S.D.

Wrenshall S.D.
Yellow Medicine East S.D.
Zumbrota-Mazeppa S.D.

## Mississippi

Aberdeen S.D.
Alcorn S.D.
Amite County S.D.
Amory S.D.
Attala County S.D.
Baldwyn S.D.
Bay St. Louis-Waveland S.D.
Benton County S.D.
Biloxi Public S.D.
Booneville S.D.
Brookhaven S.D.
Calhoun County S.D.
Canton Public S.D.
Carroll County S.D.
Chickasaw County S.D.
Choctaw County S.D.
Claiborne County S.D.
Clarksdale Municipal S.D.
Cleveland S.D.
Clinton Public S.D.
Coahoma County S.D.
Coffeeville S.D.
Columbia S.D.
Columbus Municipal S.D.
Copiah County S.D.
Corinth S.D.
Covington County S.D.
DeSoto County S.D.
East Jasper S.D.
East Tallahatchie S.D.
Enterprise S.D.
Forest Municipal S.D.
Forrest County S.D.
Franklin County S.D.
George County S.D.
Greene County S.D.
Greenville Public S.D.
Greenwood-Leflore S.D.
Grenada S.D.
Gulfport S.D.
Hancock County S.D.
Harrison County S.D.
Hattiesburg Public S.D.
Hazlehurst City S.D.
Hinds County S.D.
Hollandale S.D.
Holly Springs S.D.
Holmes County S.D.
Houston S.D.
Humphreys County S.D.
Itawamba County S.D.
Jackson County S.D.
Jackson Public S.D.
Jefferson County S.D.
Jefferson Davis County S.D.
Jones County S.D.
Kemper County S.D.
Kosciusko S.D.
Lafayette County S.D.
Lamar County S.D.
Lauderdale County S.D.
Laurel S.D.
Lawrence County S.D.
Leake County S.D.
Lee County S.D.
Leland S.D.
Lincoln County S.D.
Long Beach S.D.
Louisville Municipal S.D.
Lowndes County S.D.
Madison County S.D.
Marion County S.D.
Marshall County S.D.
McComb S.D.
Meridian Public S.D.
Monroe County S.D.
Moss Point S.D.
Natchez-Adams S.D.
Neshoba County S.D.
Nettleton S.D.
New Albany S.D.
Newton County S.D.
Newton Municipal S.D.
North Bolivar C.S.D.
North Panola S.D.
North Pike S.D.
North Tippah S.D.
Noxubee County S.D.
Ocean Springs S.D.
Okolona Municipal Separate S.D.
Oxford S.D.
Pascagoula-Gautier S.D.
Pass Christian S.D.
Pearl Public S.D.
Pearl River County S.D.
Perry County S.D.
Petal S.D.
Philadelphia Public S.D.
Picayune S.D.
Pontotoc City S.D.
Pontotoc County S.D.
Prentiss County S.D.
Quitman County S.D.
Quitman S.D.

Rankin County S.D.
Richton S.D.
Scott County S.D.
Senatobia Municipal S.D.
Simpson County S.D.
Smith County S.D.
South Delta S.D.
South Panola S.D.
South Pike S.D.
South Tippah S.D.
Starkville Oktibbeha C.S.D.
Stone County S.D.
Sunflower County S.D.
Tate County S.D.
Tishomingo County S.D.
Tunica County S.D.
Tupelo Public S.D.
Union County S.D.
Union Public S.D.
Vicksburg-Warren S.D.
Walthall County S.D.
Water Valley S.D.
Wayne County S.D.
Webster County S.D.
West Bolivar S.D.
West Jasper S.D.
West Point C.S.D.
West Tallahatchie S.D.
Western Line S.D.
Wilkinson County S.D.
Winona-Montgomery C.S.D.
Yazoo City Municipal S.D.
Yazoo County S.D.

## Missouri

Academie Lafayette S.D. (Jackson County)
Adair County R-I S.D. (Adair County)
Adair County R-II S.D. (Adair and Knox Counties)
Adrian R-II S.D. (Bates County)
Advance R-IV S.D. (Bollinger and Stoddard Counties)
Affton 101 S.D. (St. Louis County)
Albany S.D. (Gentry County)
Allen Village Charter School (Jackson County)
Alta Vista Charter School (Jackson County)
Altenburg 48 S.D. (Perry County)
Alton R-IV S.D. (Oregon County)
Appleton City R-II S.D. (St. Clair County)
Arcadia Valley R-II S.D. (Iron and Madison Counties)
Archie R-V S.D. (Bates and Cass Counties)
Ash Grove R-IV S.D. (Dade, Green, and Lawrence Counties)
Atlanta C-3 S.D. (Macon and Shelby Counties)
Aurora R-VIII S.D. (Lawrence County)
Ava R-I S.D. (Christian, Douglas, Ozark, and Wright Counties)
Avenue City R-IX S.D. (Andrew County)
Avilla R-13 S.D. (Jasper County)
Bakersfield R-IV S.D. (Howell and Ozark Counties)
Ballard R-II S.D. (Bates County)
Bayless S.D. (St. Louis County)
Belgrade S.D. R-6 (Washington County), (also serves Caledonia students)
Bell City R-II S.D. (Stoddard County)
Belleview R-III S.D. (Iron County)
Belton 124 S.D. (Cass County)
Benjamin Banneker Charter (Jackson County)
Bernie R-XIII S.D. (Dunklin and Stoddard Counties)
Bevier C-4 S.D. (Macon County)
Billings R-IV S.D. (Christian and Stone Counties)
Bismarck R-V S.D. (St. Francois County)
Blackwater R-II S.D. (Cooper and Saline Counties)
Blair Oaks R-II S.D. (Cole County)
Bloomfield R-XIV S.D. (Stoddard County)
Blue Eye R-V S.D. (Stone County)
Blue Springs R-IV S.D. (Jackson County)
Bolivar R-I S.D. (Hickory and Polk Counties)
Boncl R-X S.D. (Pike County)
Boonville R-I S.D. (Cooper County)
Bosworth R-V S.D. (Carroll County)
Bowling Green R-I S.D. (Pike and Ralls Counties)
Bradleyville R-I S.D. (Christian, Douglas, Ozark and Taney Counties)
Branson R-IV S.D. (Taney County)
Braymer C-4 S.D. (Caldwell, Carroll, Ray and Livingston Counties)
Breckenridge R-I S.D. (Caldwell, Daviess and Livingston Counties)
Brentwood S.D. (St. Louis County)
Bronaugh R-VII S.D. (Vernon County)
Brookfield R-III S.D. (Chariton and Linn Counties)
Brookside Charter School (Jackson County)
Brunswick R-II S.D. (Chariton and Saline Counties)
Buchanan County R-IV S.D. (Buchanan County)
Bucklin R-II S.D. (Linn and Macon Counties)
Bunker R-III S.D. (Dent, Reynolds and Shannon Counties)
Butler R-V S.D. (Bates County)
Cabool R-IV S.D. (Douglas and Texas Counties)
Cainsville R-I S.D. (Harrison and Mercer Counties)
Calhoun R-VIII S.D. (Henry County)
Callao C-8 S.D. (Macon County)
Callaway County R-III S.D. (Callaway County)
Camdenton R-III S.D. (Camden, Dallas, Laclede and Morgan Counties)
Cameron R-I S.D. (Caldwell, Clinton, Davies and Dekalb Counties)
Campbell R-II S.D. (Dunklin County)

Canton R-V S.D. (Lewis County)
Cape Girardeau 63 S.D. (Cape Girardeau County)
Carl Junction R-1 S.D. (Jasper and Newton Counties)
Carondelet Leadership Academy (St. Louis County)
Carrollton R-VII S.D. (Carroll County)
Carthage R-IX S.D. (Jasper County)
Caruthersville 18 S.D. (Pemiscot County)
Cassville R-IV S.D. (Barry County)
Center 58 S.D. (Jackson County)
Centerville R-I S.D. (Reynolds County)
Central R-3 S.D. in Park Hills (St. Francois and Ste. Genevieve Counties)
Centralia R-VI S.D. (Audrian, Boone and Monroe Counties)
Chadwick R-I S.D. (Christian County)
Chaffee R-II S.D. (Scott County)
Charleston R-I S.D. (Mississippi County)
Chilhowee R-IV S.D. (Henry and Johnson Counties)
Chillicothe R-II S.D. (Livingston County)
City Garden Montessori School (St. Louis COunty)
Clark County R-I S.D. (Clark County)
Clarksburg C-2 S.D. (Cooper and Moniteau Counties)
Clarkton C-4 S.D. (Dunklin County)
Clayton S.D. (St. Louis County)
Clearwater R-I S.D. (Madison, Reynolds and Wayne Counties)
Clever R-V S.D. (Christian and Stone Counties)
Climax Springs R-IV S.D. (Benton, Camden, Hickory and Morgan Counties)
Clinton County R-III S.D. (Clay and Clinton Counties)
Clinton S.D. (Henry County)
Clopton R-III S.D. (Lincoln and Pike Counties)
Cole Camp R-I S.D. (Benton and Pettis Counties)
Cole County R-I S.D. (Cole and Moniteau Counties)
Cole County R-II S.D. (Cole County)
Cole County R-V S.D. (Cole and Miller Counties)
Columbia Public Schools (Boone County)
Community R-VI S.D. (Audrain, Montgomery and Ralls Counties)
Concordia R-II S.D. (Johnson and Lafayette Counties)
Confluence Academies (St. Louis County)
Construction Careers Center (St. Louis County)
Cooper County R-IV S.D. (Cooper County)
Cooter R-IV S.D. (Pemiscot County)
Couch R-I S.D. (Oregon County)
Cowgill R-VI S.D. (Caldwell County)
Craig R-III S.D. (Holt County)
Crane R-III S.D. (Barry and Stone Counties)
Crawford County R-I S.D. (Crawford and Washington Counties)
Crawford County R-II S.D. (Crawford County)
Crest Ridge R-VII S.D. (Johnson County)
Crocker R-II S.D. (Pulaski County)
Crystal City 47 S.D. (Jefferson County)
Dadeville R-II S.D. (Dade County)
Dallas R-I County S.D. (Dallas County)
Davis R-XII S.D. (Henry County)
Delasalle Charter School (Jackson County)
Della Lamb E.S.D. (Jackson County)
Delta C-7 S.D. (Pemiscot County)
Delta R-5 S.D. (Cape Girardeau County)
Dent-Phelps R-III S.D. (Dent County)
Derrick Thomas Academy (Jackson County)
DeSoto 73 S.D. (Jefferson County)
Dexter R-XI S.D. (Stoddard County)
Diamond R-IV S.D. (Newton County)
Dixon R-I S.D. (Maries and Pulaski counties)
Don Bosco Education Center (Jackson County)
Doniphan R-I S.D. (Ripley County)
Dora R-III S.D. (Douglas and Ozark counties)
Drexel R-IV S.D. (Cass County)
Dunklin R-V S.D. (Jefferson County)
East Buchanan County C-1 S.D. (Clinton County)
East Carter County R-II S.D. (Carter County)
East Lynne 40 S.D. (Cass County)
East Newton County R-VI S.D. (Newton County)
East Prairie R-II S.D.
El Dorado Springs R-II S.D.
Eldon R-1 S.D.
Elsberry R-II S.D. (Lincoln County)
Eminence R-I S.D.
Everton R-III S.D. (Dade County)
Excelsior Springs 40 S.D. (Clay County)
Exeter R-VI S.D.
Fair Grove S.D.
Fair Play S.D.
Fairfax S.D.
Fairview S.D.
Farmington S.D. (Missouri) (St. Francois County)
Fayette S.D.
Ferguson-Florissant S.D.
Festus S.D. (Jefferson County)
Fordland S.D. (Webster County)
Forsyth S.D.
Fort Osage R-1 S.D.
Fort Zumwalt S.D. (St. Charles County)
Fox C-6 C.S.D. (Jefferson County)
Francis Howell R-III S.D. (St. Charles County)
Fredericktown R-1 S.D. (Madison County)
Fulton S.D. (Callaway County)
Gainesville S.D. (Ozark County)
Galena R-2 S.D. (Stone County)
Gallatin R-V S.D.
Gasconade C-4 S.D.
Gasconade County R-I S.D.
Gasconade County R-II S.D.
Gasconade County R-3 S.D. (Gasconade and Montgomery Counties)
Gateway Science Academy

Genesis School Inc.
Gideon 37 S.D.
Gilliam C-4 S.D.
Gilman City R-IV S.D.
Glasgow S.D.
Glenwood R-VIII S.D.
Gordon Parks E.S.D.
Gorin R-III S.D.
Grain Valley R-V S.D.
Grand Center Arts Academy
Grandview C.S.D.#4 (Jackson County)
Grandview R-2 S.D. (Jefferson County)
Green City R-I S.D.
Green Forest R-II S.D.
Green Ridge R-VIII S.D.
Greenfield R-IV S.D.
Greenville R-II S.D.
Grundy County R-V S.D.
Hale R-I S.D.
Halfway R-III S.D. (Polk County)
Hallsville R-IV S.D. (Boone County)
Hamilton R-II S.D.
Hancock Place S.D. (St. Louis County)
Hannibal 60 S.D.
Hardeman R-X S.D.
Hardin-Central C-2 S.D.
Harrisburg R-VIII S.D. (Boone County)
Harrisonville R-IX S.D.
Hartville R-II S.D. (Wright County)
Hayti R-II S.D.
Hazelwood S.D. (North County)
Henry County R-I S.D.
Hermitage R-IV S.D. (Hickory County)
Hickman Mills C-1 S.D.
Hickory County R-I S.D.
Higbee R-VIII S.D.
High Point R-III S.D.
Hillsboro R-3 S.D. (Jefferson County)
Hogan Preparatory Academy S.D.
Holcomb R-III S.D.
Holden R-III S.D.
Holliday C-2 S.D.
Hollister R-V S.D. (Stone and Taney Counties)
Hope Academy S.D.
Houston R-I S.D.
Howell Valley R-I S.D.
Hudson R-IX S.D.
Humansville R-IV S.D.
Hume R-VIII S.D.
Hurley R-I S.D.
Iberia R-V S.D. (Miller County)
Imagine Academic Success S.D. (Saint Louis City County)
Image Academy Elementary School and Math (Saint Louis City County)
Image Academy of Careers (Saint Louis City County)
Image Renaissance Academy Elementary School and Math (Jackson County)
Independence 30 Public S.D. (Jackson County)
Iron County C-4 S.D. (Crawford County), (Iron County), (Washington County)
Jackson R-2 S.D. (Cape Girardeau County)
Jasper R-5 S.D. (Jasper and Barton County)
Jefferson City Public Schools (Cole and Callaway Counties)
Jefferson County R-7 S.D. (Jefferson County)
Jennings S.D. (St. Louis County)
Joplin R-8 S.D. (Jasper and Newton County)
Kansas City, Missouri S.D. (Jackson County)
Kearney R-1 S.D. (Clay County)
Kingston K-14 S.D. (Washington and Jefferson Counties)
Kingston 42 S.D.
(Caldwell County)
Kirkwood R-7 S.D. (St. Louis County)
Kirksville R-III S.D. (Adair County)
Knob Noster R-8 S.D. (Johnson County)
La Monte R-IV S.D.
La Plata R-II S.D.
Laclede County C-5 S.D.
Laclede County R-I S.D.
Ladue S.D. (St. Louis County)
Lafayette County C-1 S.D.
Lakeland R-III S.D.
Lamar R-I S.D.
Laquey R-V S.D. (Pulaski County)
Laredo R-VII S.D.
Lathrop R-II S.D.
Lawson R-XIV S.D. (Ray County)
Lebanon R-3 S.D.
Lee A. Tolbert Com. Academy
Lee's Summit R-VII S.D.
Leesville R-IX S.D.
Leeton R-X S.D. (Johnson County)
Leopold R-III S.D.
Lesterville R-IV S.D.
Lewis County C-1 S.D.
Lexington R-V S.D.
Liberal R-II S.D.
Liberty Public S.D. (Clay County)
Licking R-VIII S.D.
Lift for Life Academy
Lincoln County R-III S.D.
Lincoln R-2 S.D. (Benton County)
Lindbergh S.D. (St. Louis County)
Linn County R-I S.D. (Linn and Sullivan County)
Livingston County R-III S.D.
Lockwood R-I S.D.
Logan-Rogersville R-VIII S.D. (Greene and Webster County)

Lone Jack C-6 S.D.
Lonedell R-XIV S.D.
Louisiana R-II S.D.
Luray 33 S.D.
Lutie R-VI S.D. (Ozark County)
Macks Creek R-V S.D.
Macon County R-I S.D.
Macon County R-IV S.D.
Madison C-3 S.D.
Malden R-I S.D.
Malta Bend R-V S.D.
Manes R-V S.D.
Mansfield R-IV S.D.
Maplewood-Richmond Heights S.D.
Marceline R-V S.D.
Maries County R-I S.D.
Maries County R-II S.D.
Marion C. Early R-V S.D. (Polk County)
Marion County R-II S.D.
Marionville R-IX S.D. (Lawrence County)
Mark Twain R-VIII S.D.
Marquand-Zion R-VI S.D.
Marshall S.D.
Marshfield R-I S.D. (Webster County)
Maryville R-II S.D.
Maysville R-I S.D.
McDonald County R-I S.D.
Meadow Heights R-II S.D.
Meadville R-IV S.D.
Mehlville S.D. (Saint Louis County)
Meramec Valley R-III S.D.
(http://www.mvr3.k12.mo.us/)
Mexico 59 Public Schools (Audrain County)
Miami R-I S.D. (Bates and Saline Counties)
Mid-Buchanan County R-V S.D.
Middle Grove C-1 S.D. (Monroe County)
Midway R-I S.D.
Milan C-2 S.D.
Miller County R-III S.D.
Miller R-II S.D. (Lawrence County)
Mirabile C-1 S.D.
Missouri City 56 S.D. (Clay County)
Moberly S.D.
Monett R-I S.D. (Barry and Lawrence Counties)
Moniteau County R-I S.D.
Moniteau County R-V S.D.
Monroe City R-I S.D.
Montgomery County R-II S.D. (Montgomery County)
Montrose R-XIV S.D.
Morgan County R-I S.D.
Morgan County R-II S.D.
Mound City R-II S.D.
Mount Vernon R-V S.D. (Lawrence County)
Mountain Grove R-III S.D.
Mountain View-Birch Tree R-III S.D.
Naylor R-II S.D.
Neelyville R-IV S.D.
Nell Holcomb R-IV S.D.
Neosho R-V S.D.
Nevada S.D. (Missouri) (Vernon County)
New Bloomfield R-III S.D.
New Franklin R-1 S.D. (Howard County)
New Haven S.D.
New Madrid County R-I S.D.
New York R-IV S.D.
Newburg R-2 S.D. (Phelps County)
Newtown-Harris R-III S.D.
Niangua R-V S.D.
Nixa R-II S.D. (Christian County)
Nodaway-Holt R-VII S.D.
Norborne R-VIII S.D.
Normandy S.D. (St. Louis County)
North Andrew County R-VI S.D.
North Callaway County R-I S.D. (Callaway County)
North Daviess R-III S.D.
North Harrison R-III S.D.
North Kansas City 74 S.D. (Clay County)
North Mercer County R-III S.D.
North Nodaway County R-VI S.D.
North Pemiscot County R-I S.D.
North Platte County R-I S.D.
North Saint Francois County R-1 S.D. (St. Francois County)
North Shelby S.D.
North Side Community School S.D.
North Wood R-IV S.D.
Northeast Nodaway County R-V S.D.
Northeast Randolph County R-IV S.D.
Northeast Vernon County R-I S.D.
Northwest R-1 S.D. (House Springs)
Norwood S.D. (Douglas and Wright Counties)
Oak Grove R-VI S.D. (Jackson and Lafayette Counties)
Odessa R-VII S.D. (Lafayette and Johnson Counties)
Orchard Farm S.D. (St. Charles County)
Osage R-III S.D. (Osage County)
Ozark R-6 S.D. (Christian County)
Palmyra R-1 S.D.
Paris R-II S.D.
Park Hill S.D.
Parkway C-2 S.D.
Pathway Academy
Pattonsburg R-II S.D.
Pattonville R-III S.D. (Saint Louis County)
Pemiscot County R-III S.D.
Pemiscot County Special S.D.
Perry County 32 S.D.
Pettis County R-V S.D.
Pettis County R-XII S.D.
Phelps County R-3 S.D. (Phelps and Texas Counties)
Pierce City R-VI S.D.

Pike County R-III S.D.
Pilot Grove C-4 S.D.
Plainview R-VIII S.D.
Plato R-V S.D. (Laclede, Pulaski, Texas, and Wright counties)
Platte County R-III S.D.
Pleasant Hill R-3 S.D.
Pleasant Hope R-VI S.D. (Polk County)
Pleasant View R-VI S.D.
Polo R-VII S.D.
Poplar Bluff R-1 S.D. (Butler County)
Portageville S.D.
Potosi R-3 S.D. (Washington County)
Prairie Home R-5 S.D. (Cooper County)
Princeton R-V S.D.
Purdy R-II S.D.
Putnam County R-I S.D.
Puxico R-VIII S.D.
Ralls County R-II S.D.
Raymondville R-VII S.D.
Raymore-Peculiar R-II S.D.
Raytown C-2 S.D. (Jackson County)
Reeds Spring R-IV S.D. (Stone County)
Renick R-V S.D.
Republic R-III S.D. (Greene County)
Revere C-3 S.D.
Rich Hill R-IV S.D.
Richards R-V S.D.
Richland R-I S.D.
Richland R-IV S.D. (Pulaski County)
Richmond R-XVI S.D.
Richwoods R-VII Public S.D. (Washington County), (Franklin County)
Ridgeway R-V S.D.
Ripley County R-III S.D.
Risco R-II S.D.
Ritenour S.D. (St. Louis County)
Riverview Gardens S.D. (St. Louis County)
Rock Port R-II S.D.
Rockwood S.D.
Rolla 31 Public Schools (Phelps County)
Roscoe C-1 S.D.
Saint Clair R-XIII S.D. (Franklin County)
Saint Charles S.D. (St. Charles County)
Saint James R-1 S.D. (Phelps County)
Saint Joseph S.D.
Saint Louis Public Schools
Savannah R-III S.D. (Andrew County)
Sedalia, Missouri#200 S.D. (Pettis County)
Seymour S.D. (Webster County)
Sherwood Cass R-VIII S.D. (Cass County)
Sikeston R-6 S.D. (Scott County)
Smithville R-II S.D. (Clay County)
South Callaway R-II S.D. (Callaway County)
South Iron R-I S.D. in Annapolis (Iron County)
Springfield R-XII S.D. (Greene County)
Stewartsville C-2 S.D. (Dekalb County)
Stockton R-1 S.D. (Cedar County)
Stover S.D. (Morgan County)
Strafford R-VI S.D. (Greene County)
Strain Japan R-16 S.D. (Franklin County)
Sturgeon S.D. (Boone County)
Sullivan S.D. (Franklin County)
Sunrise R-9 S.D. (Jefferson County)
Swedeborg R-III S.D. (Pulaski County)
Taneyville R-II S.D.
Tarkio R-I S.D.
Thayer R-II S.D.
Thornfield R-I S.D.
Tina-Avalon R-II S.D.
Tipton R-VI S.D.
Trenton R-IX S.D.
Tri-County R-VII S.D.
Troy R-III S.D.
Twin Rivers R-X S.D.
Union R-XI S.D. (Franklin County)
University City S.D. (St. Louis County)
Valley Park S.D. (Saint Louis County)
Valley R-VI S.D. (Washington County)
Walnut Grove R-V S.D. (Greene County)
Warren County R-III S.D. (Montgomery and Warren Counties)
Warrensburg R-VI S.D. (Johnson County)
Warsaw R-IX S.D. (Benton County)
Washington S.D. (Franklin and Warren Counties)
Waynesville R-VI S.D. (Pulaski County)
Weaubleau R-III S.D. (Hickory County)
Webb City R-7 S.D. (Jasper County)
Webster Groves S.D. (Saint Louis County)
Wellington-Napoleon R-IX S.D. (Lafayette County)
Wellston S.D.
Wellsville Middletown R-I S.D. (Montgomery County)
Wentzville R-IV S.D. (Saint Charles County)
West Nodaway County R-I S.D. (Nodaway County)
West Plains R-7 S.D. (Howell County)
West Platte County R-II S.D. (Platte County)
West Saint Francois County R-IV S.D. (Saint Francois and Washington Counties)
Westran R-I S.D. (Randolph County)
Westview C-6 S.D. (Newton County)
Wheatland R-II S.D. (Hickory County)
Wheaton R-III S.D. (Barry County)
Willard R-II S.D. (Greene County)
Willow Springs R-IV S.D. (Howell County)
Windsor C-1 S.D. (Jefferson County)
Winfield R-IV S.D. (Lincoln County)
Winona R-III S.D. (Shannon County)
Winston R-VI S.D. (Daviess County)
Woodland R-IV S.D. (Bollinger County)
Worth County R-III S.D. (Worth County)
Wright City R-II S.D. (Warren County)

Zalma S.D. (Bollinger County)

## Montana

Absarokee Elementary School
Absarokee High School
Alberton K-12 Schools
Alder Elementary School
Alzada Elementary School
Amsterdam Elementary School
Anaconda Elementary School
Anaconda High School
Anderson Elementary School
Arlee Elementary School
Arlee High School
Arrowhead Elementary School
Ashland Elementary School
Auchard Creek Elementary School
Augusta Elementary School
Augusta High School
Avon Elementary School
Ayers Elementary School
Bainville K-12 Schools
Baker K-12 Schools
Beaverhead County High School
Belfry K-12 Schools
Belgrade Elementary School
Belgrade High School
Belt Elementary School
Belt High School
Big Sandy Elementary School
Big Sandy High School
Big Timber Elementary School
Bigfork Elementary School
Bigfork High School
Billings Elementary School
Billings High School
Blue Creek Elementary School
Bonner Elementary School
Boulder Elementary School
Box Elder Elementary School
Box Elder High School
Bozeman Elementary School
Bozeman Public Schools
Bridger K-12 Schools
Broadus Elementary School
Broadview Elementary School
Broadview High School
Brockton Elementary School
Brockton High School
Browning Elementary School
Browning High School
Butte Elementary School
Butte High School
Camas Prairie Elementary School
Canyon Creek Elementary School
Cardwell Elementary School
Carter County High School
Carter Elementary School
Cascade Elementary School
Cascade High School
Cayuse Prairie Elementary School
Centerville Elementary School
Centerville High School
Charlo Elementary School
Charlo High School
Chester-Joplin-Inverness Elementary School
Chester-Joplin-Inverness High School
Chinook Elementary School
Chinook High School
Choteau Elementary School
Choteau High School
Circle Elementary School
Circle High School
Clancy Elementary School
Cleveland Elementary School
Clinton Elementary School
Cohagen Elementary School
Colstrip Elementary School
Colstrip High School
Columbia Falls Elementary School
Columbia Falls High School
Columbus Elementary School
Columbus High School
Conrad Elementary School
Conrad High School
Cooke City Elementary School
Corvallis K-12 Schools
Cottonwood Elementary School
Creston Elementary School
Culbertson Elementary School
Culbertson High School
Custer County High School
Custer K-12 Schools
Cut Bank Elementary School
Cut Bank High School
Darby K-12 Schools
Dawson High School
Deer Lodge Elementary School
Denton Elementary School
Denton High School
Dept of Corrections-Youth
Dillon Elementary School
Dodson Elementary School
Dodson High School
Drummond Elementary School
Drummond High School
Dutton/Brady K-12 Schools
East Helena Elementary School
Ekalaka Elementary School
Elder Grove Elementary School
Elysian Elementary School
Ennis K-12 Schools
Eureka Elementary School
Evergreen Elementary School
Fairfield Elementary School
Fairfield High School
Fair-Mont-Egan Elementary School
Fairview Elementary School
Fairview High School
Fergus High School
Flathead High School
Florence-Carlton K-12 Schools
Forsyth Elementary School
Forsyth High School
Fort Benton Elementary School
Fort Benton High School
Frazer Elementary School
Frazer High School
Frenchtown K-12 Schools
Froid Elementary School
Froid High School
Fromberg Elementary School
Fromberg High School
Frontier Elementary School
Gallatin Gateway Elementary School
Gardiner Elementary School
Gardiner High School
Garfield County High School
Geraldine Elementary School
Geraldine High School
Geyser Elementary School
Geyser High School
Glacier High School
Glasgow K-12 Schools
Glendive Elementary School
Grass Range Elementary School
Grass Range High School
Great Falls High School
Hall Elementary School
Hamilton K-12 Schools
Hardin Elementary School
Hardin High School
Harlem Elementary School

Harlem High School
Harlowton Elementary School
Harlowton High School
Harrison K-12 Schools
Havre Elementary School
Havre High School
Hays-Lodge Pole K-12 Schools
Heart Butte K-12 Schools
Helena Elementary School
Helena Flats Elementary School
Helena High School
Hellgate Elementary School
Hellgate High School
Highwood Elementary School
Highwood High School
Hinsdale Elementary School
Hinsdale High School
Hobson K-12 Schools
Hot Springs Elementary School
Hot Springs High School
Huntley Project K-12 Schools
Hysham K-12 Schools
Independent Elementary School
Jefferson High School
Joliet Elementary School
Joliet High School
Jordan Elementary School
Judith Gap Elementary School
Judith Gap High School
Kalispell Middle School
Kinsey Elementary School
Lambert Elementary School
Lambert High School
Lame Deer Elementary School
Lame Deer High School
Lamotte Elementary School
Laurel Elementary School
Laurel High School
Lavina K-12 Schools
Lennep Elementary School
Lewistown Elementary School
Libby K-12 Schools
Liberty Elementary School
Lima K-12 Schools
Lincoln County High School
Lincoln K-12 Schools
Lindsay Elementary School
Livingston Elementary School
Lockwood Elementary School
Lodge Grass Elementary School
Lodge Grass High School
Lolo Elementary School
Lone Rock Elementary School
Lustre Elementary School
Luther Elementary School
Malmborg Elementary School
Malta K-12 Schools
Manhattan Elementary School
Manhattan High School
Marion Elementary School
McCormick Elementary School
McLeod Elementary School
Medicine Lake K-12 Schools
Melrose Elementary School
Melstone Elementary School
Melstone High School
Melville Elementary School
Miami E.S.D.
Miles City Elementary School
Missoula Elementary School
Missoula High School
Molt Elementary School
Monforton Elementary School
Montana City Elementary School
Montana School for the Deaf and the Blind
Moore Elementary School
Moore High School
Morin Elementary School
Mount Developmental Center
Mountain View Elementary School
Nashua K-12 Schools
North Harlem Colony Elementary School
North Star Elementary School
North Star High School
Northern Cheyenne Tribal School
Noxon Elementary School
Noxon High School
Opheim K-12 Schools
Ophir K-12
Park City Elementary School
Park City High School
Park High School
Peerless K-12 Schools
Philipsburg K-12 Schools
Pine Grove Elementary School
Plains Elementary School
Plains High School
Pleasant Valley Elementary School
Plenty Coups High School
Plentywood K-12 Schools
Plevna K-12 Schools
Polson Elementary School
Polson High School
Poplar Elementary School
Poplar High School
Power Elementary School
Powder River County District High School
Powell County High School
Power High School
Pryor Elementary School
Rapelje Elementary School
Rapelje High School
Red Lodge Elementary School
Red Lodge High School
Reed Point Elementary School
Reed Point High School
Richey Elementary School
Richey High School
Roberts K-12 Schools
Rocky Boy Elementary School
Ronan Elementary School
Ronan High School
Rocky Boy High School
Rosebud Elementary School
Rosebud High School
Ross Elementary School
Roundup Elementary School
Roundup High School
Roy K-12 Schools
Ryegate K-12 Schools
Saco Elementary School
Saco High School
Saint Ignatius K-12 Schools
Saint Regis K-12 Schools
Savage Elementary School
Savage High School
Scobey K-12 Schools
Seeley Lake Elementary School
Shelby Elementary School
Shelby High School
Shepherd Elementary School
Shepherd High School
Sheridan Elementary School
Sheridan High School
Shields Valley Elementary School
Shields Valley High School
Sidney Elementary School
Sidney High School
Simms High School
Somers Middle School
Stanford K-12 Schools
Stevensville Elementary School
Stevensville High School
Sun River Valley Elementary School
Sunburst K-12 Schools
Superior K-12 Schools
Swan Lake-Salmon Elementary School

Sweet Grass County High School
Target Range Elementary School
Terry K-12 Schools
Thompson Falls Elementary School
Thompson Falls High School
Three Forks Elementary School
Three Forks High School
Townsend K-12 Schools
Troy Elementary School
Troy High School
Turner Elementary School
Turner High School
Twin Bridges K-12 Schools
Valier Elementary School
Valier High School
Valley View Elementary School
Victor K-12 Schools
Vida Elementary School
Warrick Elementary School
West Valley Elementary School
West Yellowstone K-12
Westby K-12 Schools
White Sulphur Springs Elementary School
White Sulphur Springs High School
Whitefish Elementary School
Whitefish High School
Whitehall Elementary School
Whitehall High School
Whitewater K-12 Schools
Wilbaux K-12 Schools
Willow Creek Elementary School
Willow Creek High School
Winifred K-12 Schools
Winnett K-12 Schools
Wolf Point Elementary School
Wolf Point High School
Wyola Elementary School
Yellowstone Academy Elementary School
Zurich Elementary School

## Nebraska

Adams Central Jr-Sr High School (Class 3)
Ainsworth Community Schools (Class 3)
Allen Consolidated Schools (Class 3)
Alliance Public Schools (Class 3)
Alma Public Schools (Class 3)
Amherst Public Schools (Class 3)
Anselmo-Merna Public Schools (Class 3)
Ansley Public Schools (Class 3)
Arapahoe Public Schools (Class 3)
Arcadia Public Schools (Class 2)
Arlington Public Schools (Class 3)
Arnold Public Schools (Class 3)
Arthur County High School (Class 3)
Ashland-Greenwood Schools (Class 3)
Auburn Public Schools (Class 3)
Aurora Public Schools (Class 3)
Axtell Public Schools (Class 3)
Bancroft-Rosalie Community Schools (Class 3)
Banner County Public Schools (Class 3)
Battle Creek Public Schools (Class 3)
Bayard Public Schools (Class 3)
Beatrice Public Schools (Class 3)
Bellevue Public Schools (Class 3)
Bennington Public Schools (Class 3)
Bertrand Public Schools (Class 3)
Blair Community Schools (Class 3)
Bloomfield Community Schools (Class 3)
Blue Hill Public Schools (Class 3)
Boone Central Schools (Class 3)
Boyd County Unified (Class 3)
Brady Public Schools (Class 2)
Bridgeport Public Schools (Class 3)
Broken Bow Public Schools (Class 3)
Bruning Public Schools (Class 2)
Bruning-Davenport Unified System (Class 2)
Burwell Jr-Sr High School (Class 3)
Butte Public Schools (Class 3)
Callaway Public Schools (Class 3)
Cambridge Public Schools (Class 3)
Cedar Bluffs Public Schools (Class 3)
Cedar Rapids Public Schools (Class 3)
Centennial Public Schools (Class 3)
Central City Public Schools (Class 3)
Centura Public Schools (Class 3)
Chadron Public Schools (Class 3)
Chambers Public Schools (Class 2)
Chase County Schools (Class 3)
Clarkson Public Schools (Class 3)
Clay Center Public Schools (Class 3)
Clearwater Public Schools (Class 3)
Cody-Kilgore Public Schools (Class 2)
Coleridge Community Schools (Class 3)
Columbus Public Schools (Class 3)
Conestoga Public Schools (Class 3)
Cozad City Schools (Class 3)
Crawford Public Schools (Class 3)
Creek Valley Schools (Class 3)
Creighton Public Schools (Class 3)
Crete Public Schools (Class 3)
Crofton Community Schools (Class 3)
Cross County Community School (Class 3)
Culbertson Public Schools (Class 3)
Daniel Freeman Public Schools (Class 3)
Davenport Public Schools (Class 2)
David City Public Schools (Class 3)
Deshler Public Schools (Class 3)
Diller-Odell Public Schools (Class 3)
District 070 - Garfield County (Class 1)
Dodge Public Schools (Class 3)
Doniphan-Trumbull Public Schools (Class 3)
Dorchester Public Schools (Class 3)
Douglas County West Community School (Class 3)
Dundy County Public Schools (Class 3)
East Butler Public Schools (Class 3)
Elba Public Schools (Class 2)
Elgin Public Schools (Class 3)

Elkhorn Public Schools (Class 3)
Elkhorn Valley Schools (Class 3)
Elm Creek Public Schools (Class 3)
Elmwood-Murdock Public Schools (Class 3)
Elwood Public Schools (Class 3)
Emerson-Hubbard Public Schools (Class 3)
Eustis-Farnam Public Schools (Class 3)
Ewing Public Schools (Class 2)
Exeter-Milligan Public Schools (Class 3)
Fairbury Public Schools (Class 3)
Falls City Public Schools (Class 3)
Fillmore Central Public Schools (Class 3)
Fort Calhoun Community Schools (Class 3)
Franklin Public Schools (Class 3)
Fremont Public Schools (Class 3)
Friend Public Schools (Class 3)
Fullerton Public Schools (Class 3)
Garden County High School (Class 3)
Geneva North School (Class 8)
Gering Public Schools (Class 3)
Gibbon Public Schools (Class 3)
Giltner Public Schools (Class 2)
Gordon-Rushville High School (Class 3)
Gothenburg Public Schools (Class 3)
Grand Island Public Schools (Class 3)
Greeley-Wolbach Public Schools (Class 3)
Gretna Public Schools (Class 3)
Hampton Public Schools (Class 3)
Hartington Public Schools (Class 3)
Harvard Public Schools (Class 3)
Hastings Public Schools (Class 3)
Hay Springs Public Schools (Class 3)
Hayes Center Public Schools (Class 3)
Heartland Community School (Class 3)
Hemingford Public Schools (Class 3)
Hershey Public Schools (Class 3)
High Plains Community Schools (Class 3)
Hitchcock County Unified School System (Class 3)
Holdrege Public Schools (Class 3)
Homer Community Schools (Class 3)
Howells Public Schools (Class 3)
Humboldt/Table Rock Steinauer (Class 3)
Humphrey Public Schools (Class 3)
Hyannis High School (Class 3)
Johnson-Brock Public Schools (Class 3)
Kearney Public Schools (Class 3)
Kearney West High School (Class 8)
Kenesaw Public Schools (Class 3)
Keya Paha County High School (Class 2)
Kimball Public Schools (Class 3)
Lakeview Community Schools (Class 3)
Laurel-Concord Public Schools (Class 3)
Lawrence-Nelson Public Schools (Class 3)
Leigh Community Schools (Class 3)
Lewiston Consolidated Schools (Class 3)
Lexington Public Schools (Class 3)
Leyton Public Schools (Class 3)
Lincoln Public Schools (Class 4)
Litchfield Public Schools (Class 2)
Logan View Public Schools (Class 3)
Loomis Public Schools (Class 2)
Louisville Public Schools (Class 3)
Loup City Public Schools (Class 3)
Loup County Public Schools (Class 2)
Lynch Public Schools (Class 3)
Lyons-Decatur Northeast Schools (Class 3)
Madison Public Schools (Class 3)
Malcolm Public Schools (Class 3)
Maxwell Public Schools (Class 2)
Maywood Public Schools (Class 3)
McCook Public Schools (Class 3)
McCool Junction Public Schools (Class 2)
McPherson County High School (Class 3)
Mead Public Schools (Class 3)
Medicine Valley Public Schools (Class 3)
Meridian Public Schools (Class 3)
Milford Public Schools (Class 3)
Millard Public Schools (Class 3)
Minatare Public Schools (Class 3)
Minden Public Schools (Class 3)
Mitchell Public Schools (Class 3)
Morrill Public Schools (Class 3)
Mullen Public Schools (Class 3)
Nebraska City Public Schools (Class 3)
Nebraska Unified District 1 (Class 3)
Neligh-Oakdale Schools (Class 3)
Nemaha Valley Public Schools (Class 3)
Nemaha Valley Schools (Class 3)
Newcastle Public Schools (Class 3)
Newman Grove Public Schools (Class 3)
Niobrara Public Schools (Class 3)
Norfolk Public Schools (Class 3)
Norris S.D. 160 (Class 3)
North Bend Central Schools (Class 3)
North Loup-Scotia Public Schools (Class 3)
North Platte Public Schools (Class 3)
Northwest High School (Class 3)
Oakland-Craig Public Schools (Class 3)
Ogallala Public Schools (Class 3)
Omaha Public Schools (Class 5)
O'Neill Public Schools (Class 3)
Orchard Public Schools (Class 3)
Ord Public Schools (Class 3)
Osceola Public Schools (Class 3)
Osmond Public Schools (Class 3)
Overton Public Schools (Class 3)
Palmer Public Schools (Class 3)
Palmyra District O R 1 (Class 3)
Papillion-La Vista Public Schools (Class 3)
Pawnee City Public Schools (Class 3)
Paxton Consolidated Schools (Class 3)
Pender Public Schools (Class 3)

Perkins County Schools (Class 3)
Pierce Public Schools (Class 3)
Pine Ridge Job Corps (Class 8)
Plainview Public Schools (Class 3)
Plattsmouth Community Schools (Class 3)
Pleasanton Public Schools (Class 3)
Ponca Public Schools (Class 3)
Potter-Dix Public Schools (Class 3)
Prague Public Schools (Class 3)
Ralston Public Schools (Class 3)
Randolph Public Schools (Class 3)
Ravenna Public Schools (Class 3)
Raymond Central Schools (Class 3)
Red Cloud Community Schools (Class 3)
Richland Public School (Garfield County) (Class 1)
Rising City Public Schools (Class 2)
Rock County High School (Class 3)
Sandhills Public Schools (Class 3)
Sandy Creek Public Schools (Class 3)
Santee Community Schools (Class 2)
Sargent Public Schools (Class 3)
Schuyler Central High School (Class 3)
Scottsbluff Public Schools (Class 3)
Scribner-Snyder Community Schools (Class 3)
Seward Public Schools (Class 3)
Shelby Public Schools (Class 3)
Shelton Public Schools (Class 3)
Shickley Public Schools (Class 3)
Sidney Public Schools (Class 3)
Silver Lake Public Schools (Class 3)
Sioux County High School (Class 3)
South Central Nebraska Unified System 5 (Class 3)
South Platte Public Schools (Class 3)
South Sioux City Community Schools (Class 0)
Southern S.D. 1 (Class 3)
Southern Valley Schools (Class 3)
Southwest Public Schools (Class 3)
Spalding Public Schools (Class 3)
Spencer-Naper Public Schools (Class 3)
Springfield Platteview Community Schools (Class 3)
St. Edward Public Schools (Class 3)
St. Paul Public Schools (Class 3)
Stanton Community Schools (Class 3)
Stapleton Public Schools (Class 3)
Sterling Public Schools (Class 3)
Stratton Public Schools (Class 3) (since school year 2007-2008, Stratton Public is consolidated with Dundy County Schools)
Stuart Public Schools (Class 3)
Sumner-Eddyville-Miller Schools (Class 3)
Superior Public Schools (Class 3)
Sutherland Public Schools (Class 3)
Sutton Public Schools (Class 3)
Syracuse-Dunbar-Avoca Schools (Class 3)
Tecumseh Public Schools (Class 3)
Tekamah-Herman Community Schools (Class 3)
Thayer Central Community Schools (Class 3)
Thedford Rural High School (Class 2)
Trenton Public Schools (Class 3)
Tri-County Public Schools (Class 3)
Twin River Public Schools (Class 3)
Umo N Ho N Nation Public Schools (Class 3)
UNL Independent Study High School (Class 8)
Valentine Rural High School (Class 3)
Verdigre Public Schools (Class 3)
Wahoo Public Schools (Class 3)
Wakefield Public Schools (Class 3)
Wallace Public S.D. 65 R (Class 2)
Walthill Public Schools (Class 3)
Wauneta-Palisade Public Schools (Class 3)
Wausa Public Schools (Class 3)
Waverly S.D. 145 (Class 3)
Wayne Community Schools (Class 3)
Weeping Water Public Schools (Class 3)
West Holt Rural High School (Class 3)
West Point Public Schools (Class 3)
Westside Community Schools (Class 3)
Wheeler Central Schools (Class 3)
Wilber-Clatonia Public Schools (Class 3)
Wilcox-Hildreth Public Schools (Class 3)
Winnebago Public Schools (Class 3)
Winside Public Schools (Class 3)
Wisner-Pilger Public Schools (Class 3)
Wood River Rural MS/Sr High (Class 3)
Wynot Public Schools (Class 3)
York Public Schools (Class 3)
Yutan Public Schools (Class 3)

## Nevada

Carson City S.D.
Churchill County S.D.
Clark County S.D.
Douglas County S.D.
Elko County S.D.
Esmeralda County S.D.
Eureka County S.D.
Humboldt County S.D.
Lander County S.D.
Lincoln County S.D.
Lyon County S.D.
Mineral County S.D.
Nye County S.D.
Pershing County S.D.
State Sponsored Charter School
Storey County S.D.
Washoe County S.D.
White Pine County S.D.

## New Hampshire

Albany
Allenstown
Alton
Amherst
Andover
Ashland
Auburn
Barnstead
Barrington
Bartlett
Bath
Bedford
Benton
Berlin
Bethlehem
Bow
Brentwood
Brookline
Campton
Candia
Chatham
Chester
Chesterfield
Chichester
Claremont
Clarksville
Colebrook
Columbia
Concord
Contoocook Valley
Conway
Coos County S.D.
Cornish
Croydon
Deerfield
Derry Cooperative
Dover
Dresden
Dummer
Dunbarton
East Kingston
Eaton
Ellsworth
Epping
Epsom
Errol
Exeter
Exeter Region Cooperative
Fall Mountain Regional
Farmington
Franklin
Freedom
Fremont
Gilford
Gilmanton
Goffstown
Gorham Randolph Shelburne Cooperative
Goshen
Governor Wentworth Regional
Grantham
Greenland
Hale's Location (Carroll County)
Hampstead
Hampton
Hampton Falls
Hanover
Harrisville
Hart's Location
Haverhill Cooperative
Henniker
Hill
Hillsboro-Deering Cooperative
Hinsdale
Holderness
Hollis
Hollis-Brookline Cooperative
Hooksett
Hopkinton
Hudson
Inter-Lakes Cooperative
Jackson
Jaffrey-Rindge Cooperative
John Stark Regional
Kearsarge Regional
Keene
Kensington
Laconia
Lafayette Regional
Landaff
Lebanon
Lempster
Lincoln-Woodstock Cooperative
Lisbon Regional
Litchfield
Littleton
Londonderry
Lyme
Madison
Manchester
Marlborough
Marlow
Mascenic Regional
Mascoma Valley Regional
Mason
Merrimack
Merrimack Valley
Middleton
Milan
Milford
Milton
Monadnock Regional
Monroe
Mont Vernon
Moultonborough
Nashua
Nelson
New Boston
New Castle
Newfields
Newfound Area
Newington
Newmarket
Newport
North Hampton
Northumberland
Northwood
Nottingham
Oyster River Cooperative
Pelham
Pembroke
Pemi-Baker Regional
Piermont
Pittsburg
Pittsfield
Plainfield
Plymouth
Portsmouth
Profile
Raymond
Rochester
Rollinsford
Rumney
Rye
Salem
Sanborn Regional
Seabrook
Shaker Regional
Somersworth
Souhegan Cooperative
South Hampton
Stark
Stewartstown
Stoddard
Strafford
Stratford
Stratham
Sullivan
Sunapee
Surry
Tamworth
Thornton
Timberlane Regional
Unity

Wakefield
Warren
Washington
Waterville Valley
Weare
Wentworth
Westmoreland
White Mountains Regional
Wilton-Lyndeborough Cooperative
Winchester
Windham
Windsor
Winnacunnet Cooperative
Winnisquam Regional

## New Jersey

Absecon Public S.D.
Alexandria Township S.D. K–8
Allamuchy Township S.D. K–8
Allendale S.D. (K–8)
Alloway Township S.D.
Alpha S.D. K–8
Alpine Public S.D. (K–8)
Andover Regional S.D. – Regional (K–8)
Asbury Park Public Schools
Atlantic City S.D.
Atlantic County Special Services S.D.
Atlantic County Vocational S.D.
Atlantic Highlands S.D.
Audubon S.D.
Avalon S.D.
Avon S.D.
Barnegat Township S.D.
Barrington Public Schools
Bass River Township S.D.
Bay Head S.D.
Bayonne Board of Education (K–12)
Beach Haven S.D.
Bedminster Township S.D. K–8
Belleville S.D.
Bellmawr S.D.
Belmar S.D.
Belvidere S.D. K–12
Bergen County Special Services S.D. – County special education for ages 3–21
Bergen County Technical Schools – County (9–12)
Bergenfield Public Schools (K–12)
Berkeley Heights Public Schools K–12
Berkeley Township S.D.
Berlin Borough S.D.
Berlin Township Public Schools
Bernards Township S.D. K–12
Bethlehem Township S.D. K–8
Beverly City Schools
Black Horse Pike Regional S.D. – Regional
Blairstown Township S.D. K–6
Bloomfield Public Schools
Bloomingdale S.D. K–8
Bloomsbury S.D. K–8
Bogota Public Schools (K–12)
Boonton Public Schools K–12
Boonton Township S.D. K–8
Bordentown Regional S.D. – Regional
Bound Brook S.D. K–12
Bradley Beach S.D.
Branchburg Township S.D. K–8
Brick Public Schools
Bridgeton Public Schools
Bridgewater-Raritan Regional S.D. – K–12 Regional
Brielle S.D.
Brigantine Public Schools
Brooklawn Public S.D.
Buena Regional S.D. – Regional
Burlington County Institute of Technology
Burlington County Special Services S.D. – County special education for ages 3–21
Burlington Township S.D.
Butler Public Schools K–12
Byram Township S.D. (K–8)
Caldwell-West Caldwell Public Schools – Consolidated
Califon S.D. K–8
Camden City S.D.
Camden County Technical Schools
Cape May City S.D.
Cape May County Special Services S.D.
Cape May County Technical S.D.
Carlstadt Public Schools (K–8)
Carlstadt-East Rutherford Regional S.D. – Regional (9–12)
Carteret S.D. K–12
Cedar Grove Schools
Central Regional S.D. – Regional
Cherry Hill Public Schools
Chesilhurst Borough S.D.
Chester S.D. – Consolidated K–8
Chesterfield S.D.
Cinnaminson Township Public Schools
City of Burlington Public S.D.
Clark Public S.D. K–12
Clayton Public Schools
Clearview Regional High S.D. – Regional
Clementon S.D.
Cliffside Park S.D. (K–12)
Clifton Public Schools K–12
Clinton Township S.D. K–8
Clinton-Glen Gardner S.D. K–8 (renamed from Clinton Public School as of 2009)
Closter Public Schools (K–8)
Collingswood Public Schools
Colts Neck S.D.
Commercial Township S.D.
Cranbury S.D. K–8
Cranford Township Public Schools K–12

Cresskill Public Schools (K–12)
Cumberland County Vocational S.D.
Cumberland Regional High School – Regional
Deal S.D.
Deerfield Township S.D.
Delanco Township S.D.
Delaware Township S.D. K–8
Delaware Valley Regional High School 9–12 Regional
Delran Township S.D.
Delsea Regional S.D. – Regional
Demarest Public Schools (K–8)
Dennis Township Public Schools
Denville Township S.D. K–8
Deptford Township Schools
Dover S.D. K–12
Downe Township S.D.
Dumont Public Schools (K–12)
Dunellen Public Schools K–12
Eagleswood Township S.D.
East Amwell Township S.D. K–8
East Brunswick Public Schools K–12
East Greenwich Township S.D.
East Hanover S.D. K–8
East Newark S.D. (K–8)
East Orange S.D.
East Rutherford S.D. (K–8)
East Windsor Regional S.D. K–12 Regional
Eastampton Township S.D.
Eastern Camden County Regional High S.D. – Regional
Eatontown Public Schools
Edgewater Park S.D.
Edgewater Public Schools (K–12)
Edison Township Public Schools K–12
Egg Harbor City S.D.
Egg Harbor Township Schools
Elizabeth Public Schools K–12
Elk Township S.D.
Elmer S.D.
Elmwood Park Public Schools (K–12)
Elsinboro Township S.D.
Emerson S.D. (K–12)
Englewood Cliffs Public Schools (K–8)
Englewood Public S.D. (K–12)
Essex County Vocational Technical Schools
Essex Fells S.D.
Estell Manor S.D.
Evesham Township S.D.
Ewing Public Schools K–12
Fair Haven Public Schools
Fair Lawn Public Schools (K–12)
Fairfield S.D.
Fairfield Township S.D.
Fairview Public Schools (K–8)
Farmingdale S.D.
Flemington-Raritan Regional S.D. K–8 Regional
Florence Township S.D.
Florham Park S.D. K–8
Folsom Borough S.D.
Fort Lee S.D. (K–12)
Frankford Township S.D. (K–8)
Franklin Borough S.D. (K–8)
Franklin Lakes Public Schools (K–8)
Franklin Township Public Schools
Franklin Township Public Schools K–12
Franklin Township S.D. (Hunterdon County, New Jersey) K–8
Franklin Township S.D. (Warren County, New Jersey) K–6
Fredon Township S.D. (K–6)
Freehold Borough Schools
Freehold Regional High S.D. – Regional
Freehold Township Schools
Frelinghuysen Township S.D. K–6
Frenchtown S.D. K–8
Galloway Township Public Schools
Garfield Public Schools (K–12)
Garwood Public Schools K–8
Gateway Regional S.D. – Regional
Gibbsboro S.D.
Glassboro Public Schools
Glen Ridge Public Schools
Glen Rock Public Schools (K–12)
Gloucester City Public Schools
Gloucester County Special Services S.D.
Gloucester County Vocational-Technical S.D.
Gloucester Township Public Schools
Great Meadows Regional S.D. K–8 Regional
Greater Egg Harbor Regional High S.D. – Regional
Green Brook S.D. K–8
Green Township S.D. (K–8)
Greenwich Township S.D.
Greenwich Township S.D.
Greenwich Township S.D. K–8
Guttenberg Public S.D. (K–8)
Hackensack Public Schools (K–12)
Hackettstown S.D. K–12
Haddon Heights S.D.
Haddon Township S.D.
Haddonfield Public Schools
Hainesport Township S.D.
Haledon S.D. K–8
Hamburg S.D. (K–8)
Hamilton Township S.D. K–12
Hamilton Township Schools
Hammonton Public Schools
Hampton S.D. K–8
Hampton Township S.D. (K–6)
Hanover Park Regional High S.D. – Regional 9–12
Hanover Township Public Schools K–8
Harding Township S.D. K–8

Hardyston Township S.D. (K–8)
Harmony Township S.D. K–8
Harrington Park S.D. (K–8)
Harrison Public Schools (K–12)
Harrison Township S.D.
Hasbrouck Heights S.D. (K–12)
Haworth Public Schools (K–8)
Hawthorne Public Schools K–12
Hazlet Township Public Schools
Henry Hudson Regional High School – Regional
High Bridge S.D. K–8
High Point Regional High School – Regional (9–12)
Highland Park Public Schools K–12
Highlands S.D.
Hillsborough Township S.D. K–12
Hillsdale Public Schools (K–8)
Hillside Public Schools K–12
Hoboken Public Schools (K–12)
Ho-Ho-Kus S.D. (K–8)
Holland Township S.D. K–8
Holmdel Township Public Schools
Hopatcong Public Schools (K–12)
Hope Township S.D. K–8
Hopewell Valley Regional S.D. K–12 Regional
Howell Township Public Schools
Hudson County Schools of Technology (9–12)
Hunterdon Central Regional High School 9–12 Regional
Hunterdon County Vocational S.D. 9–12
International Academy of Trenton S.D. K-5
Irvington Public Schools
Island Heights S.D.
Jackson S.D.
Jamesburg Public Schools K–8
Jefferson Township Public Schools K–12
Jersey City Public Schools (K–12)
Keansburg S.D.
Kearny S.D. (K–12)
Kenilworth Public Schools K–12
Keyport Public Schools
Kingsway Regional S.D. – Regional
Kingwood Township S.D. K–8
Kinnelon Public Schools
Kittatinny Regional High School – Regional (7–12)
Knowlton Township S.D. K–6
Lacey Township S.D.
Lafayette Township S.D. (K–8)
Lakehurst S.D.
Lakeland Regional High School 9–12 Regional
Lakewood S.D.
Lambertville City S.D. K–6
Laurel Springs S.D.
Lavallette S.D.
Lawnside S.D.
Lawrence Township Public Schools K–12
Lebanon Borough S.D. K–6
Lebanon Township Schools K–8
Lenape Regional High S.D. – Regional
Lenape Valley Regional High School – Regional (9–12)
Leonia Public Schools (K–12)
Lincoln Park Public Schools
Linden Public Schools K–12
Lindenwold Public Schools
Linwood Public Schools
Little Egg Harbor Township S.D.
Little Falls Township Public Schools K–8
Little Ferry Public Schools (K–8)
Little Silver S.D.
Livingston Public Schools
Lodi Public Schools (K–12)
Logan Township S.D.
Long Beach Island C.S.D. – Consolidated
Long Branch Public Schools
Long Hill Township School System
Lopatcong Township S.D. K–8
Lower Alloways Creek Township S.D.
Lower Cape May Regional S.D. – Regional
Lower Township S.D.
Lumberton Township S.D.
Lyndhurst S.D. (K–12)
Madison Public Schools
Magnolia S.D.
Mahwah Township Public Schools (K–12)
Mainland Regional High School – Regional
Manalapan-Englishtown Regional S.D. – Regional
Manasquan Public Schools
Manchester Regional High School 9–12 Regional
Manchester Township S.D.
Mannington Township S.D.
Mansfield Public Schools
Mansfield Township S.D. K–6
Mantua Township S.D.
Manville S.D. K–12
Maple Shade S.D.
Margate City Schools
Marlboro Township Public S.D.
Matawan-Aberdeen Regional S.D. – Regional
Maurice River Township S.D.
Maywood Public Schools (K–8)
Medford Lakes S.D.
Medford Township Public Schools
Mendham Borough Schools
Mendham Township Public Schools
Mercer County Technical Schools 9–12
Merchantville S.D.
Metuchen S.D. K–12
Middle Township Public Schools
Middlesex Board of Education K–12
Middlesex County Vocational and Technical Schools 9–12 Vocational
Middletown Township Public S.D.

Midland Park S.D. (K–12)
Milford Borough S.D. K–8
Millburn Township Public Schools
Millstone Township Schools
Milltown Public Schools K–8
Millville Public Schools
Mine Hill S.D.
Monmouth Beach S.D.
Monmouth County Vocational S.D.
Monmouth Regional High School – Regional
Monroe Township Public Schools
Monroe Township S.D. K–12
Montague Township S.D. (K–8)
Montclair Public Schools
Montgomery Township S.D. K–12
Montvale Public Schools (K–8)
Montville Township S.D. K–12
Moonachie S.D. (K–8)
Moorestown Township Public Schools
Morris County Vocational S.D.
Morris Hills Regional High S.D. – Regional 9–12
Morris Plains Schools
Morris S.D. – Regional
Mount Arlington S.D.
Mount Ephraim Public Schools
Mount Holly Township Public Schools
Mount Laurel Schools
Mount Olive Township S.D.
Mountain Lakes Schools K–12
Mountainside S.D. K–8
Mullica Township Schools
National Park S.D.
Neptune City S.D.
Neptune Township Schools
Netcong S.D.
New Brunswick Public Schools K–12
New Hanover Township S.D. – Consolidated
New Milford S.D. (K–12)
New Providence S.D. K–12
Newark Public Schools
Newton Public S.D. (K–12)
North Arlington S.D. (K–12)
North Bergen S.D. (K–12)
North Brunswick Township Public Schools K–12
North Caldwell Public Schools
North Haledon S.D. K–8
North Hanover Township S.D.
North Hunterdon-Voorhees Regional High S.D. 9–12 Regional
North Plainfield S.D. K–12
North Warren Regional High School 7–12 Regional
North Wildwood S.D.
Northern Burlington County Regional S.D. – Regional
Northern Highlands Regional High School – Regional (9–12)
Northern Valley Regional High S.D. – Regional (9–12)
Northfield Community Schools
Northvale Public Schools (K–8)
Norwood Public S.D. (K–8)
Nutley Public Schools
Oakland Public Schools (K–8)
Oaklyn Public S.D.
Ocean City S.D.
Ocean County Vocational Technical School – Countywide
Ocean Gate S.D.
Ocean Township S.D. (Monmouth County, New Jersey) – Consolidated
Ocean Township S.D. (Ocean County, New Jersey)
Oceanport S.D.
Ogdensburg Borough S.D. (K–8)
Old Bridge Township Public Schools K–12
Old Tappan Public Schools (K–8)
Oldmans Township S.D.
Oradell Public S.D. (K–6)
Orange Board of Education
Oxford Township S.D. K–8
Palisades Park Public S.D. (K–12)
Palmyra Public Schools
Paramus Public Schools (K–12)
Park Ridge Public Schools (K–12)
Parsippany-Troy Hills S.D. K–12
Pascack Valley Regional High S.D. – Regional (9–12)
Passaic City S.D. K–12
Passaic County Vocational S.D. 9–12 Vocational
Passaic Valley Regional High School 9–12 Regional
Paterson Public Schools K–12
Paulsboro Public Schools
Pemberton Township S.D.
Penns Grove-Carneys Point Regional S.D. – Regional
Pennsauken Public Schools
Pennsville S.D.
Pequannock Township S.D.
Perth Amboy Public Schools K–12
Phillipsburg S.D. K–12
Pine Hill Schools
Pinelands Regional S.D. – Regional
Piscataway Township Schools K–12
Pitman S.D.
Pittsgrove Township S.D.
Plainfield Public S.D. K–12
Pleasantville Public Schools
Plumsted Township S.D.
Pohatcong Township S.D. K–8
Point Pleasant Beach S.D.
Point Pleasant S.D.
Pompton Lakes S.D. K–12
Port Republic S.D.

Princeton Public Schools K–12 Regional
Prospect Park S.D. K–8
Quinton Township S.D.
Rahway Public Schools K–12
Ramapo Indian Hills Regional High S.D. – Regional (9–12)
Ramsey Public S.D. (K–12)
Rancocas Valley Regional High School – Regional
Randolph Township Schools
Readington Township Public Schools K–8
Red Bank Borough Public Schools
Red Bank Regional High School – Regional
Ridgefield Park Public Schools (K–12)
Ridgefield S.D. (K–12)
Ridgewood Public Schools (K–12)
Ringwood Public S.D. K–8
River Dell Regional S.D. – Regional (7–12)
River Edge E.S.D. (K–6)
River Vale Public Schools (K–8)
Riverdale S.D.
Riverside S.D.
Riverton S.D.
Robbinsville Public S.D. K–12
Rochelle Park S.D. (K–8)
Rockaway Borough Public Schools K–8
Rockaway Township Public Schools K–8
Roosevelt Public S.D.
Roseland S.D.
Roselle Park S.D. K–12
Roselle Public Schools K–12
Roxbury S.D. K–12
Rumson S.D.
Rumson-Fair Haven Regional High School – Regional
Runnemede Public S.D.
Rutherford S.D. (K–12)
Saddle Brook Public Schools (K–12)
Saddle River S.D. (K–5)
Salem City S.D.
Salem County Special Services S.D.
Salem County Special Services S.D.
Salem County Vocational Technical Schools
Sandyston-Walpack C.S.D. – Consolidated (K–6)
Sayreville Public Schools K–12
S.D. of the Chathams – Regional K–12
Scotch Plains-Fanwood Regional S.D. K–12 Regional
Sea Girt S.D.
Sea Isle City S.D.
Seaside Heights S.D.
Seaside Park S.D.
Secaucus Public Schools (K–12)
See also: List of schools and S.D.s in Sussex County, New Jersey
Shamong Township S.D.
Shore Regional High School – Regional
Shrewsbury Borough S.D.
Somerdale S.D.
Somers Point Public Schools
Somerset County Vocational and Technical S.D. 9–12
Somerset Hills Regional S.D. K–12 Regional
Somerville Public Schools K–12
South Amboy Public Schools K–12
South Bergen Jointure Commission – Regional special education for ages 3–21
South Bound Brook S.D. K–8
South Brunswick Public Schools K–12
South Hackensack S.D. (K–8)
South Harrison Township S.D.
South Hunterdon Regional S.D. K–12 Regional, established in 2014–15 from the following former districts:
South Orange-Maplewood S.D. – Consolidated
South Plainfield Public Schools K–12
South River Public Schools K–12
Southampton Township Schools
Southern Regional S.D. – Regional
Sparta Township Public S.D. (K–12)
Spotswood Public Schools K–12
Spring Lake Heights S.D.
Spring Lake S.D.
Springfield Public Schools K–12
Springfield Township S.D.
Stafford Township S.D.
Stanhope Public Schools (K–8)
Sterling High School – Regional
Stillwater Township S.D. (K–6)
Stockton Borough S.D. K–6
Stone Harbor S.D.
Stow Creek S.D.
Stratford S.D.
Summit Public Schools K–12
Sussex County Vocational S.D. (9–12)
Sussex-Wantage Regional S.D. – Regional (K–8)
Swedesboro-Woolwich S.D. – Consolidated
Tabernacle S.D.
Teaneck Public Schools (K–12)
Tenafly Public Schools (K–12)
Tewksbury Township Schools K–8
Tinton Falls S.D. – Regional
Toms River Regional Schools – Regional
Totowa Borough Public Schools K–8
Trenton Public Schools K–12
Tuckerton S.D.
Union Beach School System
Union City S.D. (New Jersey) (K–12)
Union County Vocational Technical Schools 9–12
Union Public S.D. K–12
Union Township S.D. K–8
Upper Deerfield Township Schools
Upper Freehold Regional S.D. – Regional

Upper Pittsgrove S.D.
Upper Saddle River S.D. (K–8)
Upper Township S.D.
Ventnor City S.D.
Vernon Township S.D. (K–12)
Verona Public Schools
Vineland Public Schools
Voorhees Township Public Schools
Waldwick Public S.D. (K–12)
Wall Township Public Schools
Wallington Public Schools (K–12)
Wallkill Valley Regional High School – Regional (9–12)
Wanaque Borough Schools K–8
Warren County Special Services S.D. K–12 Special Education
Warren County Vocational S.D. 9–12
Warren Hills Regional S.D. 7–12 Regional
Warren Township Schools K–8
Washington Borough Public Schools K–6
Washington Township Public S.D.
Washington Township S.D.
Washington Township S.D. K–6
Washington Township Schools K–8
Watchung Borough Schools K–8
Watchung Hills Regional High School 9–12 Regional
Waterford Township S.D.
Wayne Public Schools K–12
Weehawken S.D. (K–12)
Wenonah S.D.
West Amwell Township S.D. K–6
West Cape May S.D.
West Deptford Public Schools
West Essex Regional S.D. – Regional
West Long Branch Public Schools
West Milford Township Public Schools K–12
West Morris Regional High S.D. – Regional
West New York S.D. (K–12)
West Orange Public Schools
West Windsor-Plainsboro Regional S.D. K–12 Regional (serving communities in both Mercer and Middlesex counties)
West Windsor-Plainsboro Regional S.D. K–12 Regional (serving communities in both Mercer and Middlesex)
Westampton Township Schools
Westfield Public Schools K–12
Westville S.D.
Westwood Regional S.D. – Regional (K–12)
Weymouth Township S.D.
Wharton Borough S.D. K–8
White Township S.D. K–8
Wildwood Crest S.D.
Wildwood Public S.D.
Willingboro Township Public Schools
Winfield Township S.D. K–8
Winslow Township S.D.
Woodbine S.D.
Woodbridge Township S.D. K–12
Woodbury Heights S.D.
Woodbury Public Schools
Woodcliff Lake Public Schools (K–8)
Woodland Park S.D. K–8
Woodland Township S.D.
Woodlynne S.D.
Wood-Ridge S.D. (K–12)
Woodstown-Pilesgrove Regional S.D. – Regional
Wyckoff S.D. (K–8)

## New Mexico

Alamogordo Public Schools
Albuquerque Public Schools
Animas Public Schools
Artesia Public Schools
Aztec Municipal Schools
Belen Consolidated Schools
Bernalillo Public Schools
Bloomfield Schools
Capitan Municipal Schools
Carlsbad Municipal Schools
Carrizozo Municipal Schools
Central Consolidated Schools
Chama Valley Schools
Cimarron Public Schools
Clayton Municipal Schools
Cloudcroft Municipal Schools
Clovis Municipal Schools
Cobre Consolidated Schools
Corona Public Schools
Cuba Independent Schools
Deming Public Schools
Des Moines Municipal Schools
Dexter Consolidated Schools
Dora Consolidated Schools
Dulce Independent Schools
East Mountain Public Schools
Elida Municipal Schools
Espanola Public Schools
Estancia Municipal Schools
Eunice Public Schools
Farmington Municipal Schools
Floyd Municipal Schools
Fort Sumner Municipal Schools
Gadsden Independent Schools
Gallup-McKinley County Schools
Grady Municipal Schools
Grants-Cibola County Schools
Hagerman Municipal Schools
Hatch Valley Public Schools
Hobbs Municipal Schools
Hondo Valley Public Schools
House Municipal Schools
Jal Public Schools
Jemez Mountain Public Schools
Jemez Valley Public Schools
Lake Arthur Municipal Schools
Las Cruces Public Schools
Las Vegas City Public Schools
Logan Municipal Schools
Lordsburg Municipal Schools
Los Alamos Public Schools
Los Lunas Public Schools
Loving Municipal Schools
Lovington Public Schools
Magdalena Municipal Schools
Maxwell Municipal Schools
Melrose Public Schools
Mesa Vista Consolidated Schools

Mora Independent Schools
Moriarty Municipal Schools
Mosquero Municipal Schools
Mountainair Public Schools
Pecos Independent Schools
Peñasco Independent Schools
Pojoaque Valley Public Schools
Portales Municipal Schools
Quemado Independent Schools
Questa Independent Schools
Raton Public Schools
Reserve Independent Schools
Rio Rancho Public Schools
Roswell Independent Schools
Roy Municipal Schools
Ruidoso Municipal Schools
San Jon Municipal Schools
Santa Fe Public Schools
Santa Rosa Consolidated Schools
Silver Consolidated Schools
Socorro Consolidated Schools
Springer Municipal Schools
Taos Municipal Schools
Tatum Municipal Schools
Texico Municipal Schools
Truth or Consequences Municipal Schools
Tucumcari Public Schools
Tularosa Municipal Schools
Turquoise Trail Charter School
Vaughn Municipal Schools
Wagon Mound Public Schools
West Las Vegas Public Schools
Zuni Public Schools

## New York

Addison Central S.D.
Adirondack Central S.D.
Afton Central S.D.
Akron Central S.D.
Albany City S.D. (not BOCES)
Albany-Schoharie-Schenectady-Saratoga (Capital Region) BOCES
Albion Central S.D.
Alden Central S.D.
Alexander Central S.D.
Alexandria Central S.D.
Alfred-Almond Central S.D.
Allegany-Limestone Central S.D.
Altmar-Parish-Williamstown Central S.D.
Amagansett Union Free S.D.
Amherst Central S.D.
Amityville Union Free S.D.
Amsterdam City S.D.
Andes Central S.D.
Andover Central S.D.
Ardsley Union Free S.D.
Argyle Central S.D.
Arkport Central S.D.
Arlington Central S.D.
Attica Central S.D.
Auburn City S.D.
AuSable Valley Central S.D.
Averill Park Central S.D.
Avoca Central S.D.
Avon Central S.D.
Babylon Union Free S.D.
Bainbridge-Guilford Central S.D.
Baldwin Union Free S.D.
Baldwinsville Central S.D.
Ballston Spa Central S.D.
Barker Central S.D.
Batavia City S.D.
Bath Central S.D.
Bay Shore Union Free S.D.
Bayport-Blue Point Union Free S.D.
Beacon City S.D.
Beaver River Central S.D.
Bedford Central S.D.
Beekmantown Central S.D.
Belfast Central S.D.
Belleville-Henderson Central S.D.
Bellmore Union Free S.D.
Bellmore-Merrick Central High S.D.
Bemus Point Central S.D.
Berkshire Union Free S.D.
Berlin Central S.D.
Berne-Knox-Westerlo Central S.D.
Bethlehem Central S.D.
Bethpage Union Free S.D.
Binghamton City S.D.
Blind Brook-Rye Union Free S.D.
Bolivar-Richburg Central S.D.
Bolton Central S.D.
Boquet Valley Central S.D. at Elizabethtown-Lewis-Westport
Bradford Central S.D.
Brasher Falls Central S.D.
Brentwood Union Free S.D.
Brewster Central S.D.
Briarcliff Manor Union Free S.D.
Bridgehampton Union Free S.D.
Brighton Central S.D.
Broadalbin-Perth Central S.D.
Brockport Central S.D.
Brocton Central S.D.
Bronxville Union Free S.D.
Brookfield Central S.D.
Brookhaven-Comsewogue Union Free S.D.
Broome-Tioga BOCES
Brunswick Central S.D. (Brittonkill)
Brushton-Moira Central S.D.
Buffalo City S.D. (not BOCES)
Burnt Hills-Ballston Lake Central S.D.
Byram Hills Central S.D.
Byron-Bergen Central S.D.
Cairo-Durham Central S.D.
Caledonia-Mumford Central S.D.
Cambridge Central S.D.
Camden Central S.D.

Campbell-Savona Central S.D.
Canajoharie Central S.D.
Canandaigua City S.D.
Canaseraga Central S.D.
Canastota Central S.D.
Candor Central S.D.
Canisteo-Greenwood Central S.D.
Canton Central S.D.
Capital District/North Country
Carle Place Union Free S.D.
Carmel Central S.D.
Carthage Central S.D.
Cassadaga Valley Central S.D.
Cato-Meridian Central S.D.
Catskill Central S.D.
Cattaraugus-Allegany-Erie-Wyoming BOCES
Cattaraugus-Little Valley Central S.D.
Cayuga-Onondaga BOCES
Cazenovia Central S.D.
Center Moriches Union Free S.D.
Central Islip Union Free S.D.
Central Square Central S.D.
Central Valley Central S.D. at Ilion-Mohawk
Chappaqua Central S.D.
Charlotte Valley Central S.D.
Chateaugay Central S.D.
Chatham Central S.D.
Chautauqua Lake Central S.D.
Chazy Union Free S.D.
Cheektowaga Central S.D.
Cheektowaga-Maryvale Union Free S.D.
Cheektowaga-Sloan Union Free S.D.
Chenango Forks Central S.D.
Chenango Valley Central S.D.
Cherry Valley-Springfield Central S.D.
Chester Union Free S.D.
Chittenango Central S.D.
Churchville-Chili Central S.D.
Cincinnatus Central S.D.
Clarence Central S.D.
Clarkstown Central S.D.
Cleveland Hill Union Free S.D.
Clifton-Fine Central S.D.
Clinton Central S.D.
Clinton-Essex-Warren-Washington BOCES
(Champlain Valley Educational Services)
Clyde-Savannah Central S.D.
Clymer Central S.D.
Cobleskill-Richmondville Central S.D.
Cohoes City S.D.
Cold Spring Harbor Central S.D.
Colton-Pierrepont Central S.D.
Commack Union Free S.D.
Connetquot Central S.D.
Cooperstown Central S.D.
Copenhagen Central S.D.
Copiague Union Free S.D.
Corinth Central S.D.
Corning City S.D.
Cornwall Central S.D.
Cortland City S.D.
Coxsackie-Athens Central S.D.
Croton-Harmon Union Free S.D.
Crown Point Central S.D.
Cuba-Rushford Central S.D.
Dalton-Nunda Central S.D. (Keshequa)
Dansville Central S.D.
Deer Park Union Free S.D.
Delaware Academy Central S.D. at Delhi
Delaware-Chenango-Madison-Otsego BOCES
Depew Union Free S.D.
Deposit Central S.D.
DeRuyter Central S.D.
Dobbs Ferry Union Free S.D.
Dolgeville Central S.D.
Dover Union Free S.D.
Downsville Central S.D.
Dryden Central S.D.
Duanesburg Central S.D.
Dundee Central S.D. [2]
Dunkirk City S.D.
Dutchess BOCES
East Aurora Union Free S.D.
East Bloomfield Central S.D.
East Greenbush Central S.D.
East Hampton Union Free S.D.
East Irondequoit Central S.D.
East Islip Union Free S.D.
East Meadow Union Free S.D.
East Moriches Union Free S.D.
East Quogue Union Free S.D.
East Ramapo Central S.D. (Spring Valley)
East Rochester Union Free S.D.
East Rockaway Union Free S.D.
East Syracuse Minoa Central S.D.
East Williston Union Free S.D.
Eastchester Union Free S.D.
Eastern Suffolk (Suffolk-1) BOCES
Eastport-South Manor Central S.D.
Eden Central S.D.
Edgemont Union Free S.D.
Edinburg Common S.D.
Edmeston Central S.D.
Edwards-Knox Central S.D.
Elba Central S.D.
Eldred Central S.D.
Ellenville Central S.D.
Ellicottville Central S.D.
Elmira City S.D.
Elmira Heights Central S.D.
Elmont Union Free S.D.
Elmsford Union Free S.D.

Elwood Union Free S.D.
Enlarged City S.D. of Middletown
Erie 1 BOCES
Erie 2 Chautauqua-Cattaraugus BOCES
Evans-Brant Central S.D. (Lake Shore)
Fabius-Pompey Central S.D.
Fairport Central S.D.
Falconer Central S.D.
Fallsburg Central S.D.
Farmingdale Union Free S.D.
Fayetteville-Manlius Central S.D.
Fillmore Central S.D.
Fire Island Union Free S.D.
Fishers Island Union Free S.D.
Floral Park-Bellerose Union Free S.D.
Florida Union Free S.D.
Fonda-Fultonville Central S.D.
Forestville Central S.D.
Fort Ann Central S.D.
Fort Edward Union Free S.D.
Fort Plain Central S.D.
Frankfort-Schuyler Central S.D.
Franklin Central S.D.
Franklin Square Union Free S.D.
Franklin-Essex-Hamilton BOCES
Franklinville Central S.D.
Fredonia Central S.D.
Freeport Union Free S.D.
Frewsburg Central S.D.
Friendship Central S.D.
Frontier Central S.D.
Fulton City S.D.
Galway Central S.D.
Gananda Central S.D.
Garden City Union Free S.D.
Garrison Union Free S.D.
Gates-Chili Central S.D.
General Brown Central S.D.
Genesee Valley BOCES (Genesee-Livingston-Steuben-Wyoming)
Genesee Valley Central S.D.
Geneseo Central S.D.
Geneva City S.D.
George Junior Republic Union Free S.D.
Georgetown-South Otselic Central S.D.
Germantown Central S.D.
Gilbertsville-Mount Upton Central S.D.
Gilboa-Conesville Central S.D.
Glen Cove City S.D.
Glens Falls City S.D.
Glens Falls Common S.D.
Gloversville City S.D.
Gorham-Middlesex Central S.D. (Marcus Whitman)
Goshen Central S.D.
Gouverneur Central S.D.
Gowanda Central S.D.
Grand Island Central S.D.
Granville Central S.D.
Great Neck Union Free S.D.
Greece Central S.D.
Green Island Union Free S.D.
Greenburgh Central S.D.
Greenburgh Eleven Union Free S.D.
Greenburgh-Graham Union Free S.D.
Greenburgh-North Castle Union Free S.D.
Greene Central S.D.
Greenport Union Free S.D.
Greenville Central S.D.
Greenwich Central S.D.
Greenwood Lake Union Free S.D.
Groton Central S.D.
Guilderland Central S.D.
Hadley-Luzerne Central S.D.
Haldane Central S.D.
Half Hollow Hills Central S.D.
Hamburg Central S.D.
Hamilton Central S.D.
Hamilton-Fulton-Montgomery BOCES
Hammond Central S.D.
Hammondsport Central S.D.
Hampton Bays Union Free S.D.
Hancock Central S.D.
Hannibal Central S.D.
Harborfields Central S.D.
Harpursville Central S.D.
Harrison Central S.D.
Harrisville Central S.D.
Hartford Central S.D.
Hastings-on-Hudson Union Free S.D.
Hauppauge Union Free S.D.
Haverstraw-Stony Point Central S.D. (North Rockland)
Hawthorne-Cedar Knolls Union Free S.D.
Hempstead Union Free S.D.
Hendrick Hudson Central S.D.
Herkimer Central S.D.
Herkimer-Fulton-Hamilton-Otsego BOCES
Hermon-DeKalb Central S.D.
Herricks Union Free S.D.
Heuvelton Central S.D.
Hewlett-Woodmere Union Free S.D.
Hicksville Union Free S.D.
Highland Central S.D.
Highland Falls-Fort Montgomery Central S.D.
Hilton Central S.D.
Hinsdale Central S.D.
Holland Central S.D.
Holland Patent Central S.D.
Holley Central S.D.
Homer Central S.D.
Honeoye Central S.D.
Honeoye Falls-Lima Central S.D.

Hoosic Valley Central S.D.
Hoosick Falls Central S.D. (not BOCES)
Hopevale Union Free S.D. at Hamburg
Hornell City S.D.
Horseheads Central S.D.
Hudson City S.D.
Hudson Falls Central S.D.
Hunter-Tannersville Central S.D.
Huntington Union Free S.D.
Hyde Park Central S.D.
Indian Lake Central S.D.
Indian River Central S.D.
Inlet Common S.D.
Iroquois Central S.D.
Irvington Union Free S.D.
Island Park Union Free S.D.
Island Trees Union Free S.D.
Islip Union Free S.D.
Ithaca City S.D.
Jamestown City S.D.
Jamesville-DeWitt Central S.D.
Jasper-Troupsburg Central S.D.
Jefferson Central S.D.
Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Jericho Union Free S.D.
Johnsburg Central S.D.
Johnson City Central S.D.
Johnstown City S.D.
Jordan-Elbridge Central S.D.
Katonah-Lewisboro Union Free S.D.
Keene Central S.D.
Kendall Central S.D.
Kenmore-Town of Tonawanda S.D.
Kinderhook Central S.D.
Kings Park Central S.D.
Kingston City S.D.
Kiryas Joel Village Union Free S.D.
La Fargeville Central S.D.
Lackawanna City S.D.
LaFayette Central S.D.
Lake George Central S.D.
Lake Placid Central S.D.
Lake Pleasant Central S.D.
Lakeland Central S.D.
Lancaster Central S.D.
Lansing Central S.D.
Lansingburgh Central S.D.
Laurens Central S.D.
Lawrence Union Free S.D.
Le Roy Central S.D.
Letchworth Central S.D.
Levittown Union Free S.D.
Lewiston-Porter Central S.D.
Liberty Central S.D.
Lindenhurst Union Free S.D.
Lisbon Central S.D.
Little Falls City S.D.
Little Flower Union Free S.D.
Liverpool Central S.D.
Livingston Manor Central S.D.
Livonia Central S.D.
Lockport City S.D.
Locust Valley Central S.D.
Long Beach City S.D.
Long Lake Central S.D.
Longwood Central S.D.
Lowville Academy & Central S.D.
Lyme Central S.D.
Lynbrook Union Free S.D.
Lyncourt Union Free S.D.
Lyndonville Central S.D.
Lyons Central S.D.
Madison Central S.D.
Madison-Oneida BOCES
Madrid-Waddington Central S.D.
Mahopac Central S.D.
Maine-Endwell Central S.D.
Malone Central S.D.
Malverne Union Free S.D.
Mamaroneck Union Free S.D. (not BOCES)
Manchester-Shortsville Central S.D. (Red Jacket)
Manhasset Union Free S.D.
Marathon Central S.D.
Marcellus Central S.D.
Margaretville Central S.D.
Marion Central S.D. [3]
Marlboro Central S.D.
Massapequa Union Free S.D.
Massena Central S.D.
Mattituck-Cutchogue Union Free S.D.
Mayfield Central S.D.
McGraw Central S.D.
Mechanicville City S.D.
Medina Central S.D.
Menands Union Free S.D.
Merrick Union Free S.D.
Mexico Central S.D.
Middle Country Central S.D.
Middleburgh Central S.D.
Milford Central S.D.
Millbrook Central S.D.
Miller Place Union Free S.D.
Mineola Union Free S.D.
Minerva Central S.D.
Minisink Valley Central S.D.
Monroe 1 BOCES
Monroe 2 – Orleans BOCES
Monroe-Woodbury Central S.D.
Montauk Union Free S.D.
Monticello Central S.D.
Moravia Central S.D.
Moriah Central S.D.[2]

Morris Central S.D.
Morristown Central S.D.
Morrisville-Eaton Central S.D.
Mount Markham Central S.D.
Mount Morris Central S.D.
Mount Pleasant Central S.D.
Mount Pleasant-Blythedale Union Free S.D.
Mount Pleasant-Cottage Union Free S.D.
Mount Sinai Union Free S.D.
Mount Vernon S.D.
Nanuet Union Free S.D.
Naples Central S.D.
New Hartford Central S.D.
New Hyde Park-Garden City Park Union Free S.D.
New Lebanon Central S.D.
New Paltz Central S.D.
New Rochelle City S.D.
New Suffolk Common S.D.
New York City S.D.
New York Mills Union Free S.D.
Newark Central S.D.
Newark Valley Central S.D.
Newburgh City S.D. (not BOCES)
Newcomb Central S.D.
Newfane Central S.D.
Newfield Central S.D.
Niagara Falls City S.D.
Niagara-Wheatfield Central S.D.
Niskayuna Central S.D.
North Babylon Union Free S.D.
North Bellmore Union Free S.D.
North Collins Central S.D.
North Colonie Central S.D.
North Greenbush Common S.D. (Williams)
North Merrick Union Free S.D.
North Rose-Wolcott Central S.D.
North Salem Central S.D.
North Shore Central S.D.
North Syracuse Central S.D.
North Tonawanda City S.D.
North Warren Central S.D.
Northeast Central S.D.
Northeastern Clinton Central S.D.
Northern Adirondack Central S.D.
Northport-East Northport Union Free S.D.
Northville Central S.D.
Norwich City S.D.
Norwood-Norfolk Central S.D.
Nyack Union Free S.D.
Oakfield-Alabama Central S.D.
Oceanside Union Free S.D.
Odessa-Montour Central S.D.
Ogdensburg City S.D.
Olean City S.D.
Oneida City S.D.
Oneida-Herkimer-Madison BOCES
Oneonta City S.D.
Onondaga Central S.D.
Onondaga-Cortland-Madison BOCES
Ontario-Seneca-Yates-Cayuga-Wayne (Wayne-Finger Lakes) BOCES
Onteora Central S.D.
Oppenheim-Ephratah-St. Johnsville Central S.D.
Orange-Ulster BOCES
Orchard Park Central S.D.
Oriskany Central S.D.
Orleans-Niagara BOCES
Ossining Union Free S.D.
Oswego BOCES (CiTi: Center for Instruction, Technology & Innovation)
Oswego City S.D.
Otego-Unadilla Central S.D.
Otsego-Delaware-Schoharie-Greene (Otsego Northern Catskills) BOCES
Owego-Apalachin Central S.D.
Oxford Academy and Central S.D.
Oyster Bay-East Norwich Central S.D.
Oysterponds Union Free S.D.
Palmyra-Macedon Central S.D.
Panama Central S.D.
Parishville-Hopkinton Central S.D.
Patchogue-Medford Union Free S.D.
Pavilion Central S.D.
Pawling Central S.D.
Pearl River Union Free S.D.
Peekskill City S.D.
Pelham Union Free S.D.
Pembroke Central S.D.
Penfield Central S.D.
Penn Yan Central S.D.
Perry Central S.D.
Peru Central S.D.
Phelps-Clifton Springs Central S.D.
Phoenix Central S.D.
Pine Bush Central S.D.
Pine Plains Central S.D.
Pine Valley Central S.D. (South Dayton)
Piseco Common S.D.
Pittsford Central S.D.
Plainedge Union Free S.D.
Plainview-Old Bethpage Central S.D.
Plattsburgh City S.D.
Pleasantville Union Free S.D.
Pocantico Hills Central S.D.
Poland Central S.D.
Port Byron Central S.D.
Port Chester-Rye Union Free S.D.
Port Jefferson Union Free S.D.
Port Jervis City S.D.
Port Washington Union Free S.D.
Portville Central S.D.
Potsdam Central S.D.

Poughkeepsie City S.D.
Prattsburgh Central S.D.
Pulaski Central S.D.
Putnam Central S.D.
Putnam Valley Central S.D.
Putnam-Westchester (Putnam-Northern Westchester) BOCES
Queensbury Union Free S.D.
Quogue Union Free S.D.
Randolph Academy Union Free S.D.
Randolph Central S.D.
Raquette Lake Union Free S.D.
Ravena-Coeymans-Selkirk Central S.D.
Red Creek Central S.D.
Red Hook Central S.D.
Remsen Central S.D.
Remsenburg-Speonk Union Free S.D.
Rensselaer City S.D.
Rensselaer-Columbia-Greene (Questar III) BOCES
Rhinebeck Central S.D.
Richfield Springs Central S.D.
Ripley Central S.D.
Riverhead Central S.D.
Rochester City S.D. (not BOCES)
Rockland BOCES
Rockville Centre Union Free S.D.
Rocky Point Union Free S.D.
Rome City S.D.
Romulus Central S.D.
Rondout Valley Central S.D.
Roosevelt Union Free S.D.
Roscoe Central S.D.
Roslyn Union Free S.D.
Rotterdam-Mohonasen Central S.D.
Roxbury Central S.D.
Royalton-Hartland Central S.D.
Rush-Henrietta Central S.D.
Rye City S.D.
Rye Neck Union Free S.D.
Sachem Central S.D.
Sackets Harbor Central S.D.
Sag Harbor Union Free S.D.
Sagaponack Common S.D.
Saint Regis Falls Central S.D.
Salamanca City S.D.
Salem Central S.D.
Salmon River Central S.D.
Sandy Creek Central S.D.
Saranac Central S.D.
Saranac Lake Central S.D.
Saugerties Central S.D.
Sauquoit Valley Central S.D.
Sayville Union Free S.D.
Scarsdale Union Free S.D.
Schalmont Central S.D.
Schenectady City S.D.
Schenevus Central S.D.
Schodack Central S.D.
Schoharie Central S.D.
Schroon Lake Central S.D.
Schuyler-Steuben-Chemung-Tioga-Allegany (Greater Southern Tier) BOCES
Schuylerville Central S.D.
Scio Central S.D.
Scotia-Glenville Central S.D.
Seaford Union Free S.D.
Seneca Falls Central S.D.
Sewanhaka Central High S.D.
Sharon Springs Central S.D.
Shelter Island Union Free S.D.
Shenendehowa Central S.D.
Sherburne-Earlville Central S.D.
Sherman Central S.D.
Shoreham-Wading River Central S.D.
Sidney Central S.D.
Silver Creek Central S.D.
Skaneateles Central S.D.
Smithtown Central S.D.
Sodus Central S.D.
Solvay Union Free S.D.
Somers Central S.D.
South Colonie Central S.D.
South Country Central S.D.
South Glens Falls Central S.D.
South Huntington Union Free S.D.
South Jefferson Central S.D.
South Kortright Central S.D.
South Lewis Central S.D.
South Mountain-Hickory Common S.D. at Binghamton
South Orangetown Central S.D.
South Seneca Central S.D.
South Seneca Central S.D.
Southampton Union Free S.D.
Southern Cayuga Central S.D.
Southold Union Free S.D.
Southwestern Central S.D. at Jamestown
Spackenkill Union Free S.D.
Spencerport Central S.D.
Spencer-Van Etten Central S.D.
Springs Union Free S.D.
Springville-Griffith Institute Central S.D.
St. Lawrence-Lewis BOCES
Stamford Central S.D.
Starpoint Central S.D.
Stillwater Central S.D.
Stockbridge Valley Central S.D.
Suffern Central S.D.
Sullivan BOCES
Sullivan West Central S.D.
Susquehanna Valley Central S.D.
Sweet Home Central S.D.

Syosset Central S.D.
Syracuse City S.D. (not BOCES)
Taconic Hills Central S.D.
Tech Valley High School (Consortium)
The Enlarged City S.D. of the City of Saratoga Springs
Thousand Islands Central S.D.
Three Village Central S.D.
Ticonderoga Central S.D.
Tioga Central S.D.
Tompkins-Seneca-Tioga BOCES
Tonawanda City S.D.
Town of Webb Union Free S.D.
Tri-Valley Central S.D.
Troy City S.D.
Trumansburg Central S.D.
Tuckahoe Common S.D.
Tuckahoe Union Free S.D.
Tully Central S.D.
Tupper Lake Central S.D.
Tuxedo Union Free S.D.
Ulster BOCES
Unadilla Valley Central S.D.
Union Free S.D. of the Tarrytowns
Union Springs Central S.D.
Uniondale Union Free S.D.
Union-Endicott Central S.D.
Utica City S.D.
Valhalla Union Free S.D.
Valley Central S.D. (Montgomery)
Valley Stream 13 Union Free S.D.
Valley Stream 24 Union Free S.D.
Valley Stream 30 Union Free S.D.
Valley Stream Central High S.D.
Van Hornesville-Owen D. Young Central S.D.
Vernon-Verona-Sherrill Central S.D.
Vestal Central S.D.
Victor Central S.D.
Voorheesville Central S.D.
Wainscott Common S.D.
Wallkill Central S.D.
Walton Central S.D.
Wantagh Union Free S.D.
Wappingers Central S.D.
Warrensburg Central S.D.
Warsaw Central S.D.
Warwick Valley Central S.D.
Washington-Saratoga-Warren-Hamilton-Essex BOCES
Washingtonville Central S.D.
Waterford-Halfmoon Union Free S.D.
Waterloo Central S.D.
Watertown City S.D.
Waterville Central S.D.
Watervliet City S.D.
Watkins Glen Central S.D.
Waverly Central S.D.
Wayland-Cohocton Central S.D.
Wayne Central S.D.
Wayne-Finger Lakes RIC
Webster Central S.D.
Weedsport Central S.D.
Wells Central S.D.
Wellsville Central S.D.
West Babylon Union Free S.D.
West Canada Valley Central S.D.
West Genesee Central S.D.
West Hempstead Union Free S.D.
West Irondequoit Central S.D.
West Islip Union Free S.D.
West Park Union Free S.D.
West Seneca Central S.D.
West Valley Central S.D.
Westbury Union Free S.D.
Westchester (Southern Westchester) BOCES
Western Suffolk (Suffolk-2) BOCES
Westfield Central S.D.
Westhampton Beach Union Free S.D.
Westhill Central S.D.
Westmoreland Central S.D.
Wheatland-Chili Central S.D.
Wheelerville Union Free S.D.
White Plains City S.D.
Whitehall Central S.D.
Whitesboro Central S.D.
Whitesville Central S.D.
Whitney Point Central S.D.
William Floyd Union Free S.D.
Williamson Central S.D.
Williamsville Central S.D.
Willsboro Central S.D.
Wilson Central S.D.
Windham-Ashland-Jewett Central S.D.
Windsor Central S.D.
Worcester Central S.D.
Wyandanch Union Free S.D.
Wynantskill Union Free S.D.
Wyoming Central S.D.
Yonkers City S.D. (not BOCES)
York Central S.D.
Yorkshire-Pioneer Central S.D.
Yorktown Central S.D.

## North Carolina

Alamance-Burlington School System
Alexander County Schools
Alleghany County Schools
Anson County Schools
Ashe County Schools
Asheboro City Schools
Asheville City Schools
Avery County Schools

Beaufort County Schools
Bertie County Schools
Bladen County Schools
Brunswick County Schools
Buncombe County Schools
System
Burke County Public Schools
Cabarrus County Schools
Caldwell County Schools
Camden County Schools
Carteret County Public Schools
Caswell County Schools
Catawba County Schools
Chapel Hill-Carrboro City
Schools
Charlotte-Mecklenburg Schools
Chatham County Schools
Cherokee County S.D.
Clay County Schools
Cleveland County Schools
Clinton City Schools
Columbus County Schools
Craven County Schools
Cumberland County Schools
Currituck County Schools
Dare County Schools
Davidson County Schools
Davie County Schools
Duplin County Schools
Durham Public Schools
Edenton-Chowan Schools
Edgecombe County Public
Schools
Elizabeth City-Pasquotank
Public Schools
Elkin City Schools
Franklin County Schools
Gaston County Schools
Gates County Schools
Graham County Schools
Granville County Schools
Greene County Schools
Guilford County Schools
Halifax County Schools
Harnett County Schools
Haywood County Schools
Henderson County Public
Schools
Hertford County Public Schools
Hickory City Schools
Hoke County Schools
Hyde County Schools
Iredell-Statesville Schools
Jackson County Schools
Johnston County Schools
Jones County Schools
Kannapolis City Schools
Lee County Schools
Lenoir County Schools
Lexington City Schools
Lincoln County Schools
Macon County Schools
Madison County Schools
Martin County Schools
McDowell County Schools
Mitchell County Schools
Montgomery County Schools
Moore County Schools
Mooresville Graded S.D.
Mount Airy City Schools
Nash-Rocky Mount Schools
New Hanover County Schools
Newton-Conover City Schools
Northampton County Schools
Onslow County Schools
Orange County Schools
Pamlico County Schools
Pender County Schools
Perquimans County Schools
Person County Schools
Pitt County Schools
Polk County Schools
Randolph County Schools
Richmond County Schools
Roanoke Rapids Graded S.D.
Robeson County Schools
Rockingham County Schools
Rowan-Salisbury School System
Rutherford County Schools
Sampson County Schools
Scotland County Schools
Stanly County Schools
Stokes County Schools
Surry County Schools
Swain County Schools
Thomasville City Schools
Transylvania County Schools
Tyrrell County Schools
Union County Public Schools
Vance County Schools
Wake County Public School
System
Warren County Schools
Washington County Schools
Watauga County Schools
Wayne County Public Schools
Weldon City Schools
Whiteville City Schools
Wilkes County Schools
Wilson County Schools
Winston-Salem/Forsyth County
Schools
Yadkin County Schools
Yancey County Schools

## North Dakota

Adams Public S.D. 128
Alexander Public S.D. 2
Anamoose Public S.D. 14
Apple Creek Public S.D. 39
Ashley Public S.D. 9
Bakker Public S.D. 10
Baldwin Public S.D. 29
Beach Public S.D. 3
Belcourt Public S.D. 7
Belfield Public S.D. 13
Bell Public S.D. 10
Berthold Public S.D.
Beulah Public S.D. 27
Billings County Public S.D. 1
Bisbee-Egeland Public S.D. 2
Bismarck Public S.D. 1
Bismarck Special Education
Unit
Bismarck Technical Center
Border Central Public S.D.
Bottineau Public S.D. 1
Bowbells Public S.D. 14
Bowdon Public S.D.
Bowline Butte Public S.D.
Bowman County Public S.D. 1
Buffalo Valley Special
Education Unit
Burke Central Public S.D. 36
Burleigh County Special
Education Unit
Butte Public S.D.
Carrington Public S.D.
Carrington Public S.D.
Cass Valley N Public S.D.
Cavalier Public S.D.
Center Public S.D.
Center-Stanton Public S.D.
Central Cass Public S.D.
Central Elem Public S.D.
Central Valley Public S.D.
Dakota Prairie Public S.D.
Dakota Public S.D.
Devils Lake Public S.D.
Dickinson Public S.D.
Divide County Public S.D.
Dodge Public S.D.
Drake Public S.D.
Drayton Public S.D.

Driscoll Public S.D.
Dunseith Day Elem School
Dunseith Public S.D.
Earl Public S.D.
East Central S.D.
Edgeley Public S.D.
Edinburg Public S.D.
Edmore Public S.D.
Eight Mile Public S.D.
Elgin Public S.D.
Elgin-New Leipzig Public S.D.
Ellendale Public S.D.
Emerado Public S.D.
Enderlin Public S.D.
Eureka Public S.D.
Fairmount Public S.D.
Fargo Public S.D.
Fessenden Public S.D.
Fessenden-Bowdon Public S.D.
Finley-Sharon Public S.D.
Flasher Public S.D.
Fordville Public S.D.
Fordville-Lankin Public S.D.
Fort Ransom Public S.D.
Fort Totten Public S.D.
Fort Yates Public S.D.
Gackle-Streeter Public S.D.
Garrison Public S.D.
Glen Ullin Public S.D.
Glenburn Public S.D.
Golden Valley Public S.D.
Goodrich Public S.D.
Grafton Public S.D.
Grand Forks Public S.D.
Granville Public S.D.
Grenora Public S.D.
Griggs County Central Public S.D.
Halliday Public S.D.
Hankinson Public S.D.
Hannaford Public S.D.
Harvey Public Schools
Hatton Public S.D.
Hazelton-Moffit-Braddock Public S.D.
Hazen Public S.D.
Hebron Public S.D.
Hettinger Public S.D.
Hillsboro Public S.D.
Hope Public S.D.
Horse Creek Public S.D.
Jamestown Public S.D.
Kenmare Public S.D.
Kensal Public S.D.
Killdeer Public S.D.
Kindred Public S.D.
Kulm Public S.D.
Lakota Public S.D.
LaMoure Public S.D.
Langdon Area Public S.D.
Lankin Public S.D.
Lansford Public S.D.
Larimore Public S.D.
Leeds Public S.D.
Lehr Public S.D.
Lewis and Clark Public S.D.
Lidgerwood Public S.D.
Linton Public S.D.
Lisbon Public S.D.
Litchville Public S.D.
Litchville-Marion Public S.D.
Little Heart Public S.D.
Lone Tree Public S.D.
Maddock Public S.D.
Mandan Public S.D.
Mandaree Public S.D.
Manning Public S.D.
Mantador Public S.D.
Manvel Public S.D.
Maple Valley Public S.D.
Mapleton Public S.D.
Marion Public S.D.
Marmarth Public S.D.
Max Public S.D.
May-Port CG Public S.D.
McClusky Public S.D.
McKenzie Co Public S.D.
McKenzie Public S.D.
Medina Public S.D.
Menoken Public S.D.
Midkota Public S.D. 7
Midway Public S.D.
Milnor Public S.D.
Milton Public S.D.
Minnewaukan Public S.D.
Minot Public S.D.
Minto Public S.D.
Mohall Public S.D.
Mohall-Lansford-Sherwood
Montefiore Public S.D.
Montpelier Public S.D.
Mott Public S.D.
Mott-Regent Public S.D.
Mount Pleasant Public S.D.
Munich Public S.D.
Napoleon Public S.D.
Nash Public S.D.
Naughton Public S.D.
Neche Public S.D.
Nedrose Public S.D.
Nesson Public S.D.
New England Public S.D.
New Leipzag Public S.D.
New Public S.D.
New Rockford Public S.D.
New Rockford-Sheyenne Public S.D.
New Salem Public S.D.
New Town Public S.D.
Newburg-United Public S.D.
Newport Public S.D.
North Border Public S.D.
North Central Public S.D.
North Central Public S.D.
North Sargent Public S.D.
North Shore Public S.D.
Northern Cass Public S.D.
Northwood Public S.D.
Oakes Public S.D.
Oberon Public S.D.
Oriska Public S.D.
Osnabrock Public S.D.
Page Public S.D.
Park River Public S.D.
Parshall Public S.D.
Pembina Public S.D.
Pettibone-Tuttle Public S.D.
Pingree-Buchanan Public S.D.
Plaza Public S.D.
Pleasant Valley Public S.D.
Powers Lake Public S.D.
Reeder Public S.D.
Regan Public S.D.
Regent Public S.D.
Rhame Public S.D.
Richardton Public S.D.
Richardton-Taylor Public S.D.
Richland Public S.D.
Robinson Public S.D.
Rolette Public S.D.
Roosevelt Public S.D.
Rugby Public S.D.
Saint John Public S.D.
Saint Thomas Public S.D.
Salund Public S.D.
Sargent Central Public S.D.
Sawyer Public S.D.
Scranton Public S.D.
Selfridge Public S.D.
Sheets Public S.D.
Sheldon Public S.D.
Sherwood Public S.D.
Sheyenne Public S.D.
Sims Public S.D.
Solen Public S.D.
South Heart Public S.D.
South Prairie Public S.D.
Southern Public S.D.

Spiritwood Public S.D.
Stanley Public S.D.
Stanton Public S.D.
Starkweather Public S.D.
Steele-Dawson Public S.D.
Sterling Public S.D.
Strasburg Public S.D.
Surrey Public S.D.
Sweet Briar Public S.D.
Sykes Public S.D.
Tappen Public S.D.
Taylor Public S.D.
TGU Public S.D.
Theodore Jamerson Elementary School
Thompson Public S.D.
Tioga Public S.D.
Turtle Lake-Mercer Public S.D.
Tuttle-Pettibone Public S.D.
Twin Buttes Public S.D.
Underwood Public S.D.
Union Public S.D.
United Public S.D.
Upham Public S.D.
Valley City Public S.D.
Valley Public S.D.
Velva Public S.D.
Verona Public S.D.
Wahpeton Public S.D.
Walhalla Public S.D.
Warwick Public S.D.
Washburn Public S.D.
West Fargo Public S.D.
Westhope Public S.D.
White Shield Public S.D.
Wildrose-Alamo Public S.D.
Williston Public S.D.
Willow City Public S.D.
Wimbledon-Courtenay Public S.D.
Wing Public S.D.
Wishek Public S.D.
Wolford Public S.D.
Wyndmere Public S.D.
Yellowstone Public S.D.
Zeeland Public S.D.

## Ohio

Ada Exempted Village S.D., Ada
Adams County/Ohio Valley S.D., West Union
Adena Local S.D., Frankfort
Akron City S.D., Akron
Alexander Local S.D., Albany
Allen East Local S.D., Lafayette
Allen Educational Service Center, Lima
Alliance City S.D., Alliance
Amanda-Clearcreek Local S.D., Amanda
Amherst Exempted Village S.D., Amherst
Anna Local S.D., Anna
Ansonia Local S.D., Ansonia
Anthony Wayne Local S.D., Whitehouse
Antwerp Local S.D., Antwerp
Apollo Joint Vocational S.D., Fort Shawnee
Arcadia Local Schools, Arcadia
Arcanum-Butler Local S.D., Arcanum
Archbold Area Local S.D., Archbold
Arlington Local Schools, Arlington
Ashland City S.D., Ashland
Ashland County-West Holmes Joint Vocational S.D. Ashland
Ashtabula Area City S.D., Ashtabula
Ashtabula County Joint Vocational S.D., Jefferson
Athens City S.D., Athens
Auglaize County Educational Academy, Lima
Auglaize Educational Service Center
Aurora City S.D., Aurora
Austintown Local S.D., Youngstown
Avon Lake City S.D., Avon Lake
Avon Local S.D., Avon
Ayersville Local S.D., Defiance
Barberton City S.D., Barberton
Barnesville Exempted Village S.D., Barnesville
Batavia Local S.D., Batavia
Bath Local S.D., Lima
Bay Village City S.D., Bay Village
Beachwood City S.D., Beachwood
Beaver Local S.D., East Liverpool
Beavercreek City S.D., Beavercreek
Bedford City S.D., Bedford
Bellaire Local S.D., Bellaire
Bellbrook-Sugarcreek Local S.D., Bellbrook
Bellefontaine City S.D., Bellefontaine
Bellevue City S.D., Bellevue
Belpre City S.D., Belpre
Benjamin Logan Local S.D., Bellefontaine
Benton-Carroll-Salem Local S.D., Oak Harbor
Berea City S.D., Berea
Berkshire Local S.D., Burton
Berlin-Milan Local S.D., Milan
Berne Union Local S.D., Sugar Grove
Bethel Local S.D., Tipp City
Bethel-Tate Local S.D., Bethel
Bettsville Local S.D., Bettsville
Bexley City S.D., Bexley
Big Walnut Local S.D., Sunbury
Black River Local S.D., Sullivan
Black River Local S.D., Sullivan
Blanchester Local Schools, Blanchester
Bloom-Carroll Local S.D., Carroll
Bloomfield-Mespo S.D., North Bloomfield
Bloom-Vernon Local S.D., South Webster
Bluffton Exempted Village S.D., Bluffton
Boardman Local S.D., Youngstown
Botkins Local S.D., Botkins
Bowling Green City S.D., Bowling Green
Bradford Exempted Village S.D., Bradford
Brecksville-Broadview Heights City S.D., Brecksville, Broadview Heights
Bridgeport Exempted Village S.D., Bridgeport
Bright Local S.D., Mowrystown
Bristol Local S.D., West Farmington
Brooklyn City S.D., Brooklyn
Brookville Local S.D., Brookville
Brown Local S.D., Malvern

Brunswick City S.D., Brunswick
Bryan City S.D., Bryan
Buckeye Central Local S.D., New Washington
Buckeye Local S.D., Ashtabula
Buckeye Local S.D., Rayland
Buckeye Local S.D., Medina
Buckeye Valley Local S.D., Delaware
Bucyrus City S.D., Bucyrus
Butler Technology & Career Development Schools, Ohio
Caldwell Exempted Village S.D., Caldwell
Cambridge City S.D., Cambridge
Campbell City S.D., Campbell
Canal Winchester Local S.D., Canal Winchester
Canfield Local S.D., Canfield
Canton City S.D., Canton
Canton Local S.D., Canton
Cardinal Local S.D., Middlefield
Cardington Lincoln Local Digital School, Cardington
Cardington-Lincoln Local S.D., Cardington
Carey Exempted Village S.D., Carey
Carlisle Local S.D., Carlisle
Carrollton Exempted Village S.D., Carrollton
Cedar Cliff Local S.D., Cedarville
Celina City S.D., Celina
Center for Student Achievement, Jackson
Centerburg Local S.D., Centerburg
Centerville City School S.D., Centerville
Central Local S.D., Sherwood
Chagrin Falls Village Exempted S.D., Chagrin Falls
Champion Local S.D., Warren
Chardon Local S.D., Chardon
Chesapeake-Union Exempted Village S.D., Chesapeake
Chillicothe City S.D., Chillicothe
Chippewa Local S.D., Doylestown
Cincinnati Public Schools, Cincinnati
Circleville City S.D., Circleville
Clark-Shawnee Local S.D., Springfield
Clay Local S.D., Rosemount
Claymont Local S.D., Dennison
Clear Fork Valley Local S.D., Bellville, Butler
Clearview Local S.D., Lorain
Clermont County Educational Service Center, Batavia
Clermont Northeastern Local S.D., Batavia
Cleveland Heights-University Heights City S.D., Cleveland Heights, University Heights
Cleveland Metropolitan S.D., Cleveland
Clinton-Massie Local S.D., Clarksville
Cloverleaf Local S.D., Seville
Clyde-Green Springs Exempted Village S.D., Clyde
Coldwater Exempted Village S.D., Coldwater
Collins Career Center (Joint Vocational Academy College, JVAC), Proctorville
Colonel Crawford Local S.D., North Robinson
Columbia Local S.D., Columbia Station
Columbiana County Joint Vocational S.D., Lisbon
Columbiana Exempted Village S.D., Columbiana
Columbus City Schools, Columbus
Columbus Grove Local S.D., Columbus Grove
Conneaut Area City S.D., Conneaut
Conotton Valley Union Local S.D., Bowerston
Continental Local S.D., Continental
Copley-Fairlawn Local S.D., Fairlawn
Cory-Rawson Local Schools, Rawson
Coshocton City Schools District, Coshocton
Coventry Local S.D., Akron
Covington Exempted Village S.D., Covington
Crestline Exempted Village S.D., Crestline
Crestview Local S.D., Columbiana
Crestview Local S.D., Ashland
Crestview Local S.D., Ashland
Crestview Local S.D., Convoy
Crestwood Local S.D., Mantua
Crooksville Exempted Village Schools, Crooksville
Cuyahoga Falls City S.D., Cuyhoga Falls
Cuyahoga Heights S.D., Cuyahoga Heights
Dalton Local S.D., Dalton
Danbury Local S.D., Marblehead
Danville Local S.D., Danville
Dawson-Bryant Local S.D., Coal Grove
Dayton Public S.D., Dayton
Deer Park Community City S.D., Deer Park
Defiance City S.D., Defiance
Delaware City Local S.D., Delaware
Delphos City S.D., Delphos
Dover City S.D., Dover
Dublin City S.D., Dublin
East Cleveland City S.D., East Cleveland
East Clinton Local S.D., Sabina
East Guernsey Local S.D., Lore City
East Holmes Local S.D., Berlin
East Knox Local S.D., Howard
East Liverpool City S.D., East Liverpool
East Muskingum Local S.D., New Concord
East Palestine City S.D., East Palestine
Eastern Local S.D., Sardinia
Eastern Local S.D., Reedsville
Eastern Local S.D., Beaver
Eastwood Local S.D., Pemberville
Eaton City S.D., Eaton
Edgerton Local S.D., Edgerton
Edgewood Local S.D., Trenton
Edison Local S.D., Richmond
Edon-Northwest Local S.D., Edon
Elgin Local S.D., Marion
Elida Digital Academy, Elida
Elida Local S.D., Elida
Elmwood Local S.D., Bloomdale
Elyria City S.D., Elyria
Euclid City S.D., Euclid

Evergreen Local S.D., Metamora
Fairbanks Local S.D., Milford Center
Fairborn City S.D., Fairborn
Fairfield City S.D., Fairfield
Fairfield Local S.D., Leesburg
Fairfield Union Local S.D., West Rushville
Fairland Local S.D., Proctorville
Fairlawn Local S.D., Sidney
Fairless Local S.D., Navarre
Fairport Harbor Exempted Village S.D., Fairport Harbor
Fairview Park City S.D., Fairview Park
Fayetteville-Perry Local S.D., Fayetteville
Federal Hocking Local S.D., Coolville
Felicity-Franklin Local S.D., Felicity
Field Local S.D., Mogadore
Findlay City S.D., Findlay
Finneytown Local S.D., Finneytown
Firelands Local S.D., Oberlin
Forest Hills Local S.D., Newtown/Anderson Township
Fort Frye Local S.D., Beverly
Fort Jennings Local S.D., Fort Jennings
Fort Loramie Local S.D., Fort Loramie
Fort Recovery Local S.D., Fort Recovery
Fostoria City S.D., Fostoria
Franklin City S.D., Franklin
Franklin Local S.D., Duncan Falls
Franklin-Monroe Local S.D., Pitsburg
Fredericktown Local S.D., Fredericktown
Fremont City S.D., Fremont
Frontier Local S.D., New Matamoras
Gahanna-Jefferson City S.D., Gahanna
Galion City S.D., Galion
Gallia County Local S.D., Gallipolis
Gallipolis City S.D., Gallipolis
Garaway Local S.D., Sugarcreek
Garfield Heights City S.D., Garfield Heights
Geneva Area City S.D., Geneva
Genoa Area Local S.D., Genoa
Georgetown Exempted Village S.D., Georgetown
Gibsonburg Exempted Village S.D., Gibsonburg
Girard City S.D., Girard
Gorham Fayette Local S.D., Fayette
Goshen Local S.D., Goshen
Graham Local S.D., Saint Paris
Grand Valley Local S.D., Orwell
Grandview Heights City S.D., Grandview Heights
Granville Exempted Village S.D., Granville
Green Local S.D., Franklin Furnace
Green Local S.D., Green
Green Local S.D., Smithville
Greeneview Local S.D., Jamestown
Greenfield Exempted Village S.D., Greenfield
Greenon Local S.D., Enon
Greenville City S.D., Greenville
Groveport-Madison Local S.D., Groveport
Hamilton City S.D., Hamilton
Hamilton Local S.D., Columbus
Hardin Northern Local S.D., Dola
Hardin-Houston Local S.D., Houston
Harrison Hills City S.D., Hopedale
Heath City S.D., Heath
Heir Force Community School, Lima
Hicksville Exempted Village S.D., Hicksville
Highland Local S.D., Medina
Highland Local S.D., Sparta
Hilliard City S.D., Hilliard
Hillsboro City S.D., Hillsboro
Hillsdale Local S.D., Jeromesville
Holgate Local S.D., Holgate
Hope Haven & JVAC District, Scioto County
Hopewell-Loudon Local S.D., Bascom
Howland Local S.D., Warren
Hubbard Exempted Village S.D., Hubbard
Huber Heights City S.D., Huber Heights
Hudson City S.D., Hudson
Huntington Local S.D., Chillicothe
Huron City S.D., Huron
Independence City S.D., Independence
Indian Creek Local S.D., Wintersville
Indian Hill Exempted Village S.D., Village of Indian Hill
Indian Lake Local S.D., Lewistown
Indian Valley Local S.D., Gnadenhutten
Ironton City S.D., Ironton
Jackson Center Local S.D., Jackson Center
Jackson City S.D., Jackson
Jackson Local S.D., Massillon
Jackson-Milton Local S.D., North Jackson
James A. Garfield Local S.D., Garrettsville
Jefferson Area Local S.D., Jefferson
Jefferson Local S.D., West Jefferson
Jefferson Township Local S.D., Dayton
Johnstown-Monroe Local S.D., Johnstown
Jonathan Alder Local S.D., Plain City
Kalida Local S.D., Kalida
Kelleys Island Local S.D., Kelleys Island
Kenston Local S.D., Chagrin Falls
Kent City S.D., Kent
Kenton City S.D., Kenton
Kettering City S.D., Kettering
Keystone Local S.D., Lagrange
Kings Local S.D., Kings Mills
Kirtland Local S.D., Kirtland
Lake Local S.D., Uniontown
Lake Local S.D., Millbury
Lakeview Local S.D., Cortland
Lakewood City S.D., Lakewood
Lakewood Local Schools, Hebron
Lakota Local S.D., West Chester
Lakota Local S.D., Kansas

Lancaster City S.D., Lancaster
Lebanon City S.D., Lebanon
Leetonia Exempted Village S.D., Leetonia
Leipsic Local S.D., Leipsic
Lexington Local S.D., Lexington
Liberty Center Local S.D., Liberty Center
Liberty Local S.D., Girard
Liberty Union Local S.D., Baltimore
Liberty-Benton Local S.D., Findlay
Licking Heights Local S.D., Pataskala
Licking Valley Local S.D., Hanover
Lima City S.D., Lima
Lincolnview Local S.D., Van Wert
Lisbon Exempted Village S.D., Lisbon
Little Miami Local S.D., Morrow
Lockland City S.D., Lockland
Logan Elm Local S.D., Circleville
Logan-Hocking Local S.D., Logan
London City S.D., London
Lorain City S.D., Lorain
Loudonville-Perrysville Exempted Village S.D., Loudonville
Louisville City S.D., Louisville
Loveland City S.D., Loveland
Lowellville Local S.D., Lowellville
Lucas Local S.D., Lucas
Lynchburg-Clay Local S.D., Lynchburg
Mad River Local S.D., Riverside
Madeira City S.D., Madeira
Madison Local S.D., Madison
Madison Local S.D., Mansfield
Madison Local S.D., Middletown
Madison-Plains Local S.D., London
Manchester Local S.D., Manchester
Manchester Local S.D., Akron
Mansfield City S.D., Mansfield
Maple Heights City S.D., Maple Heights
Mapleton Local S.D., Ashland
Maplewood Local S.D., Cortland
Margaretta Local S.D., Castalia
Mariemont City S.D., Mariemont
Marietta City S.D., Marietta
Marion City S.D., Marion
Marion Local S.D., Maria Stein
Marlington Local S.D., Alliance
Martins Ferry City S.D., Martins Ferry
Marysville Exempted Village Schools District, Marysville
Mason City S.D., Mason
Massillon City S.D., Massillon
Maumee City S.D., Maumee
Mayfield City S.D., Mayfield Heights, Highland Heights, Mayfield Village, Gates Mills
Maysville Local S.D., Zanesville
McComb Local S.D., McComb
Mechanicsburg Exempted Village S.D., Mechanicsburg
Medina City S.D., Medina
Meigs Local S.D., Pomeroy
Mentor Exempted Village S.D., Mentor
Miami East Local S.D., Casstown
Miami Trace Local S.D., Washington Court House
Miamisburg City S.D., Miamisburg
Middle Bass Local S.D., Middle Bass
Middletown City S.D., Middletown
Middletown Fitness & Preparatory Academy, Middletown
Midview Local S.D., Grafton
Milford Exempted Village S.D., Milford
Millcreek-West Unity Local S.D., West Unity
Miller City-New Cleveland Local S.D., Miller City
Milton-Union Exempted Village S.D., West Milton
Minerva Local S.D., Minerva
Minford Local S.D., Minford
Minster Local S.D., Minster
Mississinawa Valley Local S.D., Union City
Mogadore Local S.D., Mogadore
Mohawk Local S.D., Sycamore
Monroe Local S.D., Monroe
Monroeville Local S.D., Monroeville
Montpelier Exempted Village S.D., Montpelier
Morgan Local S.D., McConnelsville
Mount Gilead Exempted Village S.D., Mount Gilead
Mount Vernon City S.D., Mount Vernon
Mt Healthy City Schools, Mount Healthy
Napoleon City S.D., Napoleon
National Trail Local S.D., New Paris
Nelsonville-York City S.D., Nelsonville
New Albany-Plain Local S.D., New Albany
New Boston Local S.D., New Boston
New Bremen Local S.D., New Bremen
New Knoxville Local S.D., New Knoxville
New Lebanon Local S.D., New Lebanon
New Lexington City S.D., New Lexington
New London Local S.D., New London
New Miami Local S.D., Hamilton
New Philadelphia City S.D., New Philadelphia
New Richmond Exempted Village S.D., New Richmond
New Riegel Local S.D., New Riegel
Newark City S.D., Newark
Newcomerstown Exempted Village S.D., Newcomerstown
Newton Falls City S.D., Newton Falls
Newton Local S.D., Pleasant Hill
Niles City S.D., Niles
Noble Local S.D., Sarahsville
Nordonia Hills City S.D., Northfield
North Baltimore Local S.D., North Baltimore
North Bass Local S.D., North Bass
North Canton City S.D., North Canton

North Central Local S.D., Creston
North Central Local S.D., Pioneer
North College Hill City S.D., North College Hill
North Fork Local S.D., Utica
North Olmsted City S.D., North Olmsted
North Ridgeville City S.D., North Ridgeville
North Royalton City S.D., North Royalton, Broadview Heights
North Union Local S.D., Richwood
Northeastern Local S.D. (Springfield), Springfield
Northeastern Local S.D., Defiance
Northern Local S.D., Thornville
Northmont City S.D., Clayton
Northmor Local S.D., Galion
Northridge Local S.D. (Johnstown, Ohio), Johnstown [1]
Northridge Local S.D., Dayton
Northwest Local S.D., Colerain
Northwest Local S.D., McDermott
Northwest Local S.D., Canal Fulton
Northwestern Local S.D., Springfield
Northwestern Local S.D., West Salem
Northwood Local S.D., Northwood
Norton City S.D., Norton
Norwalk City S.D., Norwalk
Norwayne Local S.D., Crestion
Norwood City S.D., Norwood
Oak Hill Union Local S.D., Oak Hill
Oak Hills Local S.D., Delhi Township/Green Township
Oakwood City S.D., Oakwood
Oberlin City S.D., Oberlin
Old Fort Local S.D., Old Fort
Olentangy Local S.D., Lewis Center
Olmsted Falls City S.D., Olmsted Falls, Olmsted Township
Ontario Local S.D., Ontario
Orange City S.D., Pepper Pike, Orange, Moreland Hills, Hunting Valley, and Woodmere
Oregon City S.D., Oregon
Orrville City S.D., Orrville
Osnaburg Local S.D., East Canton
Otsego Local S.D., Tontogany
Ottawa Hills Local S.D., Ottawa Hills
Ottawa-Glandorf Local S.D., Ottawa
Ottoville Local S.D., Ottoville
Painesville City Local S.D., Painesville
Paint Valley Local S.D., Bainbridge
Pandora-Gilboa Local S.D., Pandora
Parkway Local S.D., Rockford
Parma City S.D., Parma
Patrick Henry Local S.D., Hamler
Paulding Exempted Village Schools, Paulding
Perkins Local S.D., Sandusky
Perry Local S.D., Lima
Perry Local S.D., Perry
Perry Local S.D., Massillon
Perrysburg Exempted Village S.D., Perrysburg
Pettisville Local S.D., Pettisville
Pickerington Local S.D., Pickerington
Pike-Delta-York Local S.D., Delta
Piqua City S.D., Piqua
Plain Local S.D., Canton
Pleasant Local S.D., Marion
Plymouth-Shiloh Local S.D., Plymouth, Shiloh
Poland Local S.D., Poland
Port Clinton City S.D., Port Clinton
Portsmouth City S.D., Portsmouth
Preble Shawnee Local S.D., Camden
Princeton City S.D., Sharonville
Put-in-Bay Local S.D., Put-in-Bay
Pymatuning Valley Local S.D., Andover
Ravenna S.D., Ravenna
Reading Community City S.D., Reading
Revere Local S.D., Bath
Reynoldsburg City S.D., Reynoldsburg
Richard Allen Academy III, Hamilton
Richmond Heights City S.D., Richmond Heights
Ridgedale Local S.D., Morral
Ridgemont Local S.D., Ridgeway
Ridgewood local S.D., West Lafayette
Ripley Union Lewis Huntington Local S.D., Ripley
Rittman Exempted Village S.D., Rittman
River Valley Local S.D., Caledonia
River View Local S.D., Warsaw
Riverdale Local Schools, Mount Blanchard
Riverside Local S.D., DeGraff
Riverside Local S.D., Painesville
Rock Hill Local S.D., Pedro
Rocky River City S.D., Rocky River
Rolling Hills Local S.D., Byesville
Rootstown Local S.D., Rootstown
Ross Local S.D., Hamilton
Rossford Exempted Village S.D., Rossford
Russia Local S.D., Russia
Saint Bernard-Elmwood Place City S.D., Saint Bernard
Saint Henry Consolidated Local S.D., Saint Henry
Saint Joseph Private Schools, Ironton
Saint Marys City S.D., Saint Marys
Salem City S.D., Salem
Sandusky City S.D., Sandusky
Sandy Valley Local S.D., East Sparta
Scioto Valley Local S.D., Piketon
Sebring Local S.D., Sebring
Seneca East Local S.D., Attica
Shadyside Local S.D., Shadyside
Shaker Heights City S.D., Shaker Heights
Shawnee Local S.D., Fort Shanwee
Sheffield-Sheffield Lake City Schools, Sheffield
Shelby City S.D., Shelby
Sidney City S.D., Sidney

Solon City S.D., Solon
South Central Local S.D., Greenwich
South Euclid-Lyndhurst City S.D., South Euclid, Lyndhurst
South Point Local S.D., South Point
South Range Local S.D., Canfield
Southeast Local S.D., Apple Creek
Southeast Local S.D., Ravenna
Southeastern Local S.D., Richmond Dale
Southeastern Local S.D., South Charleston
Southern Hills Joint Vocational S.D., Georgetown
Southern Local S.D., Salineville
Southern Local S.D., Racine
Southern Local S.D., Corning
Southwest Licking Local S.D., Pataskala
Southwest Local S.D., Harrison
Southwestern City S.D., Grove City
Spencerville Local S.D., Spencerville
Springboro Community City S.D., Springboro
Springfield City S.D., Springfield
Springfield Local S.D., Holland
Springfield Local S.D., New Middletown
Springfield Local S.D., Akron
Springfield-Clark County Joint Vocational S.D., Springfield
St. Clairsville-Richland City S.D., St. Clairsville
Steubenville City S.D., Steubenville
Stow-Munroe Falls City S.D., Stow
Strasburg-Franklin Local S.D., Strasburg
Streetsboro City S.D., Streetsboro
Strongsville City S.D., Strongsville
Struthers City S.D., Struthers
Stryker Local S.D., Stryker
Swanton Local S.D., Swanton
Switzerland of Ohio Local S.D., Woodsfield
Sycamore Community S.D., Blue Ash
Sylvania City S.D., Sylvania
Symmes Valley Local S.D., Willow Wood, Waterloo
Talawanda City S.D., Oxford
Tallmadge City S.D., Tallmadge
Teays Valley Local S.D., Ashville,
Tecumseh Local S.D., New Carlisle
Three Rivers Local S.D., Cleves
Tiffin City S.D., Tiffin
Tipp City Exempted Village S.D., Tipp City
Toledo City S.D., Toledo
Toronto City S.D., Toronto
Triad Local S.D., North Lewisburg
Tri-County Joint Vocational S.D., Nelsonville
Tri-County North Local S.D., Lewisburg
Trimble Local S.D., Glouster
Tri-Valley Local S.D., Dresden
Tri-Village Local S.D., New Madison
Triway Local S.D., Wooster
Trotwood-Madison City S.D., Trotwood
Troy City S.D., Troy
Tuscarawas Catholic Central S.D., New Philadelphia, Ohio
Tuscarawas Valley Local S.D., Zoarville
Tuslaw Local S.D., Massillon
Twin Valley Community Local S.D., West Alexandria
Twinsburg City S.D., Twinsburg
Ulysses Simpson Grant Joint Vocational S.D., Bethel
Union County College Corner Joint S.D., College Corner, Indiana
Union Local S.D., Morristown
Union-Scioto Local S.D., Chillicothe
United Local S.D., Hanoverton
Upper Arlington City S.D., Upper Arlington
Upper Sandusky Exempted Village S.D., Upper Sandusky
Upper Scioto Valley Local S.D., McGuffey
Urbana City S.D., Urbana
Valley Local S.D., Lucasville
Valley View Local S.D., Germantown
Van Buren Local S.D., Van Buren
Van Wert City S.D., Van Wert
Vandalia-Butler City S.D., Vandalia
Vanlue Local S.D., Vanlue
Vermilion Local S.D., Vermilion
Versailles Exempted Village S.D., Versailles
Vinton County Local S.D., McArthur
Wadsworth City S.D., Wadsworth
Walnut Township Local S.D., Millersport
Wapakoneta City S.D., Wapakoneta
Warren City S.D., Warren
Warren Local S.D., Vincent
Warrensville Heights City S.D., Warrensville Heights
Washington Court House City S.D., Washington Court House
Washington Local S.D., Toledo
Washington-Nile Local S.D., West Portsmouth
Waterloo Local S.D., Waterloo
Wauseon Exempted Village S.D., Wauseon
Waverly City S.D., Waverly
Wayne Trace Local S.D., Haviland
Waynesfield-Goshen Local S.D., Waynesfield
Waynesville Local S.D., Waynesville
Weathersfield Local S.D., Mineral Ridge
Wellington Exempted Village S.D., Wellington
Wellston City S.D., Wellston
Wellsville Local S.D., Wellsville
West Branch Local S.D., Beloit
West Carrollton City S.D., West Carrollton
West Clermont Local S.D., Cincinnati
West Geauga County Local S.D., Chester
West Holmes Local S.D., Millersburg
West Liberty-Salem Local S.D., West Liberty
West Muskingum Local S.D., Zanesville
Western Brown Local S.D., Mount Orab
Western Local S.D., Latham

Western Reserve Local S.D., Berlin Center
Western Reserve Local S.D., Collins
Westerville City S.D., Westerville
Westfall Local S.D., Williamsport
Westlake City S.D., Westlake
Wheelersburg Local S.D., Wheelersburg
Whitehall City S.D., Whitehall
Wickliffe City S.D., Wickliffe
Willard City S.D., Willard
Williamsburg Local S.D., Williamsburg
Willoughby-Eastlake City S.D., Eastlake
Wilmington City S.D., Wilmington
Windham Exempted Village S.D., Windham
Winton Woods City S.D., Forest Park
Wolf Creek Local S.D., Waterford
Woodmore Local S.D., Woodville
Woodridge Local S.D., Peninsula
Wooster City S.D., Wooster
World Changer Leadership Academy, Lima
Worthington City S.D., Worthington
Wynford Local S.D., Bucyrus
Wyoming City S.D., Wyoming
Xenia Community City S.D., Xenia
Yellow Springs Exempted Village S.D., Yellow Springs
Youngstown City S.D., Youngstown
Zane Trace Local S.D., Chillicothe
Zanesville City S.D., Zanesville

## Oklahoma

Achille Public Schools, Achille, Bryan County
Ada Public Schools, Ada, Pontotoc County
Adair Public Schools, Adair, Mayes County
Afton Public Schools, Afton, Ottawa County
Agra Public Schools, Agra, Lincoln County
Albion Public School, Albion, Pushmataha County
Alex Public Schools, Alex, Grady County
Aline-Cleo Public Schools, Aline, Major County
Allen Public Schools, Allen, Pontotoc County
Allen-Bowden Public School, Tulsa, Creek County
Altus Public Schools, Altus, Jackson County
Alva Public Schools, Alva, Woods County
Amber-Pocasset Public Schools, Amber, Grady County
Anadarko Public Schools, Anadarko, Caddo County
Anderson Public School, Sand Springs, Osage County
Antlers Public Schools, Antlers, Pushmataha County
Arapaho-Butler Public S.D., Arapaho, Custer County
Ardmore City Schools, Ardmore, Carter County
Arkoma Public Schools, Arkoma, Le Flore County
Arnett Public Schools, Arnett, Ellis County
Asher Public Schools, Asher, Pottawatomie County
Atoka Public Schools, Atoka, Atoka County
Autry Technology Center
Avant Public School, Avant, Osage County
Balko Public Schools, Balko, Beaver County
Banner Public School, El Reno, Canadian County
Barnsdall Public Schools, Barnsdall, Osage County
Bartlesville Public Schools, Bartlesville, Washington County
Battiest Public Schools, Battiest, McCurtain County
Bearden Public School, Okemah, Okfuskee County
Beaver Public Schools, Beaver, Beaver County
Beggs Public Schools, Beggs, Okmulgee County
Belfonte Public School, Muldrow, Sequoyah County
Bennington Public Schools, Bennington, Bryan County
Berryhill Public Schools, Tulsa, Tulsa County
Bethany Public Schools, Bethany, Oklahoma County
Bethel Public Schools, Shawnee, Pottawatomie County
Big Pasture Public Schools, Randlett, Cotton County
Billings Public Schools, Billings, Noble County
Binger-Oney Public Schools, Binger, Caddo County
Bishop Public School, Lawton, Comanche County
Bixby Public Schools, Bixby, Tulsa County
Blackwell Public Schools, Blackwell, Kay County
Blair Public Schools, Blair, Jackson County
Blanchard Public Schools, Blanchard, McClain County
Bluejacket Public Schools, Bluejacket, Craig County
Boise City Public Schools, Boise City, Cimarron County
Bokoshe Public Schools, Bokoshe, Le Flore County
Boone-Apache Public Schools, Apache, Caddo County
Boswell Public Schools, Boswell, Choctaw County
Bowlegs Public Schools, Bowlegs, Seminole County
Bowring Public School, Bowring, Osage County
Braggs Public Schools, Braggs, Muskogee County
Bray-Doyle Public Schools, Marlow, Stephens County
Bridge Creek Public Schools, Blanchard, Grady County
Briggs Public School, Tahlequah, Cherokee County
Bristow Public Schools, Bristow, Creek County
Broken Arrow Public Schools, Broken Arrow, Tulsa County
Broken Bow Public Schools, Broken Bow, McCurtain County
Brushy Public School, Sallisaw, Sequoyah County
Buffalo Public Schools, Buffalo, Harper County
Buffalo Valley Public Schools, Talihina, Latimer County
Burlington Public Schools, Burlington, Alfalfa County
Burns Flat-Dill City Schools, Burns Flat, Washita County
Butner Public Schools, Cromwell, Seminole County

Byars Public School, Byars, McClain County
Byng Public Schools, Ada, Pontotoc County
Cache Public Schools, Cache, Comanche County
Caddo Public Schools, Caddo, Bryan County
Calera Public Schools, Calera, Bryan County
Calumet Public Schools, Calumet, Canadian County
Calvin Public Schools, Calvin, Hughes County
Cameron Public Schools, Cameron, Le Flore County
Canadian Public Schools, Canadian, Pittsburg County
Canadian Valley
Caney Public Schools, Caney, Atoka County
Caney Valley Public Schools, Ramona, Washington County
Canton Public Schools, Canton, Blaine County
Canute Public Schools, Canute, Washita County
Carnegie Public Schools, Carnegie, Caddo County
Carney Public Schools, Carney, Lincoln County
Cashion Public Schools, Cashion, Kingfisher County
Catoosa Public Schools, Catoosa, Rogers County
Cave Springs Public Schools, Bunch, Adair County
Cement Public Schools, Cement, Caddo County
Central High Public Schools, Marlow, Stephens County
Central Public Schools, Sallisaw, Sequoyah County
Central Tech
Chandler Public Schools, Chandler, Lincoln County
Chattanooga Public Schools, Chattanooga, Comanche County
Checotah Public Schools, Checotah, McIntosh County
Chelsea Public Schools, Chelsea, Rogers County
Cherokee Public Schools, Cherokee, Alfalfa County
Cheyenne Public Schools, Cheyenne, Roger Mills County
Chickasha Public Schools, Chickasha, Grady County
Chisholm Public Schools, Enid, Garfield County
Choctaw-Nicoma Park S.D., Choctaw, Oklahoma County
Chouteau-Mazie Public Schools, Chouteau, Mayes County
Cimarron Public Schools, Lahoma, Major County
Claremore Public Schools, Claremore, Rogers County
Clayton Public Schools, Clayton, Pushmataha County
Cleora Public School, Afton, Delaware County
Cleveland Public Schools, Cleveland, Pawnee County
Clinton Public Schools, Clinton, Custer County
Coalgate Public Schools, Coalgate, Coal County
Colbert Public Schools, Colbert, Bryan County
Colcord Public Schools, Colcord, Delaware County
Coleman Public Schools, Coleman, Johnston County
Collinsville Public Schools, Collinsville, Tulsa County
Comanche Public Schools, Comanche, Stephens County
Commerce Public Schools, Commerce, Ottawa County
Copan Public Schools, Copan, Washington County
Cordell Public Schools, Cordell, Washita County
Cottonwood Public School, Coalgate, Coal County
Covington-Douglas Public Schools, Covington, Garfield County
Coweta Public Schools, Coweta, Wagoner County
Coyle Public Schools, Coyle, Logan County
Crescent Public Schools, Crescent, Logan County
Crooked Oak Public Schools, Oklahoma City, Oklahoma County
Crowder Public Schools, Crowder, Pittsburg County
Crutcho Public School, Oklahoma City, Oklahoma County
Cushing Public Schools, Cushing, Payne County
Cyril Public Schools, Cyril, Caddo County
Dahlonegah Public School, Stilwell, Adair County
Dale Public Schools, Dale, Pottawatomie County
Darlington Public School, El Reno, Canadian County
Davenport Public Schools, Davenport, Lincoln County
Davidson Public Schools, Davidson, Tillman County
Davis Public Schools, Davis, Murray County
Deer Creek Public Schools, Edmond, Oklahoma County
Deer Creek-Lamont Public Schools, Lamont, Grant County
Denison Public School, Idabel, McCurtain County
Depew Public Schools, Depew, Creek County
Dewar Public Schools, Dewar, Okmulgee County
Dewey Public Schools, Dewey, Washington County
Dibble Public Schools, Dibble, McClain County
Dickson Public Schools, Ardmore, Carter County
Dover Public Schools, Dover, Kingfisher County
Drummond Public Schools, Drummond, Garfield County
Drumright Public Schools, Drumright, Creek County
Duke Public Schools, Duke, Jackson County
Duncan Public Schools, Duncan, Stephens County
Durant I.S.D., Durant, Bryan County
Dustin Public Schools, Dustin, Hughes County
Eagletown Public Schools, Eagletown, McCurtain County
Earlsboro Public Schools, Earlsboro, Pottawatomie County
Eastern Oklahoma County Technology Center
Edmond Public Schools, Edmond, Oklahoma County
El Reno Public Schools, El Reno, Canadian County
Eldorado Public Schools, Eldorado, Jackson County
Elgin Public Schools, Elgin, Comanche County
Elk City Public Schools, Elk City, Beckham County
Elmore City-Pernell Schools, Elmore City, Garvin County
Empire Public Schools, Duncan, Stephens County
Enid Public Schools, Enid, Garfield County

Erick Public Schools, Erick, Beckham County
Eufaula Public Schools, Eufaula, McIntosh County
Fairland Public Schools, Fairland, Ottawa County
Fairview Public Schools, Fairview, Major County
Fanshawe Public School, Fanshawe, Le Flore County
Fargo Public Schools, Fargo, Ellis County
Felt Public Schools, Felt, Cimarron County
Fletcher Public Schools, Fletcher, Comanche County
Flower Mound Public School, Lawton, Comanche County
Forest Grove Public School, Garvin, McCurtain County
Forgan Public Schools, Forgan, Beaver County
Fort Cobb-Broxton Public Schools, Fort Cobb, Caddo County
Fort Gibson Public Schools, Fort Gibson, Muskogee County
Fort Supply Public Schools, Fort Supply, Woodward County
Fort Towson Public Schools, Fort Towson, Choctaw County
Fox Public Schools, Fox, Carter County
Foyil Public Schools, Foyil, Rogers County
Frederick Public Schools, Frederick, Tillman County
Freedom Public Schools, Freedom, Woods County
Friend Public School, Chickasha, Grady County
Frink-Chambers Public School, McAlester, Pittsburg County
Frontier Public Schools, Red Rock, Noble County
Gage Public Schools, Gage, Ellis County
Gans Public Schools, Gans, Sequoyah County
Garber Public Schools, Garber, Garfield County
Geary Public Schools, Geary, Blaine County
Geronimo Public Schools, Geronimo, Comanche County
Glencoe Public Schools, Glencoe, Payne County
Glenpool Public Schools, Glenpool, Tulsa County
Glover Public School, Broken Bow, McCurtain County
Goodwell Public Schools, Goodwell, Texas County
Gore Public Schools, Gore, Sequoyah County
Gracemont Public Schools, Gracemont, Caddo County
Graham Public Schools, Weleetka, Okfuskee County
Grand View Public School, Tahlequah, Cherokee County
Grandfield Public Schools, Grandfield, Tillman County
Grandview Public School, Comanche, Stephens County
Granite Public Schools, Granite, Greer County
Grant Public School, Grant, Choctaw County
Greasy Public School, Stilwell, Adair County
Greenville Public School, Marietta, Love County
Grove Public School, Shawnee, Pottawatomie County
Grove Public Schools, Grove, Delaware County
Guthrie Public Schools, Guthrie, Logan County
Guymon Public Schools, Guymon, Texas County
Gypsy Public School, Depew, Creek County
Haileyville Public Schools, Haileyville, Pittsburg County
Hammon Public Schools, Hammon, Roger Mills County
Hanna Public Schools, Hanna, McIntosh County
Hardesty Public Schools, Hardesty, Texas County
Harmony Public School, Atoka, Atoka County
Harrah Public Schools, Harrah, Oklahoma County
Hartshorne Public Schools, Hartshorne, Pittsburg County
Haskell Public Schools, Haskell, Muskogee County
Haworth Public Schools, Haworth, McCurtain County
Haywood Public School, Haywood, Pittsburg County
Healdton Public Schools, Healdton, Carter County
Heavener Public Schools, Heavener, Le Flore County
Hennessey Public Schools, Hennessey, Kingfisher County
Henryetta Public Schools, Henryetta, Okmulgee County
Hilldale Public Schools, Muskogee, Muskogee County
Hinton Public Schools, Hinton, Caddo County
Hobart Public Schools, Hobart, Kiowa County
Hodgen Public School, Hodgen, Le Flore County
Holdenville Public Schools, Holdenville, Hughes County
Hollis Public Schools, Hollis, Harmon County
Holly Creek Public School, Broken Bow, McCurtain County
Hominy Public Schools, Hominy, Osage County
Hooker Public Schools, Hooker, Texas County
Howe Public Schools, Howe, Le Flore County
Hugo Public Schools, Hugo, Choctaw County
Hulbert Public Schools, Hulbert, Cherokee County
Hydro-Eakly Public Schools, Hydro, Caddo County
Idabel Public Schools, Idabel, McCurtain County
Indiahoma Public Schools, Indiahoma, Comanche County
Indianola Public Schools, Indianola, Pittsburg County
Inola Public Schools, Inola, Rogers County
Jay Public Schools, Jay, Delaware County
Jenks Public Schools, Jenks, Tulsa County
Jennings Public School, Jennings, Pawnee County
Jones Public Schools, Jones, Oklahoma County
Justice Public School, Wewoka, Seminole County
Justus-Tiawah Public School, Claremore, Rogers County
Kansas Public Schools, Kansas, Delaware County
Kellyville Public Schools, Kellyville, Creek County
Kenwood Public School, Salina, Delaware County
Keota Public Schools, Keota, Haskell County

Ketchum Public Schools, Ketchum, Craig County
Keyes Public Schools, Keyes, Cimarron County
Keys Public Schools, Park Hill, Cherokee County
Keystone Public School, Sand Springs, Tulsa County
Kiefer Public Schools, Kiefer, Creek County
Kildare Public School, Ponca City, Kay County
Kingfisher Public Schools, Kingfisher, Kingfisher County
Kingston Public Schools, Kingston, Marshall County
Kinta Public Schools, Kinta, Haskell County
Kiowa Public Schools, Kiowa, Pittsburg County
Konawa Public Schools, Konawa, Seminole County
Krebs Public School, Krebs, Pittsburg County
Kremlin-Hillsdale Public Schools, Kremlin, Garfield County
Lane Public School, Lane, Atoka County
Latta Public Schools, Ada, Pontotoc County
Laverne Public Schools, Laverne, Harper County
Lawton Public Schools, Lawton, Comanche County
Le Flore Public Schools, Le Flore, Le Flore County
Leach Public School, Twin Oaks, Delaware County
Leedey Public Schools, Leedey, Roger Mills County
Lexington Public Schools, Lexington, Cleveland County
Liberty Public School, Roland, Sequoyah County
Liberty Public Schools, Mounds, Tulsa County
Lindsay Public Schools, Lindsay, Garvin County
Little Axe Public Schools, Norman, Cleveland County
Big Axe Public Schools, Normani, Cleveland County
Locust Grove Public Schools, Locust Grove, Mayes County
Lomega Public Schools, Omega, Kingfisher County
Lone Grove Public Schools, Lone Grove, Carter County
Lone Star Public School, Sapulpa, Creek County
Lone Wolf Public Schools, Lone Wolf, Kiowa County
Lookeba-Sickles Public Schools, Lookeba, Caddo County
Lowrey Public School, Tahlequah, Cherokee County
Lukfata Public School, Broken Bow, McCurtain County
Luther Public Schools, Luther, Oklahoma County
Macomb Public Schools, Macomb, Pottawatomie County
Madill Public Schools, Madill, Marshall County
Mangum Public Schools, Mangum, Greer County
Mannford Public Schools, Mannford, Creek County
Mannsville Public School, Mannsville, Johnston County
Maple Public School, Calumet, Canadian County
Marble City Public School, Marble City, Sequoyah County
Marietta Public Schools, Marietta, Love County
Marlow Public Schools, Marlow, Stephens County
Maryetta Public School, Stilwell, Adair County
Mason Public Schools, Mason, Okfuskee County
Maud Public Schools, Maud, Pottawatomie County
Maysville Public Schools, Maysville, Garvin County
McAlester Public Schools, McAlester, Pittsburg County
McCord Public School, Ponca City, Osage County
McCurtain Public Schools, McCurtain, Haskell County
McLoud Public Schools, McLoud, Pottawatomie County
Medford Public Schools, Medford, Grant County
Meeker Public Schools, Meeker, Lincoln County
Merritt Public Schools, Elk City, Beckham County
Metro Technology Centers, Oklahoma City, Oklahoma County
Miami Public Schools, Miami, Ottawa County
Mid-Del S.D., Midwest City, Oklahoma County
Middleberg Public School, Blanchard, Grady County
Midway Public Schools, Council Hill, McIntosh County
Milburn Public Schools, Milburn, Johnston County
Milfay Public School, Milfay, Creek County
Mill Creek Public Schools, Mill Creek, Johnston County
Millwood Public Schools, Oklahoma City, Oklahoma County
Minco Public Schools, Minco, Grady County
Moffett Public School, Moffett, Sequoyah County
Monroe Public School, Monroe, Le Flore County
Moore Public Schools, Moore, Cleveland County
Mooreland Public Schools, Mooreland, Woodward County
Morris Public Schools, Morris, Okmulgee County
Morrison Public Schools, Morrison, Noble County
Moseley Public School, Colcord, Delaware County
Moss Public Schools, Holdenville, Hughes County
Mounds Public Schools, Mounds, Creek County
Mountain View-Gotebo Schools, Mountain View, Kiowa County
Moyers Public Schools, Moyers, Pushmataha County
Muldrow Public Schools, Muldrow, Sequoyah County
Mulhall-Orlando Public Schools, Orlando, Logan County
Muskogee Public Schools, Muskogee, Muskogee County
Mustang Public Schools, Mustang, Canadian County
Nashoba Public School, Nashoba, Pushmataha County
Navajo Public Schools, Altus, Jackson County
New Lima Public Schools, Wewoka, Seminole County
Newcastle Public Schools, Newcastle, McClain County
Newkirk Public Schools, Newkirk, Kay County

Ninnekah Public Schools, Ninnekah, Grady County
Noble Public Schools, Noble, Cleveland County
Norman Public Schools, Norman, Cleveland County
North Rock Creek Public School, Shawnee, Pottawatomie County
Norwood Public Schools, Hulbert, Cherokee County
Nowata Public Schools, Nowata, Nowata County
Oak Grove Public School, Cushing, Payne County
Oakdale Public School, Edmond, Oklahoma County
Oaks-Mission Public Schools, Oaks, Delaware County
Oilton Public Schools, Oilton, Creek County
Okarche Public Schools, Okarche, Kingfisher County
Okay Public Schools, Okay, Wagoner County
Okeene Public Schools, Okeene, Blaine County
Okemah Public Schools, Okemah, Okfuskee County
Oklahoma City Public Schools, Oklahoma City, Oklahoma County
Oklahoma Union Public Schools, South Coffeyville, Nowata County
Oktaha Public Schools, Oktaha, Muskogee County
Olive Public Schools, Drumright, Creek County
Olney Public Schools, Clarita, Coal County
Olustee Public Schools, Olustee, Jackson County
Oologah-Talala Public Schools, Oologah, Rogers County
Optima Public School, Optima, Texas County
Osage Hills Public School, Bartlesville, Osage County
Osage Public School, Pryor, Mayes County
Owasso Public Schools, Owasso, Tulsa County
Paden Public Schools, Paden, Okfuskee County
Panama Public Schools, Panama, Le Flore County
Panola Public Schools, Panola, Latimer County
Paoli Public Schools, Paoli, Garvin County
Pauls Valley Public Schools, Pauls Valley, Garvin County
Pawhuska Public Schools, Pawhuska, Osage County
Pawnee Public Schools, Pawnee, Pawnee County
Peavine Public School, Stilwell, Adair County
Peckham Public School, Newkirk, Kay County
Peggs Public School, Peggs, Cherokee County
Perkins-Tryon Public Schools, Perkins, Payne County
Piedmont Public Schools, Piedmont, Canadian County
Pioneer Public School, Chickasha, Grady County
Pioneer-Pleasant Vale Schools, Waukomis, Garfield County
Pittsburg Public Schools, Pittsburg, Pittsburg County
Plainview Public Schools, Ardmore, Carter County
Pleasant Grove Public School, Shawnee, Pottawatomie County
Pocola Public Schools, Pocola, Le Flore County
Ponca City Public Schools, Ponca City, Kay County
Pond Creek-Hunter Public Schools, Pond Creek, Grant County
Porter Consolidated Schools, Porter, Wagoner County
Porum Public Schools, Porum, Muskogee County
Poteau Public Schools, Poteau, Le Flore County
Prague Public Schools, Prague, Lincoln County
Preston Public Schools, Preston, Okmulgee County
Pretty Water Public School, Sapulpa, Creek County
Prue Public Schools, Prue, Osage County
Pryor Public Schools, Pryor, Mayes County
Purcell Public Schools, Purcell, McClain County
Putnam City Public Schools, Warr Acres, Oklahoma County
Quapaw Public Schools, Quapaw, Ottawa County
Quinton Public Schools, Quinton, Pittsburg County
Rattan Public Schools, Rattan, Pushmataha County
Ravia Public School, Ravia, Johnston County
Red Oak Public Schools, Red Oak, Latimer County
Reydon Public Schools, Reydon, Roger Mills County
Ringling Public Schools, Ringling, Jefferson County
Ringwood Public Schools, Ringwood, Major County
Ripley Public Schools, Ripley, Payne County
Riverside Public Schools, El Reno, Canadian County
Robin Hill Public School, Norman, Cleveland County
Rock Creek Public Schools, Bokchito, Bryan County
Rocky Mountain Public School, Stilwell, Adair County
Roff Public Schools, Roff, Pontotoc County
Roland Public Schools, Roland, Sequoyah County
Rush Springs Public Schools, Rush Springs, Grady County
Ryal Public School, Henryetta, McIntosh County
Ryan Public Schools, Ryan, Jefferson County
Salina Public Schools, Salina, Mayes County
Sallisaw Public Schools, Sallisaw, Sequoyah County
Sand Springs Public Schools, Sand Springs, Tulsa County
Sapulpa Public Schools, Sapulpa, Creek County
Sasakwa Public Schools, Sasakwa, Seminole County
Savanna Public Schools, Savanna, Pittsburg County
Sayre Public Schools, Sayre, Beckham County
Schulter Public Schools, Schulter, Okmulgee County
Seiling Public Schools, Seiling, Dewey County
Seminole Public Schools, Seminole, Seminole County
Sentinel Public Schools, Sentinel, Washita County
Sequoyah Public Schools, Claremore, Rogers County
Shady Grove Public School, Hulbert, Cherokee County
Shady Point Public School, Shady Point, Le Flore County
Sharon-Mutual Public Schools, Mutual, Woodward County
Shattuck Public Schools, Shattuck, Ellis County

Shawnee Public Schools, Shawnee, Pottawatomie County
Shidler Public Schools, Shidler, Osage County
Silo Public Schools, Durant, Bryan County
Skelly Public School, Watts, Adair County
Skiatook Public Schools, Skiatook, Tulsa County
Smithville Public Schools, Smithville, McCurtain County
Snyder Public Schools, Snyder, Kiowa County
Soper Public Schools, Soper, Choctaw County
South Coffeyville Public Schools, South Coffeyville, Nowata County
South Rock Creek Public School, Shawnee, Pottawatomie County
Spavinaw Public School, Spavinaw, Mayes County
Sperry Public Schools, Sperry, Tulsa County
Spiro Public Schools, Spiro, Le Flore County
Springer Public Schools, Springer, Carter County
Sterling Public Schools, Sterling, Comanche County
Stidham Public School, Eufaula, McIntosh County
Stigler Public Schools, Stigler, Haskell County
Stillwater Public Schools, Stillwater, Payne County
Stilwell Public Schools, Stilwell, Adair County
Stonewall Public Schools, Stonewall, Pontotoc County
Straight Public School, Guymon, Texas County
Stratford Public Schools, Stratford, Garvin County
Stringtown Public Schools, Stringtown, Atoka County
Strother Public Schools, Seminole, Seminole County
Stroud Public Schools, Stroud, Lincoln County
Stuart Public Schools, Stuart, Hughes County
Sulphur Public Schools, Sulphur, Murray County
Sweetwater Public Schools, Sweetwater, Roger Mills County
Swink Public School, Swink, Choctaw County
Tahlequah Public Schools, Tahlequah, Cherokee County
Talihina Public Schools, Talihina, Le Flore County
Taloga Public Schools, Taloga, Dewey County
Tannehill Public School, McAlester, Pittsburg County
Tecumseh Public Schools, Tecumseh, Pottawatomie County
Temple Public Schools, Temple, Cotton County
Tenkiller Public School, Welling, Cherokee County
Terral Public School, Terral, Jefferson County
Texhoma Public Schools, Texhoma, Texas County
Thackerville Public Schools, Thackerville, Love County
Thomas-Fay-Custer U.S.D., Thomas, Custer County
Timberlake Public Schools, Helena, Alfalfa County
Tipton Public Schools, Tipton, Tillman County
Tishomingo Public Schools, Tishomingo, Johnston County
Tonkawa Public Schools, Tonkawa, Kay County
Tulsa Public Schools, Tulsa, Tulsa County
Tupelo Public Schools, Tupelo, Coal County
Turkey Ford Public School, Wyandotte, Ottawa County
Turner Public Schools, Burneyville, Love County
Turpin Public Schools, Turpin, Beaver County
Tushka Public Schools, Atoka, Atoka County
Tuskahoma Public School, Tuskahoma, Pushmataha County
Tuttle Public Schools, Tuttle, Grady County
Twin Hills Public School, Okmulgee, Okmulgee County
Tyrone Public Schools, Tyrone, Texas County
Union City Public Schools, Union City, Canadian County
Union Public Schools, Tulsa, Tulsa County
Valliant Public Schools, Valliant, McCurtain County
Vanoss Public Schools, Ada, Pontotoc County
Varnum Public Schools, Seminole, Seminole County
Velma-Alma Public Schools, Velma, Stephens County
Verden Public Schools, Verden, Grady County
Verdigris Public Schools, Verdigris, Rogers County
Vian Public Schools, Vian, Sequoyah County
Vici Public Schools, Vici, Dewey County
Vinita Public Schools, Vinita, Craig County
Wagoner Public Schools, Wagoner, Wagoner County
Wainwright Public School, Wainwright, Muskogee County
Walters Public Schools, Walters, Cotton County
Wanette Public Schools, Wanette, Pottawatomie County
Wapanucka Public Schools, Wapanucka, Johnston County
Warner Public Schools, Warner, Muskogee County
Washington Public Schools, Washington, McClain County
Watonga Public Schools, Watonga, Blaine County
Watts Public Schools, Watts, Adair County
Waukomis Public Schools, Waukomis, Garfield County
Waurika Public Schools, Waurika, Jefferson County
Wayne Public Schools, Wayne, McClain County
Waynoka Public Schools, Waynoka, Woods County
Weatherford Public Schools, Weatherford, Custer County
Webbers Falls Public Schools, Webbers Falls, Muskogee County
Welch Public Schools, Welch, Craig County
Weleetka Public Schools, Weleetka, Okfuskee County
Wellston Public Schools, Wellston, Lincoln County
Western Heights Public Schools, Oklahoma City, Oklahoma County
Westville Public Schools, Westville, Adair County
Wetumka Public Schools, Wetumka, Hughes County

Wewoka Public Schools, Wewoka, Seminole County
White Rock Public School, McLoud, Lincoln County
Whitebead Public School, Pauls Valley, Garvin County
Whitefield Public School, Whitefield, Haskell County
Whitesboro Public Schools, Whitesboro, Le Flore County
Wickliffe Public School, Salina, Mayes County
Wilburton Public Schools, Wilburton, Latimer County
Wilson Public Schools, Henryetta, Okmulgee County
Wilson Public Schools, Wilson, Carter County
Wister Public Schools, Wister, Le Flore County
Woodall Public School, Tahlequah, Cherokee County
Woodland Public Schools, Fairfax, Osage County
Woodward Public Schools, Woodward, Woodward County
Wright City Public Schools, Wright City, McCurtain County
Wyandotte Public Schools, Wyandotte, Ottawa County
Wynnewood Public Schools, Wynnewood, Garvin County
Wynona Public Schools, Wynona, Osage County
Yale Public Schools, Yale, Payne County
Yarbrough Public Schools, Goodwell, Texas County
Yukon Public Schools, Yukon, Canadian County
Zaneis Public School, Wilson, Carter County
Zion Public School, Stilwell, Adair County

## Oregon

Adel S.D.
Adrian S.D.
Alsea S.D.
Amity S.D.
Annex S.D., Ontario
Arlington S.D.
Arock S.D.
Ashland S.D.
Ashwood S.D.
Astoria S.D.
Athena-Weston S.D.
Baker S.D., Baker City
Bandon S.D.
Banks S.D.
Beaverton S.D.
Bend-La Pine S.D.
Bethel S.D., Eugene
Blachly S.D.
Black Butte S.D., Camp Sherman
Brookings-Harbor S.D.
Burnt River S.D., Unity
Butte Falls S.D.
Camas Valley S.D.
Canby S.D.
Cascade S.D., Turner
Centennial S.D., Portland
Central S.D., Independence
Central Curry S.D., Gold Beach
Central Linn S.D., Brownsville
Central Point S.D. (formerly Jackson County S.D.)
Clatskanie S.D.
Colton S.D.
Condon S.D.
Coos Bay S.D.
Coquille S.D.
Corbett S.D.
Corvallis S.D.
Cove S.D.
Creswell S.D.
Crook County S.D., Prineville
Crow-Applegate-Lorane S.D.
Culver S.D.
Dallas S.D.
David Douglas S.D., Portland
Days Creek S.D. (Douglas County S.D. 15)
Dayton S.D.
Dayville S.D.
Diamond S.D.
Double O S.D., Hines
Drewsey S.D.
Dufur S.D.
Eagle Point S.D.
Echo S.D.
Elgin S.D.
Elkton S.D.
Enterprise S.D.
Estacada S.D.
Eugene S.D.
Falls City S.D.
Fern Ridge S.D., Elmira
Forest Grove S.D.
Fossil S.D.
Frenchglen S.D.
Gaston S.D.
Gervais S.D.
Gladstone S.D.
Glendale S.D.
Glide S.D.
Grants Pass S.D.
Greater Albany Public S.D.
Gresham-Barlow S.D.
Harney County S.D. 3, Burns
Harney County S.D. 4 (Crane E.S.D.), Crane
Harney County Union High S.D. (Crane Union High S.D.), Crane
Harper S.D.
Harrisburg S.D.
Helix S.D.
Hermiston S.D.
Hillsboro S.D.
Hood River County S.D., Hood River
Huntington S.D.
Imbler S.D.
Ione S.D.
Jefferson S.D.
Jefferson County S.D., Madras
Jewell S.D.
John Day S.D. (Grant County S.D.), Canyon City
Jordan Valley S.D.
Joseph S.D.
Junction City S.D.
Juntura S.D.
Klamath County S.D.
Klamath Falls City Schools
Knappa S.D.
La Grande S.D.
Lake County S.D. (Lakeview S.D.)
Lake Oswego S.D.
Lebanon Community Schools
Lincoln County S.D., Newport
Long Creek S.D.
Lowell S.D.
Mapleton S.D.
Marcola S.D.
McDermitt E.S.D. (Students attend school in McDermitt, Nevada)
McKenzie S.D., Finn Rock
McMinnville S.D.

Medford S.D.
Milton-Freewater U.S.D.
Mitchell S.D.
Molalla River S.D.
Monroe S.D.
Monument S.D.
Morrow S.D., Lexington
Mt. Angel S.D.
Myrtle Point S.D.
Neah-Kah-Nie S.D., Rockaway Beach
Nestucca Valley S.D., Hebo
Newberg S.D.
North Bend S.D.
North Clackamas S.D., Milwaukie
North Douglas S.D., Drain
North Lake S.D., Silver Lake
North Marion S.D., Aurora
North Powder S.D.
North Santiam S.D., Stayton
North Wasco County S.D. (formerly The Dalles and Chenowith S.D.s)
Nyssa S.D.
Oakland S.D.
Oakridge S.D.
Ontario S.D.
Oregon City S.D.
Oregon Trail S.D., Sandy
Paisley S.D.
Parkrose S.D., Portland
Pendleton S.D.
Perrydale S.D.
Philomath S.D.
Phoenix-Talent S.D.
Pilot Rock S.D.
Pine Creek S.D., Hines
Pine Eagle S.D., Halfway
Pinehurst S.D., Ashland
Pleasant Hill S.D.
Plush S.D.
Port Orford-Langlois S.D.
Portland Public Schools
Powers S.D.
Prairie City S.D.
Prospect S.D.
Rainier S.D.
Redmond S.D.
Reedsport S.D.
Reynolds S.D., Fairview
Riddle S.D.
Riverdale S.D., Portland
Rogue River S.D.
Roseburg S.D. (Douglas County S.D. 4)
St. Helens S.D.
St. Paul S.D.
Salem-Keizer S.D.
Santiam Canyon S.D., Mill City
Scappoose S.D.
Scio S.D.
Seaside S.D.
Sheridan S.D.
Sherman County S.D., Wasco
Sherwood S.D.
Silver Falls S.D., Silverton
Sisters S.D.
Siuslaw S.D., Florence
South Harney S.D., Fields
South Lane S.D., Cottage Grove
South Umpqua S.D., Myrtle Creek
South Wasco County S.D., Maupin
Spray S.D.
Springfield S.D.
Stanfield S.D.
Suntex S.D., Hines
Sutherlin S.D.
Sweet Home S.D.
Three Rivers/Josephine County S.D., Murphy
Tigard-Tualatin S.D.
Tillamook S.D.
Troy S.D.
Ukiah S.D.
Umatilla S.D.
Union S.D.
Vale S.D.
Vernonia S.D.
Wallowa S.D.
Warrenton-Hammond S.D.
West Linn-Wilsonville S.D.
Willamina S.D.
Winston-Dillard S.D.
Woodburn S.D.
Yamhill-Carlton S.D.
Yoncalla S.D.

## Pennsylvania

Abington Heights S.D. – Lackawanna County
Abington S.D. – Montgomery County
Albert Gallatin Area S.D. – Fayette County
Aliquippa S.D. – Beaver County
Allegheny-Clarion Valley S.D. – Armstrong County, Butler County, Clarion County.
Allegheny Valley S.D. – Allegheny County
Allentown S.D. – Lehigh County
Altoona Area S.D. – Blair County
Ambridge Area S.D. – Beaver County
Annville-Cleona S.D. – Lebanon County
Antietam S.D. – Berks County
Apollo-Ridge S.D. – Armstrong County, Indiana County
Armstrong S.D. – Armstrong County, Clarion County, Indiana County
Athens Area S.D. – Bradford County
Austin Area S.D. – Potter County
Avella Area S.D. – Washington County
Avon Grove S.D. – Chester County
Avonworth S.D. – Allegheny County
Bald Eagle Area S.D. – Centre County
Baldwin-Whitehall S.D. – Allegheny County
Bangor Area S.D. – Northampton County
Beaver Area S.D. – Beaver County
Bedford Area S.D. – Bedford County
Belle Vernon Area S.D. – Fayette County, Westmoreland County
Bellefonte Area S.D. – Centre County
Bellwood-Antis S.D. – Blair County
Bensalem Township S.D. – Bucks County
Benton Area S.D. – Columbia County
Bentworth S.D. – Washington County
Berlin Brothersvalley S.D. – Somerset County
Bermudian Springs S.D. – Adams County
Berwick Area S.D. – Columbia County, Luzerne County
Bethel Park S.D. – Allegheny County
Bethlehem Area S.D. – Lehigh County, Northampton County

Bethlehem-Center S.D. – Washington County
Big Beaver Falls Area S.D. – Beaver County
Big Spring S.D. – Cumberland County
Blackhawk S.D. – Beaver County, Lawrence County
Blacklick Valley S.D. – Cambria County
Blairsville-Saltsburg S.D. – Indiana County, Westmoreland County
Bloomsburg Area S.D. – Columbia County
Blue Mountain S.D. – Schuylkill County
Blue Ridge S.D. – Susquehanna County
Boyertown Area S.D. – Berks County, Montgomery County
Bradford Area S.D. – McKean County
Brandywine Heights Area S.D. – Berks County
Brentwood Borough S.D. – Allegheny County
Bristol Borough S.D. – Bucks County
Bristol Township S.D. – Bucks County
Brockway Area S.D. – Elk County, Jefferson County
Brookville Area S.D. – Jefferson County
Brownsville Area S.D. – Fayette County, Washington County
Bryn Athyn S.D. – Montgomery County
Burgettstown Area S.D. – Washington County
Burrell S.D. – Westmoreland County
Butler Area S.D. – Butler County
California Area S.D. – Washington
Cambria Heights S.D. – Cambria
Cameron County S.D. – Cameron
Camp Hill S.D. – Cumberland
Canon-McMillan S.D. – Washington
Canton Area S.D. – Bradford, Lycoming, Tioga
Carbondale Area S.D. – Lackawanna
Carlisle Area S.D. – Cumberland
Carlynton S.D. – Allegheny
Carmichaels Area S.D. – Greene
Catasauqua Area S.D. – Lehigh, Northampton
Centennial S.D. – Bucks
Center Area S.D. – Beaver (defunct)
Central Bucks S.D. – Bucks
Central Cambria S.D. – Cambria
Central Columbia S.D. – Columbia
Central Dauphin S.D. – Dauphin
Central Fulton S.D. – Fulton
Central Greene S.D. – Greene
Central Valley S.D. – Beaver
Central York S.D. – York
Chambersburg Area S.D. – Franklin
Charleroi S.D. – Washington
Chartiers-Houston S.D. – Washington
Chartiers Valley S.D. – Allegheny
Cheltenham Township S.D. – Montgomery County
Chester Upland S.D. – Delaware
Chestnut Ridge S.D. – Bedford
Chichester S.D. – Delaware
Clairton City S.D. – Allegheny
Clarion Area S.D. – Clarion
Clarion-Limestone Area S.D. – Clarion, Jefferson
Claysburg-Kimmel S.D. – Blair, Bedford
Clearfield Area S.D. – Clearfield
Coatesville Area S.D. – Chester
Cocalico S.D. – Lancaster
Colonial S.D. – Montgomery County
Columbia Borough S.D. – Lancaster
Commodore Perry S.D.
Conemaugh Township Area S.D. – Somerset
Conemaugh Valley S.D. – Cambria
Conestoga Valley S.D. – Lancaster
Conewago Valley S.D. – Adams
Conneaut S.D. – Crawford
Connellsville Area S.D. – Fayette
Conrad Weiser Area S.D. – Berks, Lancaster
Cornell S.D. – Allegheny
Cornwall-Lebanon S.D. – Lebanon
Corry Area S.D. – Crawford, Erie, Warren
Coudersport Area S.D. – Potter
Council Rock S.D. – Bucks
Cranberry Area S.D. – Venango County
Crawford Central S.D. – Crawford,Mercer
Crestwood S.D. – Luzerne
Cumberland Valley S.D. – Cumberland
Curwensville Area S.D. – Clearfield
Dallas S.D. – Luzerne County
Dallastown Area S.D. – York County
Daniel Boone Area S.D. – Berks County
Danville Area S.D. – Montour County, Northumberland County
Deer Lakes S.D. – Allegheny County
Delaware Valley S.D. – Pike County
Derry Area S.D. – Westmoreland County
Derry Township S.D. – Dauphin County
Donegal S.D. – Lancaster County
Dover Area S.D. – York County
Downingtown Area S.D. – Chester County
DuBois Area S.D. – Clearfield County, Jefferson County
Dunmore S.D. – Lackawanna County
Duquesne City S.D. – Allegheny County
East Allegheny S.D. – Allegheny
East Lycoming S.D. – Lycoming
East Penn S.D. – Lehigh
East Pennsboro Area S.D. – Cumberland
East Stroudsburg Area S.D. – Monroe, Pike
Eastern Lancaster County S.D. – Lancaster
Eastern Lebanon County S.D. – Lebanon
Eastern York S.D. – York
Easton Area S.D. – Bucks, Northampton
Elizabeth Forward S.D. – Allegheny
Elizabethtown Area S.D. – Lancaster
Elk Lake S.D. – Susquehanna, Wyoming
Ellwood City Area S.D. – Beaver, Lawrence
Ephrata Area S.D. – Lancaster
Erie City S.D. – Erie

Everett Area S.D. – Bedford
Exeter Township S.D. – Berks
Fairfield Area S.D. – Adams
Fairview S.D. – Erie
Fannett-Metal S.D. – Franklin, Perry
Farrell Area S.D. – Mercer
Ferndale Area S.D. – Cambria
Fleetwood Area S.D. – Berks
Forbes Road S.D. – Fulton
Forest Area S.D. – Forest
Forest City Regional S.D. – Susquehanna, Lackawanna, Wayne
Forest Hills S.D. – Cambria
Fort Cherry S.D. – Washington, Allegheny
Fort LeBoeuf S.D. – Erie
Fox Chapel Area S.D. – Allegheny
Franklin Area S.D. – Venango
Franklin Regional S.D. – Westmoreland
Frazier S.D. – Fayette
Freedom Area S.D. – Beaver
Freeport Area S.D. – Armstrong, Butler
Galeton Area S.D.
Garnet Valley S.D. – Delaware
Gateway S.D. - Allegheny
General McLane S.D.
Gettysburg Area S.D.
Girard S.D.
Glendale S.D.
Governor Mifflin S.D.
Great Valley S.D. – Chester
Greater Johnstown S.D.
Greater Latrobe S.D. - Westmoreland
Greater Nanticoke Area S.D.
Greencastle-Antrim S.D.
Greensburg-Salem S.D. - Westmoreland
Greenville Area S.D.
Greenwood S.D.
Grove City Area S.D.
Halifax Area S.D. – Dauphin County
Hamburg Area S.D.
Hampton Township S.D. – Allegheny County
Hanover Area S.D. – Luzerne County
Hanover Public S.D. – York County
Harbor Creek S.D.
Harmony Area S.D.
Harrisburg City S.D. – Dauphin County
Hatboro-Horsham S.D. – Montgomery County
Haverford Township S.D. – Delaware County
Hazleton Area S.D. – Carbon County, Luzerne County, Schuylkill County
Hempfield Area S.D. – Westmoreland County
Hempfield S.D. – Lancaster County
Hermitage S.D.
Highlands S.D. – Allegheny County
Hollidaysburg Area S.D.
Homer-Center S.D.
Hopewell Area S.D. - Beaver
Huntingdon Area S.D.
Indiana Area S.D. – Indiana County
Interboro S.D. – Delaware County
Iroquois S.D. – Erie County
Jamestown Area S.D.
Jeannette City S.D. - Westmoreland
Jefferson-Morgan S.D.
Jenkintown S.D.
Jersey Shore Area S.D.
Jim Thorpe Area S.D. – Carbon County
Johnsonburg Area S.D.
Juniata County S.D. – Juniata County
Juniata Valley S.D.
Kane Area S.D.
Karns City Area S.D.
Kennett C.S.D.
Keystone Central S.D.
Keystone Oaks S.D. - Allegheny
Keystone S.D.
Kiski Area S.D.
Kutztown Area S.D.
Lackawanna Trail S.D. – Wyoming County, Lackawanna County
Lake-Lehman S.D. – Luzerne County, Wyoming County
Lakeland S.D.
Lakeview S.D.
Lampeter-Strasburg S.D. – Lancaster County
Laurel Highlands S.D.
Laurel S.D.
Lebanon S.D.
Leechburg Area S.D.
Lehighton Area S.D. – Carbon County
Lewisburg Area S.D. – Union County
Ligonier Valley S.D.
Line Mountain S.D. – Northumberland County
Littlestown Area S.D.
Lower Dauphin S.D. – Dauphin County
Lower Merion S.D. – Montgomery County
Lower Moreland Township S.D. – Montgomery County
Loyalsock Township S.D. – Lycoming County
Mahanoy Area S.D. - Schuylkill
Manheim Central S.D. – Lancaster
Manheim Township S.D. – Lancaster
Marion Center Area S.D.
Marple Newtown S.D. – Delaware
Mars Area S.D. - Butler
McGuffey S.D.
McKeesport Area S.D. - Allegheny
Mechanicsburg Area S.D. – Cumberland
Mercer Area S.D.
Methacton S.D.
Meyersdale Area S.D.
Mid Valley S.D.

Midd-West S.D. – Snyder
Middletown Area S.D. – Dauphin
Midland Borough S.D.
Mifflin County S.D.
Mifflinburg Area S.D.
Millcreek Township S.D.
Millersburg Area S.D. – Dauphin
Millville Area S.D.
Milton Area S.D.
Minersville Area S.D.
Mohawk Area S.D.
Monessen City S.D.
Moniteau S.D.
Montgomery Area S.D.
Montour S.D. - Allegheny
Montoursville Area S.D.
Montrose Area S.D.
Moon Area S.D. - Allegheny
Morrisville Borough S.D.
Moshannon Valley S.D.
Mount Carmel Area S.D. – Northumberland
Mt. Lebanon S.D. - Allegheny
Mount Pleasant Area S.D.
Mount Union Area S.D.
Mountain View S.D.
Muhlenberg S.D.
Muncy S.D.
Nazareth Area S.D. – Northampton County
Neshaminy S.D. – Bucks County
Neshannock Township S.D. – Lawrence County
New Brighton Area S.D. – Beaver County
New Castle Area S.D. – Lawrence County
New Hope-Solebury S.D. – Bucks County
New Kensington–Arnold S.D. – Westmoreland County
Newport S.D. – Perry County
Norristown Area S.D. – Montgomery County
North Allegheny S.D. – Allegheny County
North Clarion County S.D. – Clarion County
North East S.D. – Erie County
North Hills S.D.– Allegheny County
North Penn S.D. – Montgomery County
North Pocono S.D. – Lackawanna County, Wayne County
North Schuylkill S.D. – Columbia County, Schuylkill County
North Star S.D. – Somerset County
Northampton Area S.D.
Northeast Bradford S.D.
Northeastern York S.D. – York County
Northern Bedford County S.D. – Bedford County
Northern Cambria S.D. – Cambria County
Northern Lebanon S.D. – Lebanon County
Northern Lehigh S.D. – Lehigh County
Northern Potter S.D.
Northern Tioga S.D. - Tioga
Northern York County S.D. – York County
Northgate S.D. – Allegheny County
Northwest Area S.D. – Luzerne County
Northwestern S.D.
Northwestern Lehigh S.D. – Lehigh County
Norwin S.D. - Westmoreland
Octorara Area S.D.
Oil City Area S.D.- Venango County
Old Forge S.D. – Lackawanna County
Oley Valley S.D. – Berks
Oswayo Valley S.D.
Otto-Eldred S.D.
Owen J. Roberts S.D. – Chester
Oxford Area S.D.
Palisades S.D. – Bucks County
Palmerton Area S.D. – Carbon County
Palmyra Area S.D. – Lebanon County
Panther Valley S.D. – Carbon County, Schuylkill County
Parkland S.D. – Lehigh County
Pen Argyl Area S.D. – Northampton County
Penn Cambria S.D. – Cambria County
Penn Hills S.D. – Allegheny County
Penn Manor S.D. – Lancaster County
Penn-Delco S.D. – Delaware County
Penn-Trafford S.D. - Westmoreland
Penncrest S.D.
Pennridge S.D. – Bucks County
Penns Manor Area S.D. – Indiana County
Penns Valley Area S.D.
Pennsbury S.D.
Pequea Valley S.D.
Perkiomen Valley S.D. – Montgomery County
Peters Township S.D. - Washington
S.D. of Philadelphia – Philadelphia County
Philipsburg-Osceola Area S.D.
Phoenixville Area S.D. – Chester County
Pine Grove Area S.D. – Schuylkill County
Pine-Richland S.D. - Allegheny County
Pittsburgh S.D. – Allegheny County
Pittston Area S.D.
Pleasant Valley S.D. – Monroe County
Plum Borough S.D. - Allegheny
Pocono Mountain S.D.
Port Allegany S.D.
Portage Area S.D.
Pottsgrove S.D. – Montgomery County
Pottstown S.D. – Montgomery County
Pottsville Area S.D. – Schuylkill County
Punxsutawney Area S.D. - Indiana
Purchase Line S.D.
Quaker Valley S.D. – Allegheny County
Quakertown Community S.D. – Bucks County
Radnor Township S.D. – Delaware County
Reading S.D. – Berks County
Red Lion Area S.D. – York County

Redbank Valley S.D.
Reynolds S.D.
Richland S.D.
Ridgway Area S.D.
Ridley S.D.
Ringgold S.D.
Riverside Beaver County S.D.
Riverside S.D.
Riverview S.D. - Allegheny
Rochester Area S.D. - Beaver
Rockwood Area S.D.
Rose Tree Media S.D.
Saint Clair Area S.D.
Saint Marys Area S.D.
Salisbury Township S.D.
Salisbury-Elk Lick S.D.
Saucon Valley S.D.
Sayre Area S.D.
S.D. of Lancaster - Lancaster
Schuylkill Haven Area S.D.
Schuylkill Valley S.D.
Scranton S.D.
Selinsgrove Area S.D.
Seneca Valley S.D. - Butler
Shade-Central City S.D.
Shaler Area S.D. - Allegheny
Shamokin Area S.D.
Shanksville-Stonycreek S.D.
Sharon City S.D.
Sharpsville Area S.D.
Shenandoah Valley S.D.
Shenango Area S.D.
Shikellamy S.D.
Shippensburg Area S.D.
Slippery Rock Area S.D. - Butler
Smethport Area S.D.
Solanco S.D.
Somerset Area S.D. - Somerset
Souderton Area S.D.
South Allegheny S.D. - Allegheny
South Butler County S.D. - Butler
South Eastern S.D.
South Fayette Township S.D. - Allegheny
South Middleton S.D.
South Park S.D. - Allegheny
South Side Area S.D.
South Western S.D.
South Williamsport Area S.D.
Southeast Delco S.D.
Southeastern Greene S.D.
Southern Columbia Area S.D.
Southern Fulton S.D.
Southern Huntingdon County S.D.
Southern Lehigh S.D. – Lehigh
Southern Tioga S.D.
Southern York County S.D. - York
Southmoreland S.D.
Spring Cove S.D.
Spring Grove Area S.D.
Spring-Ford Area S.D. – Montgomery County
Springfield S.D. – Delaware County
Springfield Township S.D. – Montgomery County
State College Area S.D. – Centre
Steel Valley S.D. - Allegheny
Steelton-Highspire S.D. – Dauphin
Sto-Rox S.D. – Allegheny
Stroudsburg Area S.D.
Sullivan County S.D. – Sullivan County
Susquehanna Community S.D. – Susquehanna County
Susquehanna Township S.D. – Dauphin County
Susquenita S.D. – Perry
Tamaqua Area S.D. – Schuylkill County
Titusville Area S.D.- Crawford County
Towanda Area S.D. – Bradford County
Tredyffrin-Easttown S.D.
Tri-Valley S.D.
Trinity Area S.D. - Washington
Troy Area S.D. – Bradford County
Tulpehocken Area S.D.
Tunkhannock Area S.D. – Wyoming County
Turkeyfoot Valley Area S.D.
Tuscarora S.D.
Tussey Mountain S.D.
Twin Valley S.D.
Tyrone Area S.D.
Union Area S.D. – Lawrence County
Union City Area S.D. – Erie County
Union S.D. – Clarion County
Uniontown Area S.D.
Unionville-Chadds Ford S.D. – Chester County
United S.D.
Upper Adams S.D.
Upper Darby S.D.
Upper Dauphin Area S.D. – Dauphin County
Upper Dublin S.D.
Upper Merion Area S.D.
Upper Moreland S.D. – Montgomery County
Upper Perkiomen S.D. – Montgomery County
Upper St. Clair S.D. - Allegheny
Valley Grove S.D. – Venango County
Valley View S.D. – Lackawanna County
Wallenpaupack Area S.D.
Wallingford-Swarthmore S.D.
Warren County S.D. - Warren
Warrior Run S.D.
Warwick S.D.
Washington S.D. - Washington
Wattsburg Area S.D.
Wayne Highlands S.D.
Waynesboro Area S.D.
Weatherly Area S.D.

Wellsboro Area S.D.
West Allegheny S.D. - Allegheny
West Branch Area S.D.
West Chester Area S.D.
West Greene S.D.
West Jefferson Hills S.D. - Allegheny
West Middlesex Area S.D.
West Mifflin Area S.D. - Allegheny
West Perry S.D.
West Shore S.D.
West York Area S.D.
Western Beaver County S.D. - Beaver
Western Wayne S.D.
Westmont Hilltop S.D.
Whitehall-Coplay S.D.
Wilkes-Barre Area S.D.
Wilkinsburg Borough S.D. - Allegheny
William Penn S.D.
Williams Valley S.D.
Williamsburg Community S.D.
Williamsport Area S.D.
Wilmington Area S.D.
Wilson Area S.D. – Northampton County
Wilson S.D. – Berks County
Windber Area S.D.
Wissahickon S.D. – Montgomery County
Woodland Hills S.D. - Allegheny
Wyalusing Area S.D.
Wyoming Area S.D.
Wyoming Valley West S.D.
Wyomissing Area S.D.
York City S.D. – York County
York Suburban S.D. – York County
Yough S.D. – Westmoreland County

## Puerto Rico

Puerto Rick Department of Education

## Rhode Island

Barrington S.D.
Beacon Charter High School for the Arts
Blackstone Academy
Bristol Warren Regional S.D.
Burrillville S.D.
Burlington Street Elementary School Gabbie regional Career and Tech Centers
Central Falls S.D.
Chariho Regional S.D.
Compass Charter School
Coventry S.D.
Cranston S.D.
Cumberland S.D.
CVS Highlander Charter School
Davies Career and Technical High School
Department of Children Youth and Their Families
East Greenwich S.D.
East Providence S.D.
Exeter-West Greenwich Regional S.D.
East Union Smithfield Regional S.D.
East Union S.D.
Foster E.S.D.
Foster-Glocester Regional S.D.
Glocester E.S.D.
Highlander S.D.
International Charter School
Jamestown S.D.
Johnston S.D.
Kingston Hill Academy Charter School
Learning Community
Lincoln S.D.
Little Compton S.D.
Met Career and Tech
Middletown S.D.
Narragansett S.D.
New Shoreham S.D.
Newport S.D.
North Kingstown S.D.
North Providence S.D.
North Smithfield S.D.
Paul Cuffee Charter School
Pawtucket S.D.
Portsmouth S.D.
Providence S.D.
Rhode Island Department of Education
Rhode Island School for the Deaf
Scituate S.D.
Smithfield S.D.
South Kingstown S.D.
The Compass School
The Learning Community
Tiverton S.D.
Urban Collaborative
United monument school
Union E.S.D.
Warwick S.D.
West Warwick S.D.
Westerly S.D.
Woonsocket S.D.

## South Carolina

Abbeville County S.D.
Aiken County Public S.D.
Allendale County S.D.
Anderson County S.D. 1
Anderson County S.D. 2
Anderson County S.D. 3
Anderson County S.D. 4
Anderson County S.D. 5
Bamberg County S.D. 1
Bamberg County S.D. 2
Barnwell County Auditory-Verbal Center
Barnwell County S.D. 19
Barnwell County S.D. 29 - see Williston County S.D. 29
Barnwell County S.D. 45
Beaufort County S.D.
Beaufort-Jasper Career
Berkeley County S.D.
Calhoun County S.D.

Charleston County S.D.
Cherokee County S.D.
Chester County S.D.
Chesterfield County S.D.
Clarendon County S.D. 1
Clarendon County S.D. 2 (Manning)
Clarendon County S.D. 3 (Turbeville)
Colleton County S.D.
Cope Auditory-Verbal Center
Darlington
Dillon 3 (Latta)
Dillon 4 (Dillon/Lake View)
Dorchester 2
Dorchester 4
Edgefield County S.D.
Fairfield
Florence 1 (South and West Florence)
Florence 2 (Pamlico)
Florence 3 (Lake City)
Florence 4 (Timmonsville)
Florence 5 (Johnsonville)
Georgetown
Greenville
Greenwood 50 (Greenwood)
Greenwood 51 (Ware Shoals)
Greenwood 52 (Ninety Six)
Hampton 1 (Hampton)
Hampton 2 (Estill)
Horry
Jasper
Kershaw
Lancaster
Laurens 55 (Laurens)
Laurens 56 (Clinton)
Lee
Lexington 1 (Gilbert, Lexington, Pelion)
Lexington 2 (Cayce, Springdale, West Columbia)
Lexington 3 (Batesburg-Leesville)
Lexington 4 (Gaston & Swansea)
Lexington-Richland 5 (Chapin, Irmo, St. Andrews)
Marion 1 (Marion)
Marion 2 - see Mullins
Marion 7 (Rains)
Marlboro
McCormick
Mullins
Newberry
Oconee
Orangeburg Consolidated 3 (Elloree, Holly Hill)
Orangeburg Consolidated 4 (Branchville, Cordova, Cope)
Orangeburg Consolidated 5 (Bowman, North, Orangeburg)
Pickens
Richland 1 (Columbia)
Richland 2 (NE Columbia, Spring Valley)
Richland-Lexington 5 - see Lexington-Richland 5
Rock Hill 3
Saluda
Spartanburg County S.D. 1 (Campobello, Inman, Landrum)
Spartanburg County S.D. 2 (Boiling Springs, Chesnee, Inman, Mayo)
Spartanburg County S.D. 3 (Cowpens, Pacolet, Spartanburg)
Spartanburg County S.D. 4 (Woodruff)
Spartanburg County S.D. 5 (Duncan, Lyman, Wellford, Reidville, Moore)
Spartanburg County S.D. 6 (Moore, Pauline, Roebuck, Spartanburg)
Spartanburg County S.D. 7 (Spartanburg Downtown/East)
Sumter 2 (outer Sumter County)
Sumter 17 (central Sumter County)
Union
Williamsburg
Willimston 29
York 1 (York)
York 2 (Clover)
York 3
York 4

## South Dakota

Aberdeen S.D.
Agar-Blunt-Onida S.D.
Alcester-Hudson S.D.
Andes Central S.D.
Arlington S.D.
Armour S.D.
Avon S.D.
Baltic S.D.
Belle Fourche S.D.
Bennett County S.D.
Beresford S.D.
Big Stone City S.D.
Bison S.D.
Bon Homme S.D.
Bowdle S.D.
Brandon Valley S.D.
Bridgewater S.D.
Britton-Hecla S.D.
Brookings S.D.
Burke S.D.
Canistota S.D.
Canton S.D.
Castlewood S.D.
Centerville S.D.
Chamberlain S.D.
Chester Area S.D.
Cheyenne-Eagle Butte School (Eagle Butte S.D.)
Clark S.D.
Colman-Egan S.D.
Colome C.S.D.
Corsica S.D.
Custer S.D.
Dakota Valley S.D.
De Smet S.D.
Dell Rapids S.D.
Deubrook Area S.D.
Deuel S.D.
Doland S.D.
Douglas S.D.
Dupree S.D.
Eagle Butte S.D.
Edgemont S.D.
Edmunds Central S.D.
Elk Mountain S.D.
Elk Point-Jefferson S.D.
Elkton S.D.
Emery S.D.
Estelline S.D.
Ethan S.D.
Eureka S.D.
Faith S.D.
Faulkton Area S.D.
Flandreau S.D.
Florence S.D.
Frederick Area S.D.
Freeman S.D.
Garretson S.D.
Gayville-Volin S.D.
Gettysburg S.D.
Grant-Deuel S.D.
Greater Hoyt S.D.
Greater Scott S.D.

Gregory S.D.
Groton Area S.D.
Haakon S.D.
Hamlin S.D.
Hanson S.D.
Harding County S.D.
Harrisburg S.D.
Henry S.D.
Herreid S.D.
Highmore-Harrold S.D.
Hill City S.D.
Hitchcock-Tulare S.D.
Hot Springs S.D.
Hoven S.D.
Howard S.D.
Hurley S.D.
Huron S.D.
Ipswich Public S.D.
Irene-Wakonda S.D.
Iroquois S.D.
Isabel S.D.
Jones County S.D.
Kadoka Area S.D.
Kimball S.D.
Lake Preston S.D.
Langford S.D.
Lead-Deadwood S.D.
Lemmon S.D.
Lennox S.D.
Leola S.D.
Lyman S.D.
Madison Central S.D.
Marion S.D.
McCook Central S.D.
McIntosh S.D.
McLaughlin S.D.
Meade S.D.
Menno S.D.
Milbank S.D.
Miller Area S.D.
Mitchell S.D.
Mobridge-Pollock S.D.
Montrose S.D.
Mount Vernon S.D.
New Underwood S.D.
Newell S.D.
Northwestern Area S.D.
Oelrichs S.D.
Oldham-Ramona S.D.
Parker S.D.
Parkston S.D.
Pierre S.D.
Plankinton S.D.
Platte-Geddes S.D.
Rapid City Area S.D.
Redfield S.D.
Rosholt S.D.
Roslyn S.D.
Rutland S.D.
Sanborn Central S.D. School Website
Scotland S.D.
Selby Area S.D.
Shannon County S.D.
Sioux Falls S.D.
Sioux Valley S.D.
Sisseton S.D.
Smee S.D.
South Central S.D.
Spearfish S.D.
Stanley County S.D.
Stickney S.D.
Summit S.D.
Tea Area S.D.
Timber Lake S.D.
Todd County S.D.
Tripp-Delmont S.D.
Tri-Valley S.D.
Vermillion S.D.
Viborg S.D.
Wagner Community S.D.
Wall S.D.
Warner S.D.
Watertown S.D.
Waubay S.D.
Waverly S.D.
Webster S.D.
Wessington Springs S.D.
West Central S.D.
White Lake S.D.
White River S.D.
Willow Lake S.D.
Wilmot S.D.
Winner S.D.
Wolsey-Wessington S.D.
Wood S.D.
Woonsocket S.D.
Yankton S.D.
Bureau of Indian Affairs schools and school systems
American Horse School
Cheyenne River BIA Schools
Crazy Horse School
Crow Creek Sioux Tribal School
Enemy Swim Day School
Flandreau Indian School
Little Wound School System
Loneman School Corporation
Lower Brule School System
Marty Indian School
Pierre Indian Learning Center
Pine Ridge School
Porcupine Contract School
Rock Creek Day School
Saint Francis Indian School
Sitting Bull School
Takini School
Tiospa Zina Tribal School
Tiospaye Topa School System
Wounded Knee School System

## Tennessee

Alamo City Schools
Alcoa City Schools
Anderson County Schools
Arlington Community Schools
Athens City Elementary Schools
Bartlett City Schools
Bedford County Schools
Bells City Schools
Benton County Schools
Bledsoe County Schools
Blount County Schools
Bradford Special Schools
Bradley County Schools
Bristol City Schools
Campbell County Schools
Cannon County Schools
Carroll County Schools
Carter County Schools
Cheatham County Schools
Chester County Schools
Claiborne County Schools
Clarksville-Montgomery County School System
Clay County Schools
Cleveland City Schools
Clinton City Schools
Cocke County Schools
Coffee County Schools
Crockett County Schools
Cumberland County Schools
Dayton City Schools
Decatur County Schools
Dekalb County Schools
Dickson County Schools
Dyer County Schools
Dyersburg City Schools
Elizabethton City Schools
Etowah City Elementary Schools
Fayette County Schools
Fayetteville City Elementary Schools

Fentress County Schools
Franklin County Schools
Franklin Special S.D.
Gibson County Special S.D.
Giles County Schools
Grainger County Schools
Greene County Schools
Greeneville City Schools
Grundy County Schools
Hamblen County Schools
Hamilton County Schools
Hancock County Schools
Hardeman County Schools
Hardin County Schools
Hawkins County Schools
Haywood County Schools
Henderson County Schools
Henry County Schools
Hickman County Schools
Hollow Rock-Bruceton Special S.D.
Houston County Schools
Humboldt City Schools
Humphreys County Schools
Huntingdon Special Schools
Jackson County Schools
Jackson-Madison Consolidated Schools
Jefferson County Schools
Johnson City Schools
Johnson County Schools
Kingsport City Schools
Knox County Schools
Lake County School System
Lauderdale County Schools
Lawrence County Schools
Lebanon Special S.D.
Lenoir City Schools
Lewis County Schools
Lexington City Elementary Schools
Lincoln County Schools
Loudon County Schools
Macon County Schools
Manchester City Schools
Marion County Schools
Marshall County Schools
Maryville City Schools
Maury County Schools
McKenzie Special S.D.
McMinn County Schools
McNairy County Schools
Meigs County Schools
Memphis City Schools
Metropolitan Nashville Public Schools
Milan Special S.D.
Monroe County Schools
Montgomery County Schools
Moore County Schools
Morgan County Schools
Murfreesboro City Schools
Newport City Elementary Schools
Oak Ridge City Schools
Obion County Schools
Oneida City Schools
Overton County Schools
Paris City Special Schools
Perry County Schools
Pickett County Schools
Polk County Schools
Putnam County Schools
Rhea County Schools
Richard City Special S.D.
Roane County Schools
Robertson County Schools
Rogersville City Elementary Schools
Rutherford County Schools
Scott County Schools
Sequatchie County Schools
Sevier County Schools
Shelby County Schools
Smith County Schools
South Carroll Special S.D.
Stewart County Schools
Sullivan County Schools
Sumner County Schools
Sweetwater City Schools
Tipton County Schools
Trenton City Schools
Trousdale County Schools
Tullahoma City Schools
Unicoi School
Union City School
Union County School
Van Buren County Schools
Warren County Schools
Washington County Schools
Wayne County Schools
Weakley County Schools
West Carroll Special S.D.
White County Schools
Williamson County Schools
Wilson County Schools

## Texas

Abbott I.S.D.
Abernathy I.S.D.
Abilene I.S.D.
Academy I.S.D.
Adrian I.S.D.
Agua Dulce I.S.D.
Alamo Heights I.S.D.
Alba-Golden I.S.D.
Albany I.S.D.
Aldine I.S.D.
Aledo I.S.D.
Alice I.S.D.
Alief I.S.D.
Allen I.S.D.
Alpine I.S.D.
Alto I.S.D.
Alvarado I.S.D.
Alvin I.S.D.
Alvord I.S.D.
Amarillo I.S.D.
Amherst I.S.D.
Anahuac I.S.D.
Anderson-Shiro Consolidated I.S.D.
Andrews I.S.D.
Angleton I.S.D.
Anna I.S.D.
Anson I.S.D.
Anthony I.S.D.
Anton I.S.D.
Apple Springs I.S.D.
Aquilla I.S.D.
Aransas County I.S.D.
Aransas Pass I.S.D.
Archer City I.S.D.
Argyle I.S.D.
Arlington I.S.D.
Arp I.S.D.
Aspermont I.S.D.
Athens I.S.D.
Atlanta I.S.D.
Aubrey I.S.D.
Austin I.S.D.
Austwell-Tivoli I.S.D.
Avalon I.S.D.
Avery I.S.D.
Avinger I.S.D.
Axtell I.S.D.
Azle I.S.D.
Baird I.S.D.
Ballinger I.S.D.

Balmorhea I.S.D.
Bandera I.S.D.
Bangs I.S.D.
Banquete I.S.D.
Barbers Hill I.S.D.
Bartlett I.S.D.
Bastrop I.S.D.
Bay City I.S.D.
Beaumont I.S.D.
Beckville I.S.D.
Beeville I.S.D.
Bellevue I.S.D.
Bells I.S.D.
Bellville I.S.D.
Belton I.S.D.
Ben Bolt-Palito Blanco I.S.D.
Benavides I.S.D.
Benjamin I.S.D.
Big Sandy I.S.D. (Polk County)
Big Sandy I.S.D. (Upshur County)
Big Spring I.S.D.
Birdville I.S.D.
Bishop Consolidated I.S.D.
Blackwell Consolidated I.S.D.
Blanco I.S.D.
Bland I.S.D.
Blanket I.S.D.
Bloomburg I.S.D.
Blooming Grove I.S.D.
Bloomington I.S.D.
Blue Ridge I.S.D.
Bluff Dale I.S.D.
Blum I.S.D.
Boerne I.S.D.
Boles I.S.D.
Boling I.S.D.
Bonham I.S.D.
Booker I.S.D.
Borden County I.S.D.
Borger I.S.D.
Bosqueville I.S.D.
Bovina I.S.D.
Bowie I.S.D.
Boyd I.S.D.
Boys Ranch I.S.D.
Brackett I.S.D.
Brady I.S.D.
Brazos I.S.D.
Brazosport I.S.D.
Breckenridge I.S.D.
Bremond I.S.D.
Brenham I.S.D.
Bridge City I.S.D.
Bridgeport I.S.D.
Broaddus I.S.D.
Brock I.S.D.
Bronte I.S.D.
Brookeland I.S.D.
Brookesmith I.S.D.
Brooks County I.S.D.
Brownfield I.S.D.
Brownsboro I.S.D.
Brownsville I.S.D.
Brownwood I.S.D.
Bruceville-Eddy I.S.D.
Bryan I.S.D.
Bryson I.S.D.
Buckholts I.S.D.
Buena Vista I.S.D.
Buffalo I.S.D.
Bullard I.S.D.
Buna I.S.D.
Burkburnett I.S.D.
Burkeville I.S.D.
Burleson I.S.D.
Burnet Consolidated I.S.D.
Burton I.S.D.
Bushland I.S.D.
Byers I.S.D.
Bynum I.S.D.
Caddo Mills I.S.D.
Calallen I.S.D.
Caldwell I.S.D.
Calhoun County I.S.D.
Callisburg I.S.D.
Calvert I.S.D.
Cameron I.S.D.
Campbell I.S.D.
Canadian I.S.D.
Canton I.S.D.
Canutillo I.S.D.
Canyon I.S.D.
Carlisle I.S.D.
Carrizo Springs Consolidated I.S.D.
Carroll I.S.D.
Carrollton-Farmers Branch I.S.D.
Carthage I.S.D.
Castleberry I.S.D.
Cayuga I.S.D.
Cedar Hill I.S.D.
Celeste I.S.D.
Celina I.S.D.
Center I.S.D.
Center Point I.S.D.
Centerville I.S.D. (Leon County)
Centerville I.S.D. (Trinity County)
Central Heights I.S.D.
Central I.S.D.
Channelview I.S.D.
Channing I.S.D.
Chapel Hill I.S.D. (Smith County)
Chapel Hill I.S.D. (Titus County)
Charlotte I.S.D.
Cherokee I.S.D.
Chester I.S.D.
Chico I.S.D.
Childress I.S.D.
Chillicothe I.S.D.
Chilton I.S.D.
China Spring I.S.D.
Chireno I.S.D.
Chisum I.S.D.
Christoval I.S.D.
Cisco I.S.D.
City View I.S.D.
Clarendon Consolidated I.S.D.
Clarksville I.S.D.
Claude I.S.D.
Clear Creek I.S.D.
Cleburne I.S.D.
Cleveland I.S.D.
Clifton I.S.D.
Clint I.S.D.
Clyde Consolidated I.S.D.
Coahoma I.S.D.
Coldspring-Oakhurst Consolidated I.S.D.
Coleman I.S.D.
College Station I.S.D.
Collinsville I.S.D.
Colmesneil I.S.D.
Colorado I.S.D.
Columbia-Brazoria I.S.D.
Columbus I.S.D.
Comal I.S.D.
Comanche I.S.D.
Comfort I.S.D.
Commerce I.S.D.
Community I.S.D.
Como-Pickton Consolidated I.S.D.
Comstock I.S.D.
Connally I.S.D.
Conroe I.S.D.
Coolidge I.S.D.
Cooper I.S.D.
Coppell I.S.D.
Copperas Cove I.S.D.
Corpus Christi I.S.D.
Corrigan-Camden I.S.D.
Corsicana I.S.D.

Cotton Center I.S.D.
Cotulla I.S.D.
Coupland I.S.D.
Covington I.S.D.
Crandall I.S.D.
Crane I.S.D.
Cranfills Gap I.S.D.
Crawford I.S.D.
Crockett County Consolidated Common S.D.
Crockett I.S.D.
Crosby I.S.D.
Crosbyton Consolidated I.S.D.
Cross Plains I.S.D.
Cross Roads I.S.D.
Crowell I.S.D.
Crowley I.S.D.
Crystal City I.S.D.
Cuero I.S.D.
Culberson County-Allamoore I.S.D.
Cumby I.S.D.
Cushing I.S.D.
Cypress-Fairbanks I.S.D.
Daingerfield-Lone Star I.S.D.
Dalhart I.S.D.
Dallas I.S.D.
Damon I.S.D.
Danbury I.S.D.
Darrouzett I.S.D.
Dawson I.S.D. (Dawson County)
Dawson I.S.D. (Navarro County)
Dayton I.S.D.
De Leon I.S.D.
Decatur I.S.D.
Deer Park I.S.D.
De Kalb I.S.D.
Del Valle I.S.D.
Dell City I.S.D.
Denison I.S.D.
Denton I.S.D.
Denver City I.S.D.
DeSoto I.S.D.
Detroit I.S.D.
Devers I.S.D.
Devine I.S.D.
Dew I.S.D.
Deweyville I.S.D.
D'Hanis I.S.D.
Diboll I.S.D.
Dickinson I.S.D.
Dilley I.S.D.
Dime Box I.S.D.
Dimmitt I.S.D.
Divide I.S.D.
Dodd City I.S.D.
Donna I.S.D.
Doss Consolidated Common S.D.
Douglass I.S.D.
Dripping Springs I.S.D.
Driscoll I.S.D.
Dublin I.S.D.
Dumas I.S.D.
Duncanville I.S.D.
Eagle Mountain-Saginaw I.S.D.
Eagle Pass I.S.D.
Eanes I.S.D.
Early I.S.D.
East Bernard I.S.D.
East Central I.S.D.
East Chambers I.S.D.
Eastland I.S.D.
Ector County I.S.D.
Ector I.S.D.
Edcouch-Elsa I.S.D.
Eden Consolidated I.S.D.
Edgewood I.S.D. (Bexar County)
Edgewood I.S.D. (Van Zandt County)
Edinburg Consolidated I.S.D.
Edna I.S.D.
El Campo I.S.D.
El Paso I.S.D.
Electra I.S.D.
Elgin I.S.D.
Elkhart I.S.D.
Elysian Fields I.S.D.
Ennis I.S.D.
Era I.S.D.
Etoile I.S.D.
Eula I.S.D.
Eustace I.S.D.
Evadale I.S.D.
Evant I.S.D.
Everman I.S.D.
Excelsior I.S.D.
Ezzell I.S.D.
Fabens I.S.D.
Fairfield I.S.D.
Falls City I.S.D.
Fannindel I.S.D.
Farmersville I.S.D.
Farwell I.S.D.
Fayetteville I.S.D.
Ferris I.S.D.
Flatonia I.S.D.
Florence I.S.D.
Floresville I.S.D.
Flour Bluff I.S.D.
Floydada I.S.D.
Follett I.S.D.
Forestburg I.S.D.
Forney I.S.D.
Forsan I.S.D.
Fort Bend I.S.D.
Fort Davis I.S.D.
Fort Elliott Consolidated I.S.D.
Fort Hancock I.S.D.
Fort Sam Houston I.S.D.
Fort Stockton I.S.D.
Fort Worth I.S.D.
Franklin I.S.D.
Frankston I.S.D.
Fredericksburg I.S.D.
Freer I.S.D.
Frenship I.S.D.
Friendswood I.S.D.
Friona I.S.D.
Frisco I.S.D.
Frost I.S.D.
Fruitvale I.S.D.
Gainesville I.S.D.
Galena Park I.S.D.
Galveston I.S.D.
Ganado I.S.D.
Garland I.S.D.
Garner I.S.D.
Garrison I.S.D.
Gary I.S.D.
Gatesville I.S.D.
Gause I.S.D.
George West I.S.D.
Georgetown I.S.D.
Gholson I.S.D.
Giddings I.S.D.
Gilmer I.S.D.
Gladewater I.S.D.
Glasscock County I.S.D.
Glen Rose I.S.D.
Godley I.S.D.
Gold-Burg I.S.D.
Goldthwaite I.S.D.
Goliad I.S.D.
Gonzales I.S.D.
Goodrich I.S.D.
Goose Creek Consolidated I.S.D.
Gordon I.S.D.
Gorman I.S.D.
Grady I.S.D.
Graford I.S.D.
Graham I.S.D.
Granbury I.S.D.
Grand Prairie I.S.D.

Grand Saline I.S.D.
Grandfalls-Royalty I.S.D.
Grandview I.S.D.
Grandview-Hopkins I.S.D.
Grape Creek I.S.D.
Grapeland I.S.D.
Grapevine-Colleyville I.S.D.
Greenville I.S.D.
Greenwood I.S.D.
Gregory-Portland I.S.D.
Groesbeck I.S.D.
Groom I.S.D.
Groveton I.S.D.
Gruver I.S.D.
Gunter I.S.D.
Gustine I.S.D.
Guthrie Common S.D.
Hale Center I.S.D.
Hallettsville I.S.D.
Hallsburg I.S.D.
Hallsville I.S.D.
Hamilton I.S.D.
Hamlin I.S.D.
Hamshire-Fannett I.S.D.
Happy I.S.D.
Hardin I.S.D.
Hardin-Jefferson I.S.D.
Harlandale I.S.D.
Harleton I.S.D.
Harlingen Consolidated I.S.D.
Harmony I.S.D.
Harper I.S.D.
Harrold I.S.D.
Hart I.S.D.
Hartley I.S.D.
Harts Bluff I.S.D.
Haskell Consolidated I.S.D.
Hawkins I.S.D.
Hawley I.S.D.
Hays Consolidated I.S.D.
Hearne I.S.D.
Hedley I.S.D.
Hemphill I.S.D.
Hempstead I.S.D.
Henderson I.S.D.
Henrietta I.S.D.
Hereford I.S.D.
Hermleigh I.S.D.
Hico I.S.D.
Hidalgo I.S.D.
Higgins I.S.D.
High Island I.S.D.
Highland I.S.D.
Highland Park I.S.D. (Dallas County)
Highland Park I.S.D. (Potter County)
Hillsboro I.S.D.
Hitchcock I.S.D.
Holland I.S.D.
Holliday I.S.D.
Hondo I.S.D.
Honey Grove I.S.D.
Hooks I.S.D.
Houston I.S.D.
Howe I.S.D.
Hubbard I.S.D. (Bowie County)
Hubbard I.S.D. (Hill County)
Huckabay I.S.D.
Hudson I.S.D.
Huffman I.S.D.
Hughes Springs I.S.D.
Hull-Daisetta I.S.D.
Humble I.S.D.
Hunt I.S.D.
Huntington I.S.D.
Huntsville I.S.D.
Hurst-Euless-Bedford I.S.D.
Hutto I.S.D.
Idalou I.S.D.
Industrial I.S.D.
Ingleside I.S.D.
Ingram I.S.D.
Iola I.S.D.
Iowa Park Consolidated I.S.D.
Ira I.S.D.
Iraan-Sheffield I.S.D.
Iredell I.S.D.
Irion County I.S.D.
Irving I.S.D.
Italy I.S.D.
Itasca I.S.D.
Jacksboro I.S.D.
Jacksonville I.S.D.
Jarrell I.S.D.
Jasper I.S.D.
Jayton-Girard I.S.D.
Jefferson I.S.D.
Jim Hogg County I.S.D.
Jim Ned Consolidated I.S.D.
Joaquin I.S.D.
Johnson City I.S.D.
Jonesboro I.S.D.
Joshua I.S.D.
Jourdanton I.S.D.
Judson I.S.D.
Junction I.S.D.
Karnack I.S.D.
Karnes City I.S.D.
Katy I.S.D.
Kaufman I.S.D.
Keene I.S.D.
Keller I.S.D.
Kelton I.S.D.
Kemp I.S.D.
Kendleton I.S.D.
Kenedy County Wide Common S.D.
Kenedy I.S.D.
Kennard I.S.D.
Kennedale I.S.D.
Kerens I.S.D.
Kermit I.S.D.
Kerrville I.S.D.
Kilgore I.S.D.
Killeen I.S.D.
Kingsville I.S.D.
Kirbyville Consolidated I.S.D.
Klein I.S.D.
Klondike I.S.D.
Knippa I.S.D.
Knox City-O'Brien Consolidated I.S.D.
Kopperl I.S.D.
Kountze I.S.D.
Kress I.S.D.
Krum I.S.D.
La Feria I.S.D.
La Gloria I.S.D.
La Grange I.S.D.
La Joya I.S.D.
La Porte I.S.D.
La Poynor I.S.D.
La Pryor I.S.D.
La Vega I.S.D.
La Vernia I.S.D.
La Villa I.S.D.
Lackland I.S.D.
Lago Vista I.S.D.
Lake Dallas I.S.D.
Lake Travis I.S.D.
Lake Worth I.S.D.
Lamar Consolidated I.S.D.
Lamesa I.S.D.
Lampasas I.S.D.
Lancaster I.S.D.
Laneville I.S.D.
Laredo I.S.D.
Lasara I.S.D.
Latexo I.S.D.
Lazbuddie I.S.D.
Leakey I.S.D.
Leander I.S.D.
Leary I.S.D.
Lefors I.S.D.
Leggett I.S.D.
Leon I.S.D.

Leonard I.S.D.
Levelland I.S.D.
Leverett's Chapel I.S.D.
Lewisville I.S.D.
Lexington I.S.D.
Liberty Hill I.S.D.
Liberty I.S.D.
Liberty-Eylau I.S.D.
Lindale I.S.D.
Linden-Kildare Consolidated I.S.D.
Lindsay I.S.D.
Lingleville I.S.D.
Lipan I.S.D.
Little Cypress-Mauriceville Consolidated I.S.D.
Little Elm I.S.D.
Littlefield I.S.D.
Livingston I.S.D.
Llano I.S.D.
Lockhart I.S.D.
Lockney I.S.D.
Lohn I.S.D.
Lometa I.S.D.
London I.S.D.
Lone Oak I.S.D.
Longview I.S.D.
Loop I.S.D.
Loraine I.S.D.
Lorena I.S.D.
Lorenzo I.S.D.
Los Fresnos Consolidated I.S.D.
Louise I.S.D.
Lovejoy I.S.D.
Lovelady I.S.D.
Lubbock I.S.D.
Lubbock-Cooper I.S.D.
Lueders-Avoca I.S.D.
Lufkin I.S.D.
Luling I.S.D.
Lumberton I.S.D.
Lyford Consolidated I.S.D.
Lytle I.S.D.
Mabank I.S.D.
Madisonville Consolidated I.S.D.
Magnolia I.S.D.
Malakoff I.S.D.
Malone I.S.D.
Malta I.S.D.
Manor I.S.D.
Mansfield I.S.D.
Marathon I.S.D.
Marble Falls I.S.D.
Marfa I.S.D.
Marion I.S.D.
Marlin I.S.D.
Marshall I.S.D.
Mart I.S.D.
Martin's Mill I.S.D.
Martinsville I.S.D.
Mason I.S.D.
Matagorda I.S.D.
Mathis I.S.D.
Maud I.S.D.
May I.S.D.
Maypearl I.S.D.
McAllen I.S.D.
McCamey I.S.D.
McDade I.S.D.
McGregor I.S.D.
McKinney I.S.D.
McLean I.S.D.
McLeod I.S.D.
McMullen County I.S.D.
Meadow I.S.D.
Medina I.S.D.
Medina Valley I.S.D.
Melissa I.S.D.
Memphis I.S.D.
Menard I.S.D.
Mercedes I.S.D.
Meridian I.S.D.
Merkel I.S.D.
Mesquite I.S.D.
Mexia I.S.D.
Meyersville I.S.D.
Miami I.S.D.
Midland I.S.D.
Midlothian I.S.D.
Midway I.S.D. (Clay County)
Midway I.S.D. (McLennan County)
Milano I.S.D.
Mildred I.S.D.
Miles I.S.D.
Milford I.S.D.
Miller Grove I.S.D.
Millsap I.S.D.
Mineola I.S.D.
Mineral Wells I.S.D.
Mission Consolidated I.S.D.
Monahans-Wickett-Pyote I.S.D.
Montague I.S.D.
Monte Alto I.S.D.
Montgomery I.S.D.
Moody I.S.D.
Moran I.S.D.
Morgan I.S.D.
Morgan Mill I.S.D.
Morton I.S.D.
Motley County I.S.D.
Moulton I.S.D.
Mount Calm I.S.D.
Mount Enterprise I.S.D.
Mount Pleasant I.S.D.
Mount Vernon I.S.D.
Muenster I.S.D.
Muleshoe I.S.D.
Mullin I.S.D.
Mumford I.S.D.
Munday Consolidated I.S.D.
Murchison I.S.D.
Nacogdoches I.S.D.
Natalia I.S.D.
Navarro I.S.D.
Navasota I.S.D.
Nazareth I.S.D.
Neches I.S.D.
Nederland I.S.D.
Needville I.S.D.
New Boston I.S.D.
New Braunfels I.S.D.
New Caney I.S.D.
New Deal I.S.D.
New Diana I.S.D.
New Home I.S.D.
New Summerfield I.S.D.
New Waverly I.S.D.
Newcastle I.S.D.
Newton I.S.D.
Nixon-Smiley Consolidated I.S.D.
Nocona I.S.D.
Nordheim I.S.D.
Normangee I.S.D.
North East I.S.D.
North Hopkins I.S.D.
North Lamar I.S.D.
North Zulch I.S.D.
Northside I.S.D. (Wilbarger County)
Northside I.S.D. (Bexar County)
Northwest I.S.D.
Novice I.S.D.
Nueces Canyon Consolidated I.S.D.
Nursery I.S.D.
Oakwood I.S.D.
Odem-Edroy I.S.D.
O'Donnell I.S.D.
Oglesby I.S.D.
Olfen I.S.D.
Olney I.S.D.
Olton I.S.D.
Onalaska I.S.D.
Orange Grove I.S.D.
Orangefield I.S.D.

Ore City I.S.D.
Overton I.S.D.
Paducah I.S.D.
Paint Creek I.S.D.
Paint Rock I.S.D.
Palacios I.S.D.
Palestine I.S.D.
Palmer I.S.D.
Palo Pinto I.S.D.
Pampa I.S.D.
Panhandle I.S.D.
Panther Creek Consolidated I.S.D.
Paradise I.S.D.
Paris I.S.D.
Pasadena I.S.D.
Patton Springs I.S.D.
Pawnee I.S.D.
Pearland I.S.D.
Pearsall I.S.D.
Peaster I.S.D.
Pecos-Barstow-Toyah I.S.D.
Penelope I.S.D.
Perrin-Whitt Consolidated I.S.D.
Perryton I.S.D.
Petersburg I.S.D.
Petrolia I.S.D.
Pettus I.S.D.
Pewitt Consolidated I.S.D.
Pflugerville I.S.D.
Pharr-San Juan-Alamo I.S.D.
Pilot Point I.S.D.
Pine Tree I.S.D.
Pittsburg I.S.D.
Plains I.S.D.
Plainview I.S.D.
Plano I.S.D.
Pleasant Grove I.S.D. (Bowie County)
Pleasanton I.S.D.
Plemons-Stinnett-Phillips Consolidated I.S.D.
Point Isabel I.S.D.
Ponder I.S.D.
Poolville I.S.D.
Port Aransas I.S.D.
Port Arthur I.S.D.
Port Neches-Groves I.S.D.
Post I.S.D.
Poteet I.S.D.
Poth I.S.D.
Pottsboro I.S.D.
Prairie Lea I.S.D.
Prairie Valley I.S.D.
Prairiland I.S.D.
Premont I.S.D.
Presidio I.S.D.
Priddy I.S.D.
Princeton I.S.D.
Pringle-Morse Consolidated I.S.D.
Progreso I.S.D.
Prosper I.S.D.
Quanah I.S.D.
Queen City I.S.D.
Quinlan I.S.D.
Quitman I.S.D.
Rains I.S.D.
Ralls I.S.D.
Ramirez Common S.D.
Randolph Field I.S.D.
Ranger I.S.D.
Rankin I.S.D.
Raymondville I.S.D.
Reagan County I.S.D.
Red Lick I.S.D.
Red Oak I.S.D.
Redwater I.S.D.
Refugio I.S.D.
Ricardo I.S.D.
Rice Consolidated I.S.D.
Rice I.S.D.
Richards I.S.D.
Richardson I.S.D.
Richland Springs I.S.D.
Riesel I.S.D.
Rio Grande City Consolidated I.S.D.
Rio Hondo I.S.D.
Rio Vista I.S.D.
Rising Star I.S.D.
River Road I.S.D.
Rivercrest I.S.D.
Riviera I.S.D.
Robert Lee I.S.D.
Robinson I.S.D.
Robstown I.S.D.
Roby Consolidated I.S.D.
Rochelle I.S.D.
Rockdale I.S.D.
Rocksprings I.S.D.
Rockwall I.S.D.
Rogers I.S.D.
Roma I.S.D.
Roosevelt I.S.D.
Ropes I.S.D.
Roscoe I.S.D.
Rosebud-Lott I.S.D.
Rotan I.S.D.
Round Rock I.S.D.
Round Top-Carmine I.S.D.
Royal I.S.D.
Royse City I.S.D.
Rule I.S.D.
Runge I.S.D.
Rusk I.S.D.
S and S Consolidated I.S.D.
Sabinal I.S.D.
Sabine I.S.D.
Sabine Pass I.S.D.
Saint Jo I.S.D.
Salado I.S.D.
Saltillo I.S.D.
Sam Rayburn I.S.D.
Samnorwood I.S.D.
San Angelo I.S.D.
San Antonio I.S.D.
San Augustine I.S.D.
San Benito Consolidated I.S.D.
San Diego I.S.D.
San Elizario I.S.D.
San Felipe Del Rio Consolidated I.S.D.
San Isidro I.S.D.
San Marcos Consolidated I.S.D.
San Perlita I.S.D.
San Saba I.S.D.
San Vicente I.S.D.
Sands Consolidated I.S.D.
Sanford-Fritch I.S.D.
Sanger I.S.D.
Santa Anna I.S.D.
Santa Fe I.S.D.
Santa Gertrudis I.S.D.
Santa Maria I.S.D.
Santa Rosa I.S.D.
Santo I.S.D.
Savoy I.S.D.
Schertz-Cibolo-Universal City I.S.D.
Schleicher County I.S.D.
Schulenburg I.S.D.
Scurry-Rosser I.S.D.
Seagraves I.S.D.
Sealy I.S.D.
Seguin I.S.D.
Seminole I.S.D.
Seymour I.S.D.
Shallowater I.S.D.
Shamrock I.S.D.
Sharyland I.S.D.
Shelbyville I.S.D.
Sheldon I.S.D.
Shepherd I.S.D.
Sherman I.S.D.
Shiner I.S.D.
Sidney I.S.D.
Sierra Blanca I.S.D.

Silsbee I.S.D.
Silverton I.S.D.
Simms I.S.D.
Sinton I.S.D.
Sivells Bend I.S.D.
Skidmore-Tynan I.S.D.
Slaton I.S.D.
Slidell I.S.D.
Slocum I.S.D.
Smithville I.S.D.
Smyer I.S.D.
Snook I.S.D.
Snyder I.S.D.
Socorro I.S.D.
Somerset I.S.D.
Somerville I.S.D.
Sonora I.S.D.
South San Antonio I.S.D.
South Texas I.S.D.
Southland I.S.D.
Southside I.S.D.
Southwest I.S.D.
Spearman I.S.D.
Splendora I.S.D.
Spring Branch I.S.D.
Spring Creek I.S.D.
Spring Hill I.S.D.
Spring I.S.D.
Springlake-Earth I.S.D.
Springtown I.S.D.
Spur I.S.D.
Spurger I.S.D.
Stafford Municipal S.D.
Stamford I.S.D.
Stanton I.S.D.
Star I.S.D.
Stephenville I.S.D.
Sterling City I.S.D.
Stockdale I.S.D.
Stratford I.S.D.
Strawn I.S.D.
Sudan I.S.D.
Sulphur Bluff I.S.D.
Sulphur Springs I.S.D.
Sundown I.S.D.
Sunnyvale I.S.D.
Sunray I.S.D.
Sweeny I.S.D.
Sweet Home I.S.D.
Sweetwater I.S.D.
Taft I.S.D.
Tahoka I.S.D.
Tarkington I.S.D.
Tatum I.S.D.
Taylor I.S.D.
Teague I.S.D.
Temple I.S.D.
Tenaha I.S.D.
Terlingua Common S.D.
Terrell County I.S.D.
Terrell I.S.D.
Texarkana I.S.D.
Texas City I.S.D.
Texhoma I.S.D.
Texline I.S.D.
Thorndale I.S.D.
Thrall I.S.D.
Three Rivers I.S.D.
Three Way I.S.D.
Throckmorton I.S.D.
Tidehaven I.S.D.
Timpson I.S.D.
Tioga I.S.D.
Tolar I.S.D.
Tom Bean I.S.D.
Tomball I.S.D.
Tornillo I.S.D.
Trent I.S.D.
Trenton I.S.D.
Trinidad I.S.D.
Trinity I.S.D.
Troup I.S.D.
Troy I.S.D.
Tulia I.S.D.
Tuloso-Midway I.S.D.
Turkey-Quitaque I.S.D.
Tyler I.S.D.
Union Grove I.S.D.
Union Hill I.S.D.
United I.S.D.
Utopia I.S.D.
Uvalde Consolidated I.S.D.
Valentine I.S.D.
Valley Mills I.S.D.
Valley View I.S.D. (Cooke County)
Valley View I.S.D. (Hidalgo County)
Van Alstyne I.S.D.
Van I.S.D.
Van Vleck I.S.D.
Vega I.S.D.
Venus I.S.D.
Veribest I.S.D.
Vernon I.S.D.
Victoria I.S.D.
Vidor I.S.D.
Vysehrad I.S.D.
Waco I.S.D.
Waelder I.S.D.
Walcott I.S.D.
Wall I.S.D.
Waller I.S.D.
Walnut Bend I.S.D.
Walnut Springs I.S.D.
Warren I.S.D.
Waskom I.S.D.
Water Valley I.S.D.
Waxahachie I.S.D.
Weatherford I.S.D.
Webb Consolidated I.S.D.
Weimar I.S.D.
Wellington I.S.D.
Wellman-Union Consolidated I.S.D.
Wells I.S.D.
Weslaco I.S.D.
West Hardin County Consolidated I.S.D.
West I.S.D.
West Orange-Cove Consolidated I.S.D.
West Oso I.S.D.
West Rusk I.S.D.
West Sabine I.S.D.
Westbrook I.S.D.
Westhoff I.S.D.
Westphalia I.S.D.
Westwood I.S.D.
Wharton I.S.D.
Wheeler I.S.D.
White Deer I.S.D.
White Oak I.S.D.
White Settlement I.S.D.
Whiteface Consolidated I.S.D.
Whitehouse I.S.D.
Whitesboro I.S.D.
Whitewright I.S.D.
Whitharral I.S.D.
Whitney I.S.D.
Wichita Falls I.S.D.
Wildorado I.S.D.
Willis I.S.D.
Wills Point I.S.D.
Wilson I.S.D.
Wimberley I.S.D.
Windthorst I.S.D.
Winfield I.S.D.
Wink-Loving I.S.D.
Winnsboro I.S.D.
Winona I.S.D.
Winters I.S.D.
Woden I.S.D.
Wolfe City I.S.D.
Woodsboro I.S.D.
Woodson I.S.D.
Woodville I.S.D.
Wortham I.S.D.

Wylie I.S.D. (Collin County)
Wylie I.S.D. (Taylor County)
Yantis I.S.D.
YES Prep Public Schools
Yoakum I.S.D.
Yorktown I.S.D.
Ysleta I.S.D.
Zapata County I.S.D.
Zavalla I.S.D.
Zephyr I.S.D.

## Utah

Beaver County S.D.[5]
Box Elder S.D. [6]
Cache County S.D. [7]
Canyons S.D. [8]
Carbon S.D. [9]
Charter Schools
Daggett S.D. [10]
Davis S.D. [11]
Duchesne County S.D. [12]
Emery County S.D. [13]
Garfield County S.D. [14]
Grand County S.D. [15]
Granite S.D. [16]
Iron County S.D. [17]
Jordan S.D. [18]
Juab S.D. [19]
Kane County S.D. [20]
Logan City S.D. [21]
Millard County S.D. [22]
Morgan County S.D. [23]
Murray City S.D. [24]
Nebo S.D. [25]
North Sanpete S.D. [26]
North Summit S.D. [27]
Ogden City S.D. [28]
Park City S.D. [29]
Piute County S.D. [30]
Provo City S.D. [31]
Rich S.D. [32]
Salt Lake City S.D. [33]
San Juan S.D. [34]
Sevier S.D. [35]
South Sanpete S.D. [36]
South Summit S.D. [37]
Tintic S.D.[38]
Tooele County S.D.[39]
Uintah S.D.[40]
Wasatch County S.D.[41]
Washington County S.D.[42]
Wayne County S.D.[43]
Weber S.D.[44]

## Vermont

Addison Central Supervisory Union – Middlebury, Addison County
Addison Northeast Supervisory Union – Bristol, Addison County
Addison Northwest Supervisory Union – Vergennes, Addison County
Addison Rutland Supervisory Union – Fair Haven, Rutland County
Addison S.D. – Addison, Addison County
Albany S.D. – Albany, Orleans County
Alburg S.D. – Alburg, Grand Isle County
Andover S.D. – Chester, Windsor County
Arlington S.D. – Arlington, Bennington County
Athens S.D. – Bellows Falls, Windham County
Athens/Grafton Contract S.D. – Grafton, Windham County
Averill S.D. – Canaan, Essex County
Averys Gore S.D. – Canaan, Essex County
Bakersfield S.D. – Bakersfield, Franklin County
Baltimore S.D. – Chester, Windsor County
Barnard S.D. – Barnard, Windsor County
Barnet S.D. – Barnet, Caledonia County
Barre City S.D. – Barre, Washington County
Barre Supervisory Union – Barre, Washington County
Barre Town S.D. – Barre, Washington County
Barstow Joint Contract S.D. – Chittenden, Rutland County
Barton Incorporated S.D. – Barton, Orleans County
Battenkill Valley Supervisory Union – Arlington, Bennington County
Bellows Falls Union High S.D. 27 – Bellows Falls, Windham County
Bellows Free Academy Union High S.D. 48 – St. Albans, Franklin County
Belvidere S.D. – Belvidere, Lamoille County
Bennington Incorporated S.D. – Bennington, Bennington County
Bennington Rutland Supervisory Union – Sunderland, Bennington County
Benson S.D. – Benson, Rutland County
Berkshire S.D. – Richford, Franklin County
Berlin S.D. – Berlin, Washington County
Bethel S.D. – Bethel, Windsor County
Black River U.S.D. 39 – Ludlow, Windsor County
Bloomfield S.D. – Canaan, Essex County
Blue Mountain Supervisory District – Wells River, Orange County
Blue Mountain U.S.D. 21 – Wells River, Orange County
Bolton S.D. – Bolton, Chittenden County
Bradford Incorporated S.D. – Bradford, Orange County
Braintree S.D. – Braintree, Orange County
Brandon S.D. – Brandon, Rutland County
Brattleboro S.D. – Brattleboro, Windham County
Brattleboro Union High S.D. 6 – Brattleboro, Windham County
Bridgewater S.D. – Bridgewater, Windsor County
Bridport S.D. – Bridport, Addison County
Brighton S.D. – Island Pond, Essex County
Bristol S.D. – Bristol, Addison County
Brookfield S.D. – Brookfield, Orange County
Brookline S.D. – Brookline, Windham County
Brookline/Newfane Joint School Contract – Newfane, Windham County

Brownington S.D. – Brownington, Orleans County
Brunswick S.D. – Canaan, Essex County
Buels Gore S.D. – Richmond, Chittenden County
Burke S.D. – West Burke, Caledonia County
Burlington S.D.– Burlington, Chittenden County
Burlington Supervisory District – Burlington, Chittenden County
Cabot S.D. – Cabot, Washington County
Calais S.D. – Plainfield, Washington County
Caledonia Central Supervisory Union – Danville, Caledonia County
Caledonia North Supervisory Union – Lyndonville, Caledonia County
Cambridge S.D. – Jeffersonville, Lamoille County
Canaan S.D. – Canaan, Essex County
Castleton S.D. – Fair Haven, Rutland County
Castleton-Hubbardton Union S.D. 42 – Castleton, Rutland County
Cavendish S.D. – Proctorville, Windsor County
Champlain Valley Union High S.D. 15 – Hinesburg, Chittenden County
Charleston S.D. – West Charleston, Orleans County
Charlotte S.D. – Charlotte, Chittenden County
Chelsea S.D. – Chelsea, Orange County
Chester S.D. – Chester, Windsor County
Chester-Andover U.S.D. 29 – Chester, Windsor County
Chittenden Central Supervisory Union – Essex Junction, Crittenden County
Chittenden East Supervisory Union – Richmond, Chittenden County
Chittenden S.D. – Brandon, Rutland County
Chittenden South Supervisory Union – Shelburne, Chittenden County
Clarendon S.D. – North Claredon, Rutland County
Colchester S.D. – Colchester, Chittenden County
Colchester Supervisory District – Colchester, Chittenden County
Concord S.D. – Concord, Essex County
Corinth S.D. – Bradford, Orange County
Corwall S.D. – Cornwall, Addison County
Coventry S.D. – Coventry, Orleans County
Craftsbury S.D. d.b.a. Craftsbury Schools – Craftsbury Commons, Orleans County
Currier Memorial U.S.D. 23 – Danby, Rutland County
Danby S.D. – Manchester Center, Bennington County
Danville S.D. – Danville, Caledonia County
Derby S.D. – Derby Line, Orleans County
Dorset S.D. – Dorset, Bennington County
Dover S.D. – East Dover, Windham County
Dummerston S.D. – East Dummerston, Windham County
Duxbury S.D. – Waitsfield, Washington County
Duxbury/Waterbury Union S.D. 45 – Duxbury, Washington County
East Haven S.D. – East Haven, Essex County
East Montpelier S.D. – East Montpelier, Washington County
Eden S.D. – Eden, Lamoille County
Elmore S.D. – Lake Elmore, Lamoille County
Enosburgh Town S.D. – Enosburg Falls, Franklin County
Essex Caledonia Supervisory Union – Concord, Essex County
Essex Junction Incorporated S.D. – Essex Junction, Chittenden County
Essex North Supervisory Union – Canaan, Essex County
Essex Town S.D. – Essex Junction, Chittenden County
Essex Town Supervisory District – Essex Junction, Chittenden County
Fair Haven S.D. – Fair Haven, Rutland County
Fair Haven Union High S.D. 16 – Fair Haven, Rutland County
Fairfax S.D. – Fairfax, Franklin County
Fairfield S.D. – Fairfield, Franklin County
Fayston S.D. – Fayston, Washington County
Ferdinand S.D. – Newport, Orleans County
Ferrisburg S.D. – Ferrisburgh, Addison County
Fletcher S.D. – Cambridge, Franklin County
Flood Brook Union S.D. 20 – Londonderry, Windham County
Franklin Central Supervisory Union – St. Albans, Franklin County
Franklin Northeast Supervisory Union – Richford, Franklin County
Franklin Northwest Supervisory Union – Swanton, Franklin County
Franklin S.D. – Franklin, Franklin County
Franklin West Supervisory Union – Fairfax, Franklin County
Georgia S.D. – St. Albans, Franklin County
Glastenbury S.D. – Bennington, Bennington County
Glover S.D. – Glover, Orleans County
Goshen S.D. – Brandon, Rutland County
Grafton S.D. – Grafton, Windham County
Granby S.D. – Granby, Essex County
Grand Isle S.D. – Grand Isle, Grand Isle County
Grand Isle Supervisory Union – Grand Isle, Grand Isle County
Granville S.D. – Granville, Addison County
Granville/Hancock Joint Contract District – Granville, Addison County
Green Mountain Union High S.D. 35 – Chester, Windsor County
Greensboro S.D. – Hardwick, Caledonia County
Groton S.D. – Wells River, Orange County
Guildhall S.D. – Guildhall, Essex County

Guilford S.D. – Guilford, Windham County
Halifax S.D. – West Halifax, Windham County
Hancock S.D. – Hancock, Addison County
Hardwick S.D. – Hardwick, Caledonia County
Hartford S.D. – White River Junction, Windsor County
Hartford Supervisory District – Wilder, Windsor County
Hartland S.D. – Hartland, Windsor County
Harwood Union High S.D. 19 – Duxbury, Washington County
Hazen Union High S.D. 26 – Hardwick, Caledonia County
Highgate S.D. – Highgate Center, Franklin County
Hinesburg S.D. – Hinesburg, Chittenden County
Holland S.D. – Derby Line, Orleans County
Hubbardton S.D. – Fair Haven, Rutland County
Huntington S.D. – Huntingdon, Chittenden County
Hyde Park S.D. – Hyde Park, Lamoille County
Ira S.D. – Poultney, Rutland County
Irasburg S.D. – Irasburg, Orleans County
Isle La Motte S.D. – Isle La Motte, Grand Isle County
Jamaica S.D. – Jamaica, Windham County
Jay S.D. – Newport, Orleans County
Jay/Westfield Joint E.S.D. – Jay, Orleans County
Jericho S.D. – Jericho, Chittenden County
Johnson S.D. – Johnson, Lamoille County
Kirby S.D. – Concord, Essex County
Lake Region Union High S.D. 24 – Orleans, Orleans County[clarification needed]
Lakeview Union S.D. 43 – Greensboro, Orleans County
Lamoille North Supervisory Union – Hyde Park, Lamoille County
Lamoille South Supervisory Union – Morrisville, Lamoille County
Lamoille Union High S.D. 18 – Hyde Park, Lamoille County
Landgrove S.D. – Chester, Windsor County
Leicester S.D. – Leicester, Addison County
Leland and Gray Union High S.D. 34 – Townshend, Windham County
Lemington S.D. – Canaan, Essex County
Lewis S.D. – Canaan, Essex County
Lincoln S.D. – Lincoln, Addison County
Londonderry S.D. – Chester, Windsor County
Lowell S.D. – Lowell, Orleans County
Ludlow S.D. – Ludlow, Windsor County
Lunenburg S.D. – Gilman, Essex County
Lyndon S.D. – Lyndonville, Caledonia County
Maidstone S.D. – Concord, Essex County
Manchester S.D. – Manchester Center, Bennington County
Marlboro S.D. – Marlboro, Windham County
Marshfield S.D. – Plainfield, Washington County
Mendon S.D. – Brandon, Rutland County
Mettawee Community School – West Pawlet, Rutland County
Middlebury Incorporated S.D. – Middlebury, Addison County
Middlebury Union High S.D. 3 – Middlebury, Addison County
Middlesex S.D. – Middlesex, Washington County
Middletown Springs S.D. – Middletown Springs, Rutland County
Mill River U.S.D. 40 – North Clarendon, Rutland County
Millers Run U.S.D. 37 – Sheffield, Caledonia County
Milton Incorporated S.D. – Milton, Chittenden County
Milton Supervisory District – Milton, Chittenden County
Missisquoi Valley Union High S.D. 7 – Swanton, Franklin County
Monkton S.D. – Monkton, Addison County
Montgomery S.D. – Montgomery Center, Franklin County
Montpelier S.D. – Montpelier, Washington County
Montpelier Supervisory District – Montpelier, Washington County
Moretown S.D. – Moretown, Washington County
Morgan S.D. – Morgan, Orleans County
Morristown S.D. – Morrisville, Lamoille County
Mount Abraham Union High S.D. 28 – Bristol, Addison County
Mount Anthony Union High S.D. 14 – Bennington, Bennington County
Mount Holly S.D. – Mount Holly, Rutland County
Mount Mansfield U.S.D. 17 – Jericho, Chittenden County
Mount Tabor S.D. – Manchester Center, Bennington County
New Haven S.D. – New Haven, Addison County
Newark S.D. – Newark, Caledonia County
Newbury S.D. – Newbury, Orange County
Newfane S.D. – Newfane, Windham County
Newport City S.D. – Newport, Orleans County
Newport Town S.D. – Newport Center, Orleans County
North Bennington Incorporated S.D. – North Bennington, Bennington County
North Country Junior Union High S.D. 22 – Derby, Orleans County
North Country Senior Union High S.D. 22 – Newport, Orleans County
North Country Supervisory Union – Newport, Orleans County
North Hero S.D. – North Hero, Grand Isle County
Northeast Kingdom Learning Services – Newport, Orleans County
Northfield S.D. – Northfield, Washington County

Norton S.D. – Norton, Orleans County
Norwich S.D. – Norwich, Windsor County
Orange East Supervisory Union – Bradford, Orange County
Orange North Supervisory Union – South Barre, Orange County
Orange S.D. – East Barre, Orange County
Orange Southwest Supervisory Union – Randolph, Orange County
Orange Windsor Supervisory Union – South Royalton, Windsor County
Orleans Central Supervisory Union – Orleans, Orleans County
Orleans Incorporated S.D. – Orleans, Orleans County
Orleans Southwest Supervisory Union – Hardwick, Caledonia County
Orwell S.D. – Orwell, Addison County
Otter Valley Union High S.D. 8 – Brandon, Rutland County
Oxbow Union High S.D. 30 – Bradford, Orange County
Panton S.D. – Vergennes, Addison County
Patricia Hannaford Career Center S.D. – Middlebury, Addison County
Pawlet S.D. – Manchester Center, Bennington County
Peacham S.D. – Peacham, Caledonia County
Peru S.D. – Chester, Windsor County
Pittsfield S.D. – Bethel, Windsor County
Pittsford S.D. – Pittsford, Rutland County
Plainfield S.D. – Plainfield, Washington County
Plymouth S.D. – Plymouth, Windsor County
Pomfret S.D. – South Pomfret, Windsor County
Poultney S.D. – Poultney, Rutland County
Pownal S.D. – Pownal, Bennington County
Proctor S.D. – Proctor, Rutland County
Putney S.D. – Putney, Windham County
Randolph S.D. – Randolph, Orange County
Randolph Union High S.D. 2 – Randolph, Orange County
Reading S.D. – Reading, Windsor County
Readsboro S.D. – Readsboro, Bennington County
Richford S.D. – Richford, Franklin County
Richmond S.D. – Richmond, Chittenden County
Ripton S.D. – Ripton, Addison County
Rivendell Interstate S.D. – West Fairlee, Orange County
Rochester S.D. – Rochester, Windsor County
Rockingham S.D. – Bellows Falls, Windham County
Roxbury S.D. – Roxbury, Washington County
Royalton S.D. – South Royalton, Windsor County
Rupert S.D. – Manchester Center, Bennington County
Rutland Central Supervisory Union – Rutland, Rutland County
Rutland City S.D. – Rutland, Rutland County
Rutland City Supervisory District – Rutland, Rutland County
Rutland Northeast Supervisory Union – Brandon, Rutland County
Rutland South Supervisory Union – North Claredon, Rutland County
Rutland Southwest Supervisory Union – Poultney, Rutland County
Rutland Town S.D. – Rutland Town, Rutland County
Rutland Windsor Supervisory Union – Ludlow, Windsor County
Ryegate S.D. – Wells River, Orange County
Saint Albans City S.D. – St. Albans, Franklin County
Saint Albans Town S.D. – St. Albans, Franklin County
Saint George S.D. – Shelburne, Chittenden County
Saint Johnsbury S.D. – Saint Johnsbury, Caledonia County
Saint Johnsbury Supervisory District – Saint Johnsbury, Caledonia County
Salisbury S.D. – Salisbury, Addison County
Sandgate S.D. – Arlington, Bennington County
School Administrative Unit 70 – Hanover, Grafton County
Searsburg S.D. – Wilmington, Windham County
Shaftsbury S.D. – Shaftsbury, Bennington County
Sharon S.D. – Sharon, Windsor County
Sheffield S.D. – Lyndonville, Caledonia County
Shelburne S.D. – Shelburne, Crittenden County
Sheldon S.D. – Sheldon, Franklin County
Sherburne Town S.D. – Killington, Rutland County
Shoreham S.D. – Shoreham, Addison County
Shrewsbury S.D. – Cuttingsville, Rutland County
Somerset S.D. – Wilmington, Windham County
South Burlington S.D. – South Burlington, Chittenden County
South Burlington Supervisory District – South Burlington, Chittenden County
South Hero S.D. – South Hero, Grand Isle County
Southwest Vermont Supervisory Union – Bennington, Bennington County
Spaulding Union High S.D. 41 – Barre, Washington County
Springfield S.D. – Springfield, Windsor County
Springfield Supervisory District – Springfield, Windsor County
Stamford S.D. – Stamford, Bennington County
Stannard S.D. – Hardwick, Caledonia County
Starksboro S.D. – Starksboro, Addison County
Stockbridge S.D. – Stockbridge, Windsor County
Stowe S.D. – Stowe, Lamoille County
Strafford S.D. – South Strafford, Orange County
Stratton S.D. – Newfane, Windham County
Sudbury S.D. – Sudbury, Rutland County
Sunderland S.D. – Sunderland, Bennington County
Sutton S.D. – Sutton, Caledonia County

Swanton S.D. – Swanton, Franklin County
Thetford S.D. – Thetford, Orange County
Tinmouth S.D. – Tinmouth, Rutland County
Topsham S.D. – Bradford, Orange County
Townshend S.D. – Townshend, Windham County
Troy S.D. – North Troy, Orleans County
Tunbridge S.D. – Tunbridge, Orange County
Twinfield Union S.D. 33 – Plainfield, Washington County
Union High S.D. 32 – Montpelier, Washington County
Underhill Incorporated S.D. – Jericho, Chittenden County
Underhill Town S.D. – Underhill Center, Chittenden County
Vergennes Incorporated S.D. – Vergennes, Addison County
Vergennes Union E.S.D. 44 – Vergennes, Addison County
Vergennes Union High S.D. 5 – Vergennes, Addison County
Vernon S.D. – Vernon, Windham County
Victory S.D. – Concord, Essex County
Waits River Valley U.S.D. 36 – East Corinth, Orange County
Waitsfield S.D. – Waitsfield, Washington County
Walden S.D. – Walden, Caledonia County
Wallingford S.D. – Wallingford, Rutland County
Waltham S.D. – Vergennes, Addison County
Wardsboro S.D. – Wardsboro, Windham County
Warners Grant S.D. – Canaan, Essex County
Warren S.D. – Warren, Washington County
Warrens Grant S.D. – Canaan, Essex County
Washington Central Supervisory Union – Montpelier, Washington County
Washington Northeast Supervisory Union – Plainfield, Washington County
Washington S.D. – Washington, Orange County
Washington South Supervisory Union – Northfield, Washington County
Washington West Supervisory Union – Waitsfield, Washington County
Waterbury S.D. – Waitsfield, Washington County
Waterford S.D. – Waterford, Caledonia County
Waterville S.D. – Waterville, Lamoille County
Weathersfield S.D. – Ascutney, Windsor County
Wells River S.D. – Wells River, Orange County
Wells S.D. – Wells, Rutland County
West Haven S.D. – Fair Haven, Rutland County
West Rutland S.D. – West Rutland, Rutland County
West Windsor S.D. – Brownsville, Windsor County
Westfield S.D. – Newport, Orleans County
Westford S.D. – Westford, Chittenden County
Westminster S.D. – Westminster, Windham County
Westmore S.D. – Orleans, Orleans County
Weston S.D. – Chester, Windsor County
Weybridge S.D. – Middlebury, Addison County
Wheelock S.D. – Lyndonville, Caledonia
Whiting S.D. – Whiting, Addison County
Whitingham S.D. – Jacksonville, Windham County
Whitingham/Wilmington Joint S.D. – Jacksonville, Windham County
Williamstown S.D. – Williamstown, Orange County
Williston S.D. – Williston, Chittenden County
Wilmington S.D. – Wilmington, Windham County
Windham Central Supervisory Union[1] – Townshend, Windham County
Windham Northeast Supervisory Union – Bellows Falls, Windham County
Windham S.D. – Windham, Windham County
Windham Southeast Supervisory Union – Brattleboro, Windham County
Windham Southwest Supervisory Union – Wilmington, Windham County
Windsor Central Supervisory Union – Woodstock, Windsor County
Windsor Northwest Supervisory Union – Pittsfield, Rutland County
Windsor S.D. – Windsor, Windsor County
Windsor Southeast Supervisory Union – Windsor, Windsor County
Windsor Southwest Supervisory Union – Chester, Windsor County
Winhall S.D. – Newfane, Windham County
Winooski S.D. – Winooski, Chittenden County
Winooski Supervisory District – Winooski, Chittenden County
Wolcott S.D. – Wolcott, Lamoille County
Woodbury S.D. – Woodbury, Washington County
Woodford S.D. – Bennington, Bennington County
Woodstock S.D. – Woodstock, Windsor County
Woodstock Union High S.D. 4 – Woodstock, Windsor County
Worcester S.D. – Worcester, Washington County

## Virginia

Accomack County Public Schools
Albemarle County Public Schools
Alexandria City Public Schools
Alleghany County Public Schools
Amelia County Public Schools
Amherst County Public Schools
Appomattox County Public Schools
Arlington Public Schools
Augusta County Public Schools
Bath County Public Schools
Bedford County Public Schools
Bland County Public Schools
Botetourt County Public Schools
Bristol Virginia Public Schools
Brunswick County Public Schools

Buchanan County Public Schools
Buckingham County Public Schools
Buena Vista City Public Schools
Campbell County Public Schools
Caroline County Public Schools
Carroll County Public Schools
Charles City County Public Schools
Charlotte County Public Schools
Charlottesville City Schools
Chesapeake Public Schools
Chesterfield County Public Schools
Clarke County Public Schools
Colonial Beach Public Schools
Colonial Heights Public Schools
Covington City Public Schools
Craig County Public Schools
Culpeper County Public Schools
Cumberland County Public Schools
Danville Public Schools
Dickenson County Public Schools
Dinwiddie County Public Schools
Essex County Public Schools
Fairfax County Public Schools
Falls Church City Public Schools
Fauquier County Public Schools
Floyd County Public Schools
Fluvanna County Public Schools
Franklin City Public Schools
Franklin County Public Schools
Frederick County Public Schools
Fredericksburg City Public Schools
Galax City Public Schools
Giles County Public Schools
Gloucester County Public Schools
Goochland County Public Schools
Grayson County Public Schools
Greene County Public Schools
Greensville County Public Schools
Halifax County Public Schools
Hampton City Schools
Hanover County Public Schools
Harrisonburg City Public Schools
Henrico County Public Schools
Henry County Public Schools
Highland County Public Schools
Hopewell Public Schools
Isle of Wight County Public Schools
King and Queen County Public Schools
King George County Schools
King William County Public Schools
Lancaster County Public Schools
Lee County Public Schools
Lexington City Schools
Loudoun County Public Schools
Louisa County Public Schools
Lunenburg County Public Schools
Lynchburg City Schools
Madison County Public Schools
Manassas City Public Schools
Manassas Park City Schools
Martinsville City Public Schools
Mathews County Public Schools
Mecklenburg County Public Schools
Middlesex County Public Schools
Montgomery County Public Schools
Nelson County Public Schools
New Kent County Public Schools
Newport News Public Schools
Norfolk Public Schools
Northampton County Public Schools
Northumberland County Public Schools
Norton City Schools
Nottoway County Public Schools
Orange County Public Schools
Page County Public Schools
Patrick County Public Schools
Petersburg City Public Schools
Pittsylvania County Schools
Poquoson City Public Schools
Portsmouth Public Schools
Powhatan County Public Schools
Prince Edward County Public Schools
Prince George County Public Schools
Prince William County Public Schools
Pulaski County Public Schools
Radford City Public Schools
Rappahannock County Public Schools
Richmond Public Schools
Richmond County Public Schools
Roanoke City Public Schools
Roanoke County Public Schools
Rockbridge County Public Schools
Rockingham County Public Schools
Russell County Public Schools
Salem City Schools
Scott County Public Schools
Shenandoah County Public Schools
Smyth County Schools
Southampton County Public Schools
Spotsylvania County Public Schools
Stafford County Public Schools
Staunton City Schools
Suffolk City Public Schools
Surry County Public Schools
Sussex County Public Schools
Tazewell County Public Schools
Virginia Beach City Public Schools
Warren County Public Schools
Washington County Public Schools
Waynesboro Public Schools
West Point Public Schools
Westmoreland County Public Schools
Williamsburg-James City County Public Schools
Winchester Public Schools
Wise County Public Schools
Wythe County Public Schools
York County School Division

**Washington**

Aberdeen S.D. 5
Adna S.D. 226
Almira S.D. 17

Anacortes S.D. 103
Arlington S.D. 16
Asotin-Anatone S.D. 420
Auburn S.D. 408
Bainbridge Island S.D. 303
Battle Ground S.D. 119
Bellevue S.D. 405
Bellingham S.D. 501
Benge S.D. 122
Bethel S.D. 403
Bickleton S.D. 203
Blaine S.D. 503
Boistfort S.D. 234
Bremerton S.D. 100-C
Brewster S.D. 111
Bridgeport S.D. 75
Brinnon S.D. 46
Burlington-Edison S.D. 100
Camas S.D. 117
Cape Flattery S.D. 401
Carbonado S.D. 19
Cascade S.D. 228
Cashmere S.D. 222
Castle Rock S.D. 401
Centerville S.D. 215
Central Kitsap S.D. 401
Central Valley S.D. 356
Centralia S.D. 401
Chehalis S.D. 302
Cheney S.D. 360
Chewelah S.D. 36
Chimacum S.D. 49
Clarkston S.D. 250
Cle Elum-Roslyn S.D. 404
Clover Park S.D. 400
Colfax S.D. 300
College Place S.D. 250
Colton S.D. 306
Columbia S.D. (Stevens) 206
Columbia S.D. (Walla Walla) 400
Colville S.D. 115
Concrete S.D. 11
Conway C.S.D. 317
Cosmopolis S.D. 99
Coulee-Hartline S.D. 151
Coupeville S.D. 204
Crescent S.D. 313
Creston S.D. 73
Curlew S.D. 50
Cusick S.D. 59
Damman S.D. 7
Darrington S.D. 330
Davenport S.D. 207
Dayton S.D. 2
Deer Park S.D.
Dieringer S.D. 343
Dixie S.D. (Washington) 101
East Valley S.D. (Yakima) 90
East Valley S.D. (Spokane) 361
Eastmont S.D. 206
Easton S.D. 28
Eatonville S.D. 404
Edmonds S.D. 15
Ellensburg S.D. 401
Elma S.D. 68
Endicott S.D. 308
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Enumclaw S.D. 216
Ephrata S.D. 165
Evaline S.D. 36
Everett S.D. 2
Evergreen S.D. (Clark) 114
Evergreen S.D. (Stevens)
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Ferndale S.D. 502
Fife Public Schools 417
Finley S.D. 53
Franklin Pierce S.D. 402
Freeman S.D. 358
Garfield S.D. 302
Glenwood S.D. 401
Goldendale S.D. 404
Grand Coulee Dam S.D. 301
Grandview S.D. 200
Granger S.D. 204
Granite Falls S.D. 332
Grapeview S.D. 54
Great Northern S.D. 312
Green Mountain S.D. 103
Griffin S.D. 324
Harrington S.D. 204
Highland S.D. 203
Highline S.D. 401
Hockinson S.D. 98
Hood Canal S.D. 404
Hoquiam S.D. 28
Inchelium S.D. 70
Index S.D. 63
Issaquah S.D. 411
Kahlotus S.D. 56
Kalama S.D. 402
Keller S.D. 3
Kelso S.D. 458
Kennewick S.D. 17
Kent S.D. 415
Kettle Falls S.D. 212
Kiona-Benton City S.D. 52
Kittitas S.D. 403
Klickitat S.D.
La Center S.D. 101
LaConner S.D. 311
LaCrosse S.D.
Lake Chelan S.D. 129
Lake Stevens S.D. 4
Lake Washington S.D. 414
Lakewood S.D. 306
Lamont S.D. 264
Liberty S.D. 362
Lind S.D. 158
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Loon Lake S.D. 183
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Lyle S.D. 406
Lynden S.D. 504
Mabton S.D. 120
Mansfield S.D. 207
Manson S.D. 19
Mary M Knight S.D. 311
Mary Walker S.D. 207
Marysville S.D. 25
McCleary S.D. 65
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Monroe S.D. 103
Montesano S.D. 66
Morton S.D. 214
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Mossyrock S.D. 206
Mount Adams S.D. 209
Mount Baker S.D. 507
Mount Pleasant S.D. 29
Mount Vernon S.D. 320
Mukilteo S.D. 6
Naches Valley S.D. 3
Napavine S.D. 14
Naselle-Grays River Valley S.D. 155
Nespelem S.D. 14
Newport S.D. 56
Nine Mile Falls S.D. 325
Nooksack Valley S.D. 506
North Beach S.D.
North Franklin S.D. 51
North Kitsap S.D. 400
North Mason S.D. 403
North River S.D. 200
North Thurston Public Schools 3
Northport S.D. 211
Northshore S.D. 417
Oak Harbor S.D. 201
Oakesdale S.D. 324
Oakville S.D. 400
Ocean Beach S.D. 101

Ocosta S.D. 172
Odessa S.D. 105
Okanogan S.D. 105
Olympia S.D. 111
Omak S.D. 19
Onalaska S.D. 300
Onion Creek S.D. 30
Orcas Island S.D. 137
Orchard Prairie S.D. 123
Orient S.D. 65
Orondo S.D. 13
Oroville S.D. 410
Orting S.D. 344
Othello S.D. 147
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Palouse S.D. 301
Pasco S.D. 1
Pateros S.D. 122
Paterson S.D. 50
Pe Ell S.D. 301
Peninsula S.D. 401
Pioneer S.D. 402
Pomeroy S.D. 110
Port Angeles S.D. 121
Port Townsend S.D. 50
Prescott S.D. 402
Prosser S.D. 116
Pullman S.D. 267
Puyallup S.D. 3
Queets-Clearwater S.D. 20
Quilcene S.D. 48
Quillayute Valley S.D. 402
Quinault S.D. 97
Quincy S.D. 144
Rainier S.D. 307
Raymond S.D. 116
Reardan-Edwall S.D. 9
Renton S.D. 403
Republic S.D. 309
Richland S.D. 400
Ridgefield S.D. 122
Ritzville S.D. 160
Riverside S.D. 416
Riverview S.D. 407
Rochester S.D. 401
Roosevelt S.D. 403
Rosalia S.D. 320
Royal S.D. 160
Saint John S.D. 322
San Juan Island S.D. 149
Satsop S.D. 104
Seattle Public Schools 1
Sedro-Woolley S.D. 101
Selah S.D. 119
Selkirk S.D. 70
Sequim S.D. 323
Shaw Island S.D. 10
Shelton S.D. 309
Shoreline S.D. 412
Skamania S.D. 2
Skykomish S.D. 404
Snohomish S.D. 201
Snoqualmie Valley S.D. 410
Soap Lake S.D. 156
South Bend S.D. 118
South Kitsap S.D. 402
South Whidbey S.D. 206
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Spokane Public Schools 81
Sprague S.D. 8
Stanwood-Camano Island S.D. 401
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Starbuck S.D. 35
Stehekin S.D.
Steilacoom Historical S.D.
Steptoe S.D. 304
Stevenson-Carson S.D. 303
Sultan S.D.
Summit Valley S.D.
Sumner S.D. 320
Sunnyside S.D. 201
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Taholah S.D. 77
Tahoma S.D. 409
Tekoa S.D. 265
Tenino S.D. 402
Thorp S.D. 400
Toledo S.D. 237
Tonasket S.D.
Toppenish S.D. 202
Touchet S.D. 300
Toutle Lake S.D.
Trout Lake S.D. 400
Tukwila S.D. 406
Tumwater S.D. 33
Union Gap S.D. 2
University Place S.D. 83
Valley S.D. 70
Vancouver S.D. 37
Vashon Island S.D. 402
Wahkiakum S.D. 200
Wahluke S.D. 73
Waitsburg S.D. 401
Walla Walla S.D. 140
Wapato S.D. 207
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Washington School for the Deaf ?
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Washtucna S.D. 109
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Wellpinit S.D. 49
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West Valley S.D. (Spokane) 363
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White River S.D. 416
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Wilbur S.D. 200
Willapa Valley S.D. 160
Wilson Creek S.D. 167
Winlock S.D. 232
Wishkah Valley School 117
Wishram S.D. 94
Woodland S.D. 404
Yakima S.D. 7
Yelm S.D.
Zillah S.D. 205

## West Virginia

Barbour County Schools
Berkeley County Schools
Boone County Schools
Braxton County Schools
Brooke County Schools
Cabell County Schools
Calhoun County Schools
Clay County Schools
Doddridge County Schools
Fayette County Schools
Gilmer County Schools
Grant County Schools
Greenbrier County Schools
Hampshire County Schools
Hancock County Schools
Hardy County Schools
Harrison County Schools
Jackson County Schools
Jefferson County Schools
Kanawha County Schools
Lewis County Schools
Lincoln County Schools
Logan County Schools
Marion County Schools
Marshall County Schools
Mason County Schools
McDowell County Schools
Mercer County Schools
Mineral County Schools
Mingo County Schools

Monongalia County Schools
Monroe County Schools
Morgan County Schools
Nicholas County Schools
Ohio County Schools
Pendleton County Schools
Pleasants County Schools
Pocahontas County Schools
Preston County Schools
Putnam County Schools
Raleigh County Schools
Randolph County Schools
Ritchie County Schools
Roane County Schools
Summers County Schools
Taylor County Schools
Tucker County Schools
Tyler County Schools
Upshur County Schools
Wayne County Schools
Webster County Schools
Wetzel County Schools
Wirt County Schools
Wood County Schools
Wyoming County Schools

## Wisconsin

Abbotsford S.D.
Academy of Learning & Leadership
Adams-Friendship Area S.D.
Albany S.D.
Algoma S.D.
Alma Center S.D.
Alma S.D.
Almond-Bancroft S.D.
Altoona S.D.
Amery S.D.
Antigo S.D.
Appleton Area S.D.
Arcadia S.D.
Argyle S.D.
Arrowhead UHS S.D.
Ashland S.D.
Ashwaubenon S.D.
Athens S.D.
Auburndale S.D.
Augusta S.D.
Baldwin-Woodville Area S.D.
Bangor S.D.
Baraboo S.D.
Barneveld S.D.
Barron Area S.D.
Bayfield S.D.
Beaver Dam U.S.D.
Beecher-Dunbar-Pembine S.D.
Belleville S.D. (S.D. of Belleville)
Belmont Community S.D.
Beloit S.D.
Beloit Turner S.D.
Benton S.D.
Berlin Area S.D.
Big Foot UHS S.D.
Birchwood S.D.
Black Hawk S.D.
Black River Falls S.D.
Blair-Taylor S.D.
Bloomer S.D.
Bonduel S.D.
Boscobel Area S.D.
Boulder Junction J1 S.D.
Bowler S.D.
Boyceville Community S.D.
Brighton S.D.
Brillion S.D.
Bristol S.D.
Brodhead S.D.
Brown Deer S.D.
Bruce S.D.
Burlington Area S.D.
Butternut S.D.
Cadott Community S.D.
Cambria-Friesland S.D.
Cambridge S.D.
Cameron S.D.
Campbellsport S.D.
Cashton S.D.
Cassville S.D.
Cedar Grove-Belgium Area S.D.
Cedarburg S.D.
Central/Westosha UHS S.D.
Chetek S.D.
Chilton S.D.
Chippewa Falls Area S.D.
Clayton S.D.
Clear Lake S.D.
Clinton Community S.D.
Clintonville S.D.
Cochrane-Fountain City S.D.
Colby S.D.
Coleman S.D.
Colfax S.D.
Columbus S.D.
Cornell S.D.
Crandon S.D.
Crivitz S.D.
Cuba City S.D.
Cudahy S.D.
Cumberland S.D.
D.C. Everest Area S.D.
Darlington Community S.D.
Deerfield Community S.D.
DeForest Area S.D.
Delavan-Darien S.D.
Denmark S.D.
De Pere S.D.
DeSoto Area S.D.
Dodgeland S.D.
Dodgeville S.D.
Dover S.D.
Drummond Area S.D.
Durand S.D.
East Troy Community S.D.
Eau Claire Area S.D.
Edgar S.D.
Edgerton S.D.
Elcho S.D.
Eleva-Strum S.D.
Elk Mound Area S.D.
Elkhart Lake-Glenbeulah S.D.
Elkhorn Area S.D.
Ellsworth Community S.D.
Elmbrook S.D.
Elmwood S.D.
Erin S.D.
Evansville Community S.D.
Fall Creek S.D.
Fall River S.D.
Fennimore Community S.D.
Flambeau S.D.
Florence S.D.
Fond du Lac S.D.
Fontana J8 S.D.
Fort Atkinson S.D.
Fox Point J2 S.D.
Franklin Public S.D.
Frederic S.D.
Freedom Area S.D.
Friess Lake S.D.
Galesville-Ettrick-Trempealeau S.D.
Geneva J4 S.D.
Genoa City J2 S.D.
Germantown S.D.
Gibraltar Area S.D.
Gillett S.D.
Gilman S.D.
Gilmanton S.D.
Glendale-River Hills S.D.
Glenwood City S.D.
Glidden S.D.

Goodman-Armstrong S.D.
Grafton S.D.
Granton Area S.D.
Grantsburg S.D.
Green Bay Area S.D.
Green Lake S.D.
Greendale S.D.
Greenfield S.D.
Greenwood S.D.
Hamilton S.D.
Hartford J1 S.D.
Hartford UHS S.D.
Hartland-Lakeside J3 S.D.
Hayward Community S.D.
Herman S.D.
Highland S.D.
Hilbert S.D.
Hillsboro S.D.
Holmen S.D.
Horicon S.D.
Hortonville S.D.
Howard-Suamico S.D.
Howards Grove S.D.
Hudson S.D.
Hurley S.D.
Hustisford S.D.
Independence S.D.
Iola-Scandinavia S.D.
Iowa-Grant S.D.
Ithaca S.D.
Janesville S.D.
Jefferson S.D.
Johnson Creek S.D.
Juda S.D.
Kaukauna Area S.D.
Kenosha U.S.D.
Kettle Moraine S.D.
Kewaskum S.D.
Kewaunee S.D.
Kickapoo Area S.D.
Kiel Area S.D.
Kimberly Area S.D.
Kohler S.D.
La Farge S.D.
Lac du Flambeau S.D.
Ladysmith-Hawkins S.D.
Lake Country S.D.
Lake Geneva J1 S.D.
Lake Geneva-Genoa City UHS S.D.
Lake Holcombe S.D.
Lake Mills Area S.D.
Lakeland UHS S.D.
Lancaster Community S.D.
Laona S.D.
Lena S.D.
Linn J4 S.D.
Linn J6 S.D.
Little Chute Area S.D.
Lodi S.D.
Lomira S.D.
Loyal S.D.
Luck S.D.
Luxemburg-Casco S.D.
Madison Metropolitan S.D.
Manawa S.D.
Manitowoc Public S.D.
Maple Dale-Indian Hill S.D.
Maple S.D.
Marathon City S.D.
Marinette S.D.
Marion S.D.
Markesan S.D.
Marshall S.D.
Marshfield S.D.
Mauston S.D.
Mayville S.D.
McFarland S.D.
Medford Area S.D.
Mellen S.D.
Melrose-Mindoro S.D.
Menasha S.D.
Menominee Indian S.D.
Menomonee Falls S.D.
Menomonie Area S.D.
Mequon-Thiensville S.D.
Mercer S.D.
Merrill Area S.D.
Merton Community S.D.
Middleton-Cross Plains S.D.
Milton S.D.
Milwaukee Public Schools
Mineral Point S.D.
Minocqua J1 S.D.
Mishicot S.D.
Mondovi S.D.
Monona Grove S.D.
Monroe S.D.
Montello S.D.
Monticello S.D.
Mosinee S.D.
Mount Horeb Area S.D.
Mukwonago S.D.
Muskego-Norway S.D.
Necedah Area S.D.
Neenah S.D.
Neillsville S.D.
Nekoosa S.D.
Neosho J3 S.D.
New Auburn S.D.
New Berlin S.D.
New Glarus S.D.
New Holstein S.D.
New Lisbon S.D.
New London S.D.
New Richmond S.D.
Niagara S.D.
Nicolet UHS S.D.
Norriss S.D.
North Cape S.D.
North Crawford S.D.
North Fond du Lac S.D.
North Lake S.D.
Northern Ozaukee S.D.
Northland Pines S.D.
Northwood S.D.
Norwalk-Ontario-Wilton S.D.
Norway J7 S.D.
Oak Creek-Franklin S.D.
Oakfield S.D.
Oconomowoc Area S.D.
Oconto Falls S.D.
Oconto S.D.
Omro S.D.
Onalaska S.D.
Oostburg S.D.
Oregon S.D.
Osceola S.D.
Oshkosh Area S.D.
Osseo-Fairchild S.D.
Owen-Withee S.D.
Palmyra-Eagle Area S.D.
Pardeeville Area S.D.
Paris J1 S.D.
Park Falls S.D.
Parkview S.D.
Pecatonica Area S.D.
Pepin Area S.D.
Peshtigo S.D.
Pewaukee S.D.
Phelps S.D.
Phillips S.D.
Pittsville S.D.
Platteville S.D.
Plum City S.D.
Plymouth S.D.
Poynette S.D.
Port Edwards S.D.
Port Washington-Saukville S.D.
Portage Community S.D. (Wisconsin)
Potosi S.D.
Poynette S.D.
Prairie du Chien Area S.D.
Prairie Farm S.D.
Prentice S.D.
Prescott S.D.
Princeton S.D.

Pulaski Community S.D.
Racine U.S.D.
Randall J1 S.D.
Randolph S.D.
Random Lake S.D.
Raymond S.D.
Reedsburg S.D.
Reedsville S.D.
Rhinelander S.D.
Rib Lake S.D.
Rice Lake Area S.D.
Richfield J1 S.D.
Richland S.D.
Richmond S.D.
Rio Community S.D.
Ripon S.D.
River Falls S.D.
River Ridge S.D.
River Valley S.D.
Riverdale S.D.
Rosendale-Brandon S.D.
Rosholt S.D.
Royall S.D.
Rubicon J6 S.D.
Saint Croix Central S.D.
Saint Croix Falls S.D.
Saint Francis S.D.
Salem S.D.
Sauk Prairie S.D.
S.D. of La Crosse
Seneca S.D.
Sevastopol S.D.
Seymour Community S.D.
Sharon J11 S.D.
Shawano S.D.
Sheboygan Area S.D.
Sheboygan Falls S.D.
Shell Lake S.D.
Shiocton S.D.
Shorewood S.D.
Shullsburg S.D.
Silver Lake Joint S.D. 1
Siren S.D.
Slinger S.D.
Solon Springs S.D.
Somerset S.D.
South Milwaukee S.D.
South Shore S.D.
Southern Door County S.D.
Southwestern Wisconsin S.D.
Sparta Area S.D.
Spencer S.D.
Spooner S.D.
Spring Valley S.D.
Stanley-Boyd Area S.D.
Stevens Point Area S.D.
Stockbridge S.D.
Stone Bank S.D.
Stoughton Area S.D.
Stratford S.D.
Sturgeon Bay S.D.
Sun Prairie Area S.D.
Superior S.D.
Suring S.D.
Swallow S.D.
Thorp S.D.
Three Lakes S.D.
Tigerton S.D.
Tomah Area S.D.
Tomahawk S.D.
Tomorrow River S.D.
Trevor Grade S.D.
Tri-County Area S.D.
Turtle Lake S.D.
Twin Lakes S.D.
Two Rivers S.D.
Union Grove J1 S.D.
Union Grove UHS S.D.
Unity S.D.
Valders Area S.D.
Verona Area S.D.
Viroqua Area S.D.
Wabeno Area S.D.
Walworth Joint S.D. 1
Washburn S.D.
Washington S.D.
Washington-Caldwell S.D.
Waterford Graded J1 S.D.
Waterford UHS S.D.
Waterloo S.D.
Watertown S.D.
Waukesha S.D.
Waunakee Community S.D.
Waupaca S.D.
Waupun S.D.
Wausau S.D.
Wausaukee S.D.
Wautoma Area S.D.
Wauwatosa S.D.
Wauzeka-Steuben S.D.
Webster S.D.
West Allis – West Milwaukee S.D.
West Bend S.D.
West De Pere S.D.
West Salem S.D.
Westby Area S.D.
Westfield S.D.
Weston S.D.
Weyauwega-Fremont S.D.
Weyerhaeuser Area S.D.
Wheatland J1 S.D.
White Lake S.D.
Whitefish Bay S.D.
Whitehall S.D.
Whitewater S.D.
Whitnall S.D.
Wild Rose S.D.
Williams Bay S.D.
Wilmot Grade S.D.
Wilmot UHS S.D.
Winneconne Community S.D.
Winter S.D.
Wisconsin Dells S.D.
Wisconsin Heights S.D.
Wisconsin Rapids S.D.
Wittenberg-Birnamwood S.D.
Wonewoc-Union Center S.D.
Woodruff J1 S.D.
Wrightstown Community S.D.
Yorkville J2 S.D.

## Wyoming

Albany County S.D. #1 – Laramie
Big Horn County S.D. #1 – Cowley
Big Horn County S.D. #2 – Lovell
Big Horn County S.D. #3 – Greybull
Big Horn County S.D. #4 – Basin
Campbell County S.D. #1 – Gillette
Carbon County S.D. #1 – Rawlins
Carbon County S.D. #2 – Saratoga
Converse County S.D. #1 – Douglas
Converse County S.D. #2 – Glenrock
Crook County S.D. #1 – Sundance
Fremont County S.D. #1 – Lander
Fremont County S.D. #2 – Dubois
Fremont County S.D. #6 – Pavillion
Fremont County S.D. #14 – Ethete
Fremont County S.D. #21 – Fort Washakie
Fremont County S.D. #24 – Shoshoni
Fremont County S.D. #25 – Riverton
Fremont County S.D. #38 – Arapahoe
Goshen County S.D. #1 – Torrington

Hot Springs County S.D. #1 – Thermopolis
Johnson County S.D. #1 – Buffalo
Laramie County S.D. #1 – Cheyenne
Laramie County S.D. #2 – Pine Bluffs
Lincoln County S.D. #1 – Kemmerer
Lincoln County S.D. #2 – Afton
Natrona County S.D. #1 – Casper
Niobrara County S.D. #1 – Lusk
Park County S.D. #1 – Powell
Park County S.D. #6 – Cody
Park County S.D. #16 – Meeteetse
Platte County S.D. #1 – Wheatland
Platte County S.D. #2 – Guernsey
Sheridan County S.D. #1 – Ranchester
Sheridan County S.D. #2 – Sheridan
Sheridan County S.D. #3 – Clearmont
Sublette County S.D. #1 – Pinedale
Sublette County S.D. #9 – Big Piney
Sweetwater County S.D. #1 – Rock Springs
Sweetwater County S.D. #2 – Green River
Teton County S.D. #1 – Jackson
Uinta County S.D. #1 – Evanston
Uinta County S.D. #4 – Mountain View
Uinta County S.D. #6 – Lyman
Washakie County S.D. #1 – Worland
Washakie County S.D. #2 – Ten Sleep
Weston County S.D. #1 – Newcastle
Weston County S.D. #7 – Upton

# Appendix C

DEFENDANTS STATES' DEPARTMENTS OF EDUCATION

**Alabama**
Alabama State Department of Education
C/O Eric G. Mackey
50 N Ripley St, Montgomery, AL 36104
(334) 694-4900

**Alaska**
Alaska Department of Education and Early Development
C/O Commissioner Dr. Michael Johnson
801 West 10th Street, Suite 200, Juneau, AK
(907) 465-2800

**Arizona**
Arizona Department of Education
C/O Kathy Hoffman
1535 W. Jefferson StreetPhoenix, AZ 85007
(602) 542-5393

**Arkansas**
Arkansas Department of Education
C/O Commissioner Johnny Key
Four Capitol MallFour Capitol Mall Little Rock, AR, 72201 Little Rock, AR, 72201
501-682-4475

**California**
California Department of Education
C/O Tony Thurmond
1430 N Street Sacramento, CA 95814
916-319-0800

**Colorado**
Colorado Department of Education
C/O Commissioner Katy Anthes
201 E Colfax Ave # X, Denver, CO 80203
(303) 866-6600

**Connecticut**
Connecticut State Department of Education
C/O Commisioner Miguel A. Cardona
450 Columbus Blvd, Hartford, CT 06103
(860) 713-6543

**Delaware**
Delaware Department of Education
C/O Susan Bunting
401 Federal St #2, Dover, DE 19901
(302) 735-4000

**District of Columbia**
DC State Board of Education
C/O Hanseul Kang
1050 First Street, NE, Washington, DC 20002
(202) 727-6436

**Florida**
Florida Department of Education
C/O Commissioner Richard Corcoran
325 W Gaines St, Tallahassee, FL 32399
(850) 245-0505

**Georgia**
Georgia Department of Education
C/O Richard Woods
205 Jesse Hill Jr Dr SE, Atlanta, GA 30334
(404) 463-7891

**Hawaii**
Hawaii Department of Education
C/O Dr. Christina M. Kishimoto
1390 Miller St. Honolulu, HI 96813
808-784-6200

**Idaho**
Idaho State Department of Education
C/O Sherri A. Ybarra, Ed.S.
650 West State Street, Boise, ID 83702
(208) 332-6800

**Illinois**
Illinois State Department of Education
C/O Carmen Ayala
100 North First Street, Springfield, IL 62777
(217) 782-4321

**Indiana**
Indiana Department of Education
C/O Jennifer McCormick
South Tower, Suite 600, 115 W. Washington Street
Indianapolis, IN 46204-2795
(317) 232-6610

**Iowa**
Iowa Department of Education
C/O Ann Lebo
Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146
(515) 281-5294

**Kansas**

Kansas State Department of Education
C/O Randy Watson
Landon State Office Building, 900 SW Jackson Street, Topeka, KS 66612-1212
(785) 296-3201

**Kentucky**
Kentucky Department of Education
C/O Kevin Brown
300 Sower Blvd., 5th Floor, Frankfort, KY 40601
(502) 564-3141

**Louisiana**
Louisian Department of Education
C/O Dr. Cade Brumley
1201 North Third Street, Baton Rouge, LA 70804-9064
(877) 453-2721

**Maine**
Maine Department of Education
C/O Pender Makin
23 State House Station, Augusta, ME 04333-0023
(207) 624-6600

**Maryland**
Maryland State Department of Education
C/O Dr. Karen B. Salmon
200 West Baltimore Street, Baltimore, MD 21201
(410) 767-0100

**Massachusetts**
Massachusetts Department of Education
C/O Jeffrey C. Riley
75 Pleasant Street, Malden, MA 02148-4906
(781) 338-3000

**Michigan**
Michigan Department of Education
C/O Sheila Alles
P.O. Box 30008, 608 West Allegan Street, Lansing, MI 48909
(833) 633-5788

**Minnesota**
Minnesota Department of Education
C/O Mary Cathryn Ricker
1500 Highway 36 West, Roseville, MN 55113-4266
(651) 582-8200

**Mississippi**
Mississippi Department of Education
C/O Carey M. Wright, Ed.D.
P.O. Box 771, Jackson, MS 39205

(601) 359-3513

**Missouri**
Missouri Department of Elementary & Secondary Education
C/O Dr. Margie Vandeven
205 Jefferson Street
Jefferson City, MO 65101-0480
(573) 751-4212

**Montana**
Montana Office of Public Instruction
C/O Elsie Arntzen
P.O. Box 202501, Helena, MT 59620-2501
(406) 444-3680

**Nebraska**
Nebraska Department of Education
C/O Dr. Matthew Blomstedt
301 Centennial Mall South, P.O. Box 94987, Lincoln, NE 68509
(402) 471-2295

**Nevada**
Nevada Department of Education
C/O Jhone Ebert
700 East Fifth Street, Carson City, NV 89701
(775) 687-9115

**New Hampshire**
New Hampshire Department of Education
C/O Angela Adams
101 Pleasant Street, Concord, NH 03301
(603) 271-6699

**New Jersey**
New Jersey Department of Education
C/O Commissioner Kevin Dehmer
P.O. Box 500, 100 Riverview Plaza, Trenton, NJ 08625-0500
(609) 376-3500

**New Mexico**
New Mexico Higher Education Department
C/O Ryan Stewart
300 Don Gaspar Avenue, Santa Fe, NM 87501
(505) 827-5800

**New York**
New York State Education Department
C/O Commissioner Shannon Tahoe
89 Washington Avenue, Albany, NY 12234
(518) 474-3852

**North Carolina**
North Carolina Department of Public Instruction
C/O Superintendent Mark Johnson
301 North Wilmington Street, Raleigh, NC 27601
(919) 807-3300

**North Dakota**
North Dakota Department of Public Instruction
C/O Superintendent Kirsten Baesler
Department 201, 600 East Boulevard Avenue, Bismarck, ND 58505-0440
(701) 328-2260

**Ohio**
Ohio Department of Education
C/O Superintendent Paolo DeMaria
25 South Front Street, Columbus, OH 43215-4183
(877) 644-6338

**Oklahoma**
Oklahoma State Department of Education
C/O Superintendent Joy Hofmeister
Oliver Hodge Building, 2500 North Lincoln Boulevardx, Oklahoma City, OK 73105-4599
(405) 521-3301

**Oregon**
Oregon Department of Education
C/O Superintendent Colt Gill
255 Capitol Street, NE, Salem, OR 97310-0203
(503) 947-5600

**Pennsylvania**
Pennsylvania Department of Education
C/O Pedro A. Rivera
333 Market Street, Harrisburg, PA 17126-0333
(717) 783-6788

**Puerto Rico**
Departamento De Educatión Gobierno De Puerto Rico
C/O Julia Keleher
P.O. Box 190759, San Juan, PR 00919-0759
(787) 759-2000

**Rhode Island**
Rhode Island Department of Education
C/O Angélica Infante- Green
255 Westminster Street, Providence, RI 02903
(401)-222-8700

**South Carolina**
South Carolina Department of Education
C/O Molly Spearman

1006 Rutledge Building, 1429 Senate Street Columbia, SC. 29201
803-734-8500

**South Dakota**
South Dakota Department of Education
C/O Dr. Ben Jones
800 Governors Drive, Pierre, SD 57501
605-773-3134

**Tennessee**
Tennessee Department of Education
C/O Dr. Sarah Heyburn Morrison
710 James Robertson Parkway 5th floor, Davy Crockett Tower Nashville, TN 37243
615-741-2966

**Texas**
Texas Education Agency (TEA)
C/O Mike Morath
1701 N. Congress Ave Austin, Texas 78701
512-463-9734

**Utah**
Utah State Office of Education
C/O Jennifer Throndsen
250 East 500 South, Salt Lake City, Utah, 84111-3204
801-538-7500

**Vermont**
State of Vermont Agency of Education
C/O Daniel French
1 National Life Drive, Davis 5 Montpelier, VT 05620-2501
802-828-1130

**Virginia**
Virginia Department of Education
C/O Atif Qarni
James Monroe Building, 1111 East Broad Street 4th Floor, Richmond, Virginia 23219
804-786-1151

**Washington**
The Washington State Board of Education
C/O Randy Spaulding
PO Box 47206, 600 Washington ST SE, Olympia, WA 98504-7206
360-725-6025

**West Virginia**
West Virginia Department of Education
C/O W. Clayton Burch
1900 Kanawha Boulevard East Charleston, West Virginia 25305
304-558-2681

**Wisconsin**
Wisconsin Department of Public Instruction
C/O Carolyn Stanford Taylor
125 South Wester Street, P.O. Box 7841, Madison, WI 53707
608-266-3390

**Wyoming**
Wyoming Department of Education
C/O Jillian Balow, WDE
122 W. 25th St. Suite. E200, Herschler Building, 2nd Floor, Cheyenne, WY 82002
307-777-7675

# Appendix D

GOVERNORS' EXECUTIVE ORDERS ON SCHOOL CLOSING/OPENING

**Alabama Office of the Governor**
600 Dexter Avenue Montgomery, AL 36130
Executive Order Closing Schools: https://governor.alabama.gov/assets/2020/04/Final-Statewide-Order-4.3.2020.pdf
Executive Order Opening Schools: https://www.alsde.edu/COVID19%20Updates/2020-06-30-Safer-at-Home-Order.pdf

**Alaska Office of the Governor**
Office of the Governor P.O. Box 110001Juneau, AK 99811-0001
Executive Order Closing Schools: https://gov.alaska.gov/wp-content/uploads/sites/2/03.16.20-COVID-19-Health-Mandate-002.pdf
Executive Order Opening Schools: https://education.alaska.gov/safeschools/infectiousdisease

**Arizona Office of the Governor**
1700 W Washington St, Phoenix, AZ 85007
Executive Order Closing Schools:
https://www.azed.gov/communications/files/2020/06/eo_2020-44.pdf
Executive Order Opening Schools: file:///C:/Users/ibrai/Downloads/eo_2020-41.pdf

**Arkansas Office of the Governor**
1800 Center St, Little Rock, AR 72206
Executive Order Closing Schools:
https://governor.arkansas.gov/images/uploads/executiveOrders/EO_20-18._.pdf
Executive Order Opening Schools:
http://dese.ade.arkansas.gov/divisions/communications/covid-19-information

**California Office of the Governor**
1303 10th St Suite 1173, Sacramento, CA 95814
Executive Order Closing Schools: https://covid19.ca.gov/img/Executive-Order-N-33-20.pdf
Executive Order Opening Schools: https://www.cde.ca.gov/ls/he/hn/coronavirus.asp

**Colorado Office of the Governor**
200 E Colfax Ave, Denver, CO 80203
Executive Order Closing Schools:
https://drive.google.com/file/d/1GjiohfHn3BP10UxifTQLfgfdw0Twrut_/view
Executive Order Opening Schools: https://www.cde.state.co.us/safeschools

**Connecticut Office of the Governor**
210 Capitol Ave, Hartford, CT 06106
Executive Order Closing Schools: https://portal.ct.gov/-/media/Office-of-the-Governor/Executive-Orders/Lamont-Executive-Orders/Executive-Order-No-7E.pdf
Executive Order Opening Schools: https://portal.ct.gov/SDE/Press-Room/Press-Releases/2020/Governor-Lamont-Announces-Plans-for-the-2020-21-School-Year-Amid-the-Ongoing-COVID19-Pandemic

**Delaware Office of the Governor**
150 Martin Luther King Jr Blvd, Dover, DE 19901
Executive Order Closing Schools: https://news.delaware.gov/2020/03/23/governor-carney-closes-delaware-schools-through-may-15/
Executive Order Opening Schools: https://coronavirus.delaware.gov/resources-for-schools/

**District of Columbia Office of the Governor**
400 North Capitol St. NW, Suite 372Washington, DC 20001
Executive Order Closing Schools:
https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/DCPS_SchoolClosure_031320_Final_Englishv2.pdf
Executive Order Opening Schools: https://dcps.dc.gov/node/1482046

**Florida Office of the Governor**
400 S. Monroe St.
Tallahassee, FL 32399-0001
Executive Order Closing Schools: http://www.fldoe.org/core/fileparse.php/19861/urlt/COVID-19-K12Update031120.pdf
Executive Order Opening Schools: http://www.fldoe.org/core/fileparse.php/19861/urlt/DOE-2020-EO-06.pdf

**Georgia Office of the Governor**
203 Capitol Pl SW, Atlanta, GA 30334
Executive Order Closing Schools: file:///C:/Users/ibrai/Downloads/03.26.20.02.pdf
Executive Order Opening Schools: https://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=776

**Hawaii Office of the Governor**
State Capitol Honolulu, Hawaii 96813
Executive Order Closing Schools: https://governor.hawaii.gov/wp-content/uploads/2020/03/2003219-ATG_Executive-Order-No.-20-02-distribution-signed.pdf
Executive Order Opening Schools: https://www.hsta.org/News/Recent-Stories/hsta-reaches-school-reopening-agreement-with-state-of-hawaii

**Idaho Office of the Governor**
700 West Jefferson, Second Floor, Boise, ID 83702
Executive Order Closing Schools: https://www.sde.idaho.gov/coronavirus/technology-services/ISEE-emergency-closure-switching-to-online-status.pdf
Executive Order Opening Schools: https://gov.idaho.gov/pressrelease/gov-little-pushes-for-in-person-instruction-in-idaho-schools-this-fall/

**Illinois Office of the Governor**
State Capitol, 207 Statehouse, Springfield, IL 62706
Executive Order Closing Schools: https://www2.illinois.gov/IISNews/21288-Gov._Pritzker_Stay_at_Home_Order.pdf
Executive Order Opening Schools: https://coronavirus.illinois.gov/sfc/servlet.shepherd/document/download/069t000000BadS0AAJ?operationContext=S1

**Indiana Office of the Governor**
State House, Room 206, Indianapolis, IN 46204-2797
Executive Order Closing Schools: https://www.in.gov/gov/files/Executive%20Order%2020-26%20Roadmap%20to%20Reopen.pdf
Executive Order Opening Schools: https://www.in.gov/gov/files/Executive%20Order%2020-28%20(Reopen%20Stage3).pdf

**Iowa Office of the Governor**
State Capitol, 1007 East Grand Ave., Des Moines, Iowa 50319
Executive Order Closing Schools: https://governor.iowa.gov/press-release/gov-reynolds-signs-new-proclamation-continuing-state-public-health-emergency-2
Executive Order Opening Schools: https://educateiowa.gov/sites/files/ed/documents/2020-06-25_ReopeningGuidanceforSchools.pdf

**Kansas Office of the Governor**
Capitol, 300 SW 10th Avenue, Suite 212S, Topeka, KS 66612-1590
Executive Order Closing Schools: https://governor.kansas.gov/wp-content/uploads/2020/03/EO-20-07-Executed.pdf
Executive Order Opening Schools: https://governor.kansas.gov/wp-content/uploads/2020/04/Reopen-Kansas-Framework.pdf

**Kentucky Office of the Governor**
700 Capitol Ave., Suite 100, Frankfort, KY 40601

Executive Order Closing Schools: https://governor.ky.gov/attachments/20200322_Executive-Order_2020-246_Retail.pdf
Executive Order Opening Schools: https://education.ky.gov/comm/Documents/Reopening%20Guidance%20%20051520kf_tkt%2021pm%20TM.pdf

**Louisiana Office of the Governor**
P. O. Box 94004, Baton Rouge, LA 70804-9004
Executive Order Closing Schools: https://gov.louisiana.gov/assets/Proclamations/2020/JBE-33-2020.pdf
Executive Order Opening Schools: https://www.louisianabelieves.com/docs/default-source/strong-start-2020/school-reopening-guidelines-and-resources.pdf

**Maine Office of the Governor**
1 State House Station, Augusta, ME 04333
Executive Order Closing Schools: https://www.maine.gov/governor/mills/sites/maine.gov.governor.mills/files/inline-files/An%20Order%20Regarding%20Further%20Restrictions%20on%20Public%20Contact%20and%20Movement%2C%20Schools%2C%20Vehicle%20Travel%20and%20Retail%20Business%20Operations.pdf
Executive Order Opening Schools: https://www.maine.gov/covid19/restartingmaine

**Maryland Office of the Governor**
State House, 100 State Circle, Annapolis, MD 21401
Executive Order Closing Schools: https://governor.maryland.gov/wp-content/uploads/2020/03/Gatherings-FOURTH-AMENDED-3.30.20.pdf
Executive Order Opening Schools: https://governor.maryland.gov/wp-content/uploads/2020/04/MD_Strong.pdf

**Massachusetts Office of the Governor**
State House, Office of the Governor, Room 360, Boston, MA 02133
Executive Order Closing Schools: https://www.mass.gov/executive-orders/no-591-declaration-of-a-state-of-emergency-to-respond-to-covid-19
Executive Order Opening Schools: https://www.mass.gov/doc/reopening-massachusetts-may-18-2020/download

**Michigan Office of the Governor**
P.O. Box 30013, Lansing, MI 48909
Executive Order Closing Schools: https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705-526894--,00.html

Executive Order Opening Schools:
https://www.michigan.gov/documents/whitmer/MI_SAFE_START_PLAN_689875_7.pdf

**Minnesota Office of the Governor**
130 State Capitol, 75 Rev. Dr. Martin Luther King, Jr. Boulevard, St. Paul, MN 55155
Executive Order Closing Schools: https://mn.gov/governor/assets/3a.%20EO%2020-20%20FINAL%20SIGNED%20Filed_tcm1055-425020.pdf
Executive Order Opening Schools:
https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf

**Mississippi Office of the Governor**
550 High Street, Sillers Building, 19th Floor, Jackson, MS 39201
Executive Order Closing Schools:
https://www.sos.ms.gov/content/executiveorders/ExecutiveOrders/1476.pdf
Executive Order Opening Schools:
https://mcusercontent.com/08cb3e52aa1308600f84d49ea/files/f0aaec97-bda1-4120-9b8d-c7f77f2dbd0c/Executive_Order_1492_Safe_Return.pdf

**Missouri Office of the Governor**
Capitol Building, Room 216, Jefferson City, Missouri 65102
Executive Order Closing Schools: https://www.sos.mo.gov/library/reference/orders/2020/eo4
Executive Order Opening Schools: https://www.sos.mo.gov/library/reference/orders/2020/eo12

**Montana Office of the Governor**
State Capitol, Room 204, Helena, MT 59620-0801
Executive Order Closing Schools: https://www.fmcsa.dot.gov/sites/fmcsa.dot.gov/files/2020-03/Montana%202020-03-15_Governor%20Directive%20re%20COVID-19.pdf
Executive Order Opening Schools: https://covid19.mt.gov/Portals/223/Documents/04-22-20%20Directive%20and%20Appx%20-%20Reopening%20Phase%20One.pdf?ver=2020-04-22-124954-977

**Nebraska Office of the Governor**
P.O. Box 94848, Lincoln, NE 68509-4848
Executive Order Closing Schools: https://govdocs.nebraska.gov/docs/pilot/pubs/eofiles/20-03.pdf
Executive Order Opening Schools: https://govdocs.nebraska.gov/docs/pilot/pubs/eofiles/20-24.pdf

**Nevada Office of the Governor**
State Capitol Building, 101 N. Carson Street, Carson City, NV 89701

Executive Order Closing Schools: http://gov.nv.gov/News/Emergency_Orders/2020/2020-06-09_-_COVID-19_Declaration_of_Emergency_Directive_022_-_K-12_School_Re-Opening_for_Summer_Learning_and_Activities_(Attachments)/
Executive Order Opening Schools: http://gov.nv.gov/News/Emergency_Orders/2020/2020-05-28_-_COVID-19_Declaration_of_Emergency_Directive_021_-_Phase_Two_Reopening_Plan_(Attachments)/

**New Hampshire Office of the Governor**
State House, 107 North Main Street, Concord, NH 03301
Executive Order Closing Schools:
https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/emergency-order-1.pdf
Executive Order Opening Schools:
https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/emergency-order-38.pdf

**New Jersey Office of the Governor**
225 W State Street, Trenton, NJ 08625
Executive Order Closing Schools:
https://www.nj.gov/governor/news/news/562020/20200504a.shtml
Executive Order Opening Schools:
https://www.nj.gov/governor/news/news/562020/20200618a.shtml

**New Mexico Office of the Governor**
490 Old Santa Fe Trail, Room 400, Santa Fe, NM 87501
Executive Order Closing Schools: https://www.governor.state.nm.us/wp-content/uploads/2020/03/MLG_EO_2020_012.pdf
Executive Order Opening Schools: https://www.governor.state.nm.us/wp-content/uploads/2020/03/Executive-Order-2020-009.pdf

**New York Office of the Governor**
NYS State Capitol Building, Albany, NY 12224
Executive Order Closing Schools:
https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/EO%20202.4.pdf
Executive Order Opening Schools: https://www.governor.ny.gov/news/no-20237-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency-0

**North Carolina Office of the Governor**
20301 Mail Service Center, Raleigh, NC 27699-0301
Executive Order Closing Schools: https://files.nc.gov/governor/documents/files/EO120.pdf
Executive Order Opening Schools: https://files.nc.gov/governor/documents/files/EO141-Phase-2.pdf

**North Dakota Office of the Governor**
600 East Boulevard Avenue, Bismarck, ND 58505-0100
Executive Order Closing Schools:
https://www.governor.nd.gov/sites/www/files/documents/Executive%20Order%202020-04%20COVID-19%20school%20closing.pdf
Executive Order Opening Schools:
https://www.governor.nd.gov/sites/www/files/documents/executive-orders/Executive%20Order%202020-04.2%20Burgum%20Grants%20Access%20to%20Schools%20for%20Certain%20Programs%20and%20Testing.pdf

**Ohio Office of the Governor**
Riffe Center, 30th Floor, 77 South High Street, Columbus, OH 43215-6117
Executive Order Closing Schools: https://coronavirus.ohio.gov/static/publicorders/Second-Amended-Order-the-Closure-K-12-Schools-Ohio.pdf
Executive Order Opening Schools:
https://governor.ohio.gov/wps/portal/gov/governor/media/news-and-media/covid19-update-07022020

**Oklahoma Office of the Governor**
Oklahoma State Capitol, 2300 N Linoln Blvd., Oklahoma City, Oklahoma 73105
Executive Order Closing Schools: https://www.sos.ok.gov/documents/executive/1928.pdf
Executive Order Opening Schools:
https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf

**Oregon Office of the Governor**
900 Court Street NE, Suite 254, Salem, OR 97301-4047
Executive Order Closing Schools:
https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=36164
Executive Order Opening Schools: https://www.oregon.gov/gov/admin/Pages/eo_20-20.aspx

**Pennsylvania Office of the Governor**
508 Main Capitol Building, Harrisburg, PA 17120
Executive Order Closing Schools: https://www.governor.pa.gov/wp-content/uploads/2020/07/20200710-TWW-agency-administrative-proceedings-order.pdf
Executive Order Opening Schools: https://www.governor.pa.gov/process-to-reopen-pennsylvania/

**Puerto Rico Office of the Governor**
Wanda Vázquez Garced Avenida Juan Ponce de León San Juan Antiguo, PR, 00901

Executive Order Closing Schools: https://www.estado.pr.gov/en/executive-orders/.OE-2020-022
Executive Order Opening Schools: https://www.estado.pr.gov/en/executive-orders/OE-2020-044

**Rhode Island Office of the Governor**
82 Smith Street, Providence, RI 02903
Executive Order Closing Schools: https://governor.ri.gov/documents/orders/Executive-Order-20-02.pdf
Executive Order Opening Schools:
https://www.burrillville.org/sites/g/files/vyhlif2886/f/uploads/execorder20-44_40th_supp-uniform_school_calendar.pdf

**South Carolina Office of the Governor**
Henry McMaster State House, 1100 Gervais Street Columbia, SC 29201
Executive Order Closing Schools:
https://governor.sc.gov/sites/default/files/Documents/Executive-Orders/2020-03-13%20FILED%20Executive%20Order%20No.%202020-08%20-%20State%20of%20Emergency%20Due%20to%20Coronavirus%20(COVID-19).pdf
Executive Order Opening Schools: https://governor.sc.gov/sites/default/files/Documents/2020-07-11%20eFILED%20Executive%20Order%20No.%202020-44%20-%20State%20of%20Emergency.pdf

**South Dakota Office of the Governor**
500 East Capitol Ave, Pierre SD 57501
Executive Order Closing Schools: https://sdsos.gov/general-information/executive-actions/executive-orders/assets/2020-04.PDF
Executive Order Opening Schools: https://sdsos.gov/general-information/executive-actions/executive-orders/assets/2020-30.PDF

**Tennessee Office of the Governor**
State Capitol, 1st Floor 600 Dr. Martin L. King, Jr. Blvd. Nashville,TN 3743
Executive Order Closing Schools: https://publications.tnsosfiles.com/pub/execorders/exec-orders-lee14.pdf
Executive Order Opening Schools: https://publications.tnsosfiles.com/pub/execorders/exec-orders-lee50.pdf

**Texas Office of the Governor**
State Insurance Building 1100 San Jacinto Austin, Texas 78701
Executive Order Closing Schools:
https://lrl.texas.gov/scanned/govdocs/Greg%20Abbott/2020/GA-08.pdf
Executive Order Opening Schools:
https://lrl.texas.gov/scanned/govdocs/Greg%20Abbott/2020/GA-28.pdf

**Utah Office of the Governor**
350 North State Street, Suite 200 PO Box 142220 Salt Lake City,Utah 84114-2220
Executive Order Closing Schools: https://rules.utah.gov/wp-content/uploads/Utah-Executive-Order-No.-2020-1.pdf
Executive Order Opening Schools: https://rules.utah.gov/wp-content/uploads/Utah-Executive-Order-No.-43.pdf

**Vermont Office of the Governor**
109 State Street, Pavilion Montpelier, VT 05609
Executive Order Closing Schools:
https://governor.vermont.gov/sites/scott/files/documents/EO%2001-20%20Declaration%20of%20State%20of%20Emergency%20in%20Response%20to%20COVID-19%20and%20National%20Guard%20Call-Out.pdf
Executive Order Opening Schools:
https://governor.vermont.gov/sites/scott/files/documents/Amended%20and%20Restated%20Executive%20Order%20No.%2001-20.pdf

**Virginia Office of the Governor**
P.O. Box 1475 Richmond, VA 23218
Executive Order Closing Schools:
https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/eo/EO-51-Declaration-of-a-State-of-Emergency-Due-to-Novel-Coronavirus-(COVID-19).pdf
Executive Order Opening Schools:
https://www.governor.virginia.gov/media/governorvirginiagov/executive-actions/EO-67-and-Order-of-Public-Health-Emergency-Seven---Phase-Three-Easing-of-Certain-Temporary-Restrictions-Due-to-Novel-Coronavirus-(COVID-19).pdf

**Washington Office of the Governor**
PO Box 40002 Olympia, WA 98504-0002
Executive Order Closing Schools: https://www.governor.wa.gov/sites/default/files/20-05%20Coronavirus%20%28final%29.pdf?utm_medium=email&utm_source=govdelivery
Executive Order Opening Schools:
https://www.governor.wa.gov/sites/default/files/Safe%20Start%20Proc%2020-25.5.pdf?utm_medium=email&utm_source=govdelivery

**West Virginia Office of the Governor**
State Capitol, 1900 Kanawha Blvd. E Charleston, WV 25305
Executive Order Closing Schools:
https://governor.wv.gov/Documents/2020%20Proclamations/State-of-Emergency-March-16-2020.pdf

Executive Order Opening Schools:
https://governor.wv.gov/Documents/2020%20Executive%20Orders/Executive-Order-May-30-Reopenings.pdf

**Wisconsin Office of the Governor**
PO Box 1879 Madison, WI 53701
Executive Order Closing Schools: https://evers.wi.gov/Documents/EO/EO072-DeclaringHealthEmergencyCOVID-19.pdf
Executive Order Opening Schools: https://evers.wi.gov/Documents/COVID19/EMO36-SAHDialTurn2.pdf

**Wyoming Office of the Governor**
200 W 24th St, Cheyenne, WY 82001
Executive Order Closing Schools:
https://drive.google.com/file/d/19mX3feCje2NKRrKi_GPiKvwcckGVoVBh/view
Executive Order Opening Schools:
https://drive.google.com/file/d/1wBNZfxWdZ6NAJEvFjPoKxaVRV6RnqzTQ/view

# Appendix E

STATES' EDUCATION DEPARTMENT'S COVID-19 GUIDANCE/MEMOS

**Alabama State Education Department Covid-19 Guidance and Memos**
https://www.alsde.edu/covid-19

**Alaska State Education Department Covid-19 Guidance and Memos**
https://education.alaska.gov/safeschools/infectiousdisease

**Arizona State Education Department Covid-19 Guidance and Memos**
https://www.azed.gov/communications/2020/03/10/guidance-to-schools-on-covid-19/

**Arkansas State Education Department Covid-19 Guidance and Memos**
http://dese.ade.arkansas.gov/divisions/communications/covid-19-information

**California State Education Department Covid-19 Guidance and Memos**
https://www.cde.ca.gov/ls/he/hn/coronavirus.asp

**Colorado State Education Department Covid-19 Guidance and Memos**
https://www.cde.state.co.us/safeschools

**Connecticut State Education Department Covid-19 Guidance and Memos**
https://portal.ct.gov/SDE/COVID19/COVID-19-Resources-for-Families-and-Educators

**Delaware State Education Department Covid-19 Guidance and Memos**
https://www.doe.k12.de.us/domain/599

**District of Columbia State Education Department Covid-19 Guidance and Memos**
https://osse.dc.gov/page/about-osse

**Florida State Education Department Covid-19 Guidance and Memos**
http://www.fldoe.org/em-response/index.stml

**Georgia State Education Department Covid-19 Guidance and Memos**
https://www.georgiainsights.com/coronavirus.html

**Hawaii State Education Department Covid-19 Guidance and Memos**
http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx

**Idaho State Education Department Covid-19 Guidance and Memos**
https://boardofed.idaho.gov/covid-19/

**Illinois State Education Department Covid-19 Guidance and Memos**
https://www.isbe.net/coronavirus

**Indiana State Education Department Covid-19 Guidance and Memos**
https://www.doe.in.gov/covid-19

**Iowa State Education Department Covid-19 Guidance and Memos**
https://educateiowa.gov/article/2020/07/14/covid-19-guidance-and-information

**Kansas State Education Department Covid-19 Guidance and Memos**
https://kasb.org/covid-19-resources-kasb/

**Kentucky State Education Department Covid-19 Guidance and Memos**
https://education.ky.gov/comm/Pages/COVID-19-Updates.aspx

**Louisiana State Education Department Covid-19 Guidance and Memos**
https://www.louisianabelieves.com/resources/covid-19

**Maine State Education Department Covid-19 Guidance and Memos**
https://www.maine.gov/doe/covid-19

**Maryland State Education Department Covid-19 Guidance and Memos**
http://marylandpublicschools.org/newsroom/Pages/COVID-19/index.aspx

**Massachusetts State Education Department Covid-19 Guidance and Memos**
http://www.doe.mass.edu/covid19/

**Michigan State Education Department Covid-19 Guidance and Memos**
https://www.michigan.gov/mde/0,4615,7-140-37818_53456---,00.html

**Minnesota State Education Department Covid-19 Guidance and Memos**
https://education.mn.gov/MDE/dse/health/covid19/

**Mississippi State Education Department Covid-19 Guidance and Memos**
https://www.mdek12.org/COVID19

**Missouri State Education Department Covid-19 Guidance and Memos**
https://dese.mo.gov/communications/coronavirus-covid-19-information

**Montana State Education Department Covid-19 Guidance and Memos**
https://www.montana.edu/education/covid/index.html

**Nebraska State Education Department Covid-19 Guidance and Memos**
https://www.education.ne.gov/publichealth/resources/

**Nevada State Education Department Covid-19 Guidance and Memos**
http://www.doe.nv.gov/coronavirus/

**New Hampshire State Education Department Covid-19 Guidance and Memos**
https://www.education.nh.gov/who-we-are/commissioner/covid-19

**New Jersey State Education Department Covid-19 Guidance and Memos**
https://www.nj.gov/education/covid19/sped/guidance.shtml

**New Mexico State Education Department Covid-19 Guidance and Memos**
https://www.newmexico.gov/education/

**New York State Education Department Covid-19 Guidance and Memos**
http://www.nysed.gov/coronavirus

**North Carolina State Education Department Covid-19 Guidance and Memos**
https://www.dpi.nc.gov/news/covid-19-response-resources

**North Dakota State Education Department Covid-19 Guidance and Memos**
https://www.nd.gov/dpi/parentscommunity/nddpi-updates-and-guidance-covid-19/covid-19-school-guidance

**Ohio State Education Department Covid-19 Guidance and Memos**
http://education.ohio.gov/Topics/Student-Supports/Coronavirus

**Oklahoma State Education Department Covid-19 Guidance and Memos**
https://sde.ok.gov/sites/default/files/FAQS%20FOR%20PUBLIC%20SCHOOLS%20-%20COVID-19.pdf

**Oregon State Education Department Covid-19 Guidance and Memos**
https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/COVID19.aspx

**Pennsylvania State Education Department Covid-19 Guidance and Memos**
https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Pages/default.aspx

**Puerto Rico State Education Department Covid-19 Guidance and Memos**
https://de.pr.gov/

**Rhode Island State Education Department Covid-19 Guidance and Memos**
https://www.ride.ri.gov/InsideRIDE/AdditionalInformation/Covid19.aspx

**South Carolina State Education Department Covid-19 Guidance and Memos**
https://www.scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19

**South Dakota State Education Department Covid-19 Guidance and Memos**
https://covid.sd.gov/

**Tennessee State Education Department Covid-19 Guidance and Memos**
https://www.tn.gov/governor/covid-19.html

**Texas State Education Department Covid-19 Guidance and Memos**

https://www.dshs.texas.gov/coronavirus/

**Utah State Education Department Covid-19 Guidance and Memos**
https://coronavirus.utah.gov/

**Vermont State Education Department Covid-19 Guidance and Memos**
https://www.healthvermont.gov/response/coronavirus-covid-19

**Virginia State Education Department Covid-19 Guidance and Memos**
https://www.vdh.virginia.gov/coronavirus/

**Washington State Education Department Covid-19 Guidance and Memos**
https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources

**West Virginia State Education Department Covid-19 Guidance and Memos**
https://dhhr.wv.gov/covid-19/Pages/default.aspx

**Wisconsin State Education Department Covid-19 Guidance and Memos**
https://dpi.wi.gov/sspw/2019-novel-coronavirus

**Wyoming State Education Department Covid-19 Guidance and Memos**
https://edu.wyoming.gov/educators/covid-19-resources/

# Appendix F

STATES' CONSTITUTIONS AND STATUTES RELATING TO EDUCATION

**Alabama**
Section 256: A liberal system of public schools throughout the state.
http://alisondb.legislature.state.al.us/alison/codeofalabama/constitution/1901/constitution1901_toc.htm

**Alaska**
Article VII, Section 1: A system of public schools open to all children of the State.
https://ltgov.alaska.gov/information/alaskas-constitution/

**Arizona**
Article XI, Section 1: A general and uniform public school system, which system shall include: 1. kindergarten schools; 2. common schools; 3. high schools; 4. normal schools; 5. industrial schools; 6. Universities.
https://www.azleg.gov/constitution/?article=11

**Arkansas**
Article XIV, Section 1: A general, suitable and efficient system of free public schools; shall adopt all suitable means to secure to the people the advantages and opportunities of education.
https://advance.lexis.com/container?config=00JAA3ZTU0NTIzYy0zZDEyLTRhYmQtYmRmMS1iMWIxNDgxYWMxZTQKAFBvZENhdGFsb2cubRW4ifTiwi5vLw6cI1uX&crid=796266e0-72cd-425e-84fd-4a7efa2db8cb

**California**
Article 9, Section 5: A system of common schools.
https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=CONS&tocTitle=+California+Constitution+-+CONS

**Colorado**
Article IX, Section 2: A thorough and uniform system of free public schools throughout the state.
https://advance.lexis.com/container?config=0345494EJAA5ZjE0MDIyYy1kNzZkLTRkNzktYTkxMS04YmJhNjBlNWUwYzYKAFBvZENhdGFsb2e4CaPI4cak6laXLCWyLBO9&crid=64a4f20b-ae88-4e87-a7a6-ef7520bded5a

**Connecticut**
Article XIII, Section 1: Free public elementary and secondary schools in the state.
https://www.cga.ct.gov/asp/Content/constitutions/CTConstitution.htm

**Delaware**
Article X, Section 1: A general and efficient system of free public schools, and may require by law that every child, not physically or mentally disabled, shall attend the public school, unless educated by other means.
https://delcode.delaware.gov/constitution/index.shtml

**District of Columbia**
Division VI, Title 38, Subchapter 2: Be responsible for the planning, coordination, and supervision of all public education and education-related activities under its jurisdiction, including development and support of programs to improve the delivery of education.
https://code.dccouncil.us/dc/council/code/

**Florida**
Article IX, Section 1: A uniform, efficient, safe, secure and high-quality system of free public schools that allows students to obtain a highquality education.
https://www.flsenate.gov/Laws/Constitution

**Georgia**
Article VII, Section 1: The provision of an adequate public education for the citizens shall be a primary obligation of the State of Georgia. Public education for the citizens prior to the college or postsecondary level shall be free and shall be provided.
https://sos.ga.gov/admin/files/Constitution_2013_Final_Printed.pdf

**Hawaii**
Article X, Section 1: A statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefor.
https://lrb.hawaii.gov/constitution

**Idaho**
Article IX, Section 1: A general, uniform and thorough system of public, free common schools.
https://legislature.idaho.gov/statutesrules/idconst/

**Illinois**
Article X, Section 1: An efficient system of high-quality public educational institutions and services.
https://www.ilga.gov/commission/lrb/con10.htm

**Indiana**
Article VIII, Section 1: A general and uniform system of Common Schools, wherein tuition shall be without charge, and equally open to all.
http://iga.in.gov/legislative/laws/const/

**Iowa**
Article IX, Section 12: The education of all the youths of the State, through a system of Common Schools.
http://publications.iowa.gov/135/1/history/7-7.html

**Kansas**
Article VI, Section 1: Intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by
https://kslib.info/832/Article-6-Education

**Kentucky**
Section 183: An efficient system of common schools throughout the State.
https://apps.legislature.ky.gov/law/constitution

**Louisiana**
Article VIII, Section 1: The legislature shall provide for the education of the people of the state and shall establish and maintain a public educational system.
http://senate.legis.state.la.us/documents/constitution/

**Maine**
Article VIII, Section 1: The several towns to make suitable provision, at their own expense, for the support and maintenance of public schools.
https://www.maine.gov/legis/const/

**Maryland**
Article VIII, Section 1: A thorough and efficient System of Free Public Schools.
https://msa.maryland.gov/msa/mdmanual/43const/html/08art8.html

**Massachusetts**
Chapter V, Section 2: Cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns.
https://malegislature.gov/Laws/Constitution

**Michigan**
Article VIII, Section 2: A system of free public elementary and secondary schools as defined by law.
http://www.legislature.mi.gov/(S(nwg3vgts2s3ppxlmzh4wohhl))/mileg.aspx?page=getObject&objectName=mcl-Constitution-VIII

**Minnesota**
Article XIII, Section 1: A general and uniform system of public schools.
https://www.revisor.mn.gov/constitution/

**Mississippi**
Article 8, Section 201: Free public schools.
http://www.sos.state.ms.us/ed_pubs/constitution/constitution.asp

**Missouri**
Article IX, Section 1: Free public schools for the gratuitous instruction of all persons.
http://www.moga.mo.gov/mostatutes/ConstArticleIndexes/T09.html

**Montana**
Part X, Section 1: A system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state … a basic system of free quality public elementary and secondary school
https://leg.mt.gov/bills/mca_toc/CONSTITUTION_X_X.htm

**Nebraska**
Article VII, Section 1: Free instruction in the common schools of this state.
https://nebraskalegislature.gov/laws/articles.php?article=VII-1

**Nevada**
Article 11, Section 2: A uniform system of common schools.
https://www.leg.state.nv.us/

**New Hampshire**
Article 83: To cherish the interest of literature and the sciences, and all seminaries and public schools, to encourage private and public institutions, rewards, and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country.
https://www.nh.gov/constitution/lit.html

**New Jersey**
Article VIII Section IV: A thorough and efficient system of free public schools for the instruction of all the children in the State.
https://www.njleg.state.nj.us/lawsconstitution/constitution.asp

**New Mexico**
Article XII Section 1: A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.
https://www.sos.state.nm.us/Public_Records_And_Publications/2013nmconst.pdf

**New York**
Article XI, Section 1: A system of free common schools, wherein all the children of this state may be educated.
https://www.dos.ny.gov/info/constitution.htm

**North Carolina**
Article IX, Section 2: A general and uniform system of free public schools.
https://www.ncleg.gov/EnactedLegislation/Constitution/NCConstitution.htmll

**North Dakota**
Article VIII, Section 2: A uniform system of free public schools throughout the state, beginning with the primary and extending through all grades up to and including schools of higher education.
https://www.legis.nd.gov/constit/a08.pdf?20160114121656

**Ohio**
Article VI, Section 2: A thorough and efficient system of common schools throughout the State.
https://www.sos.state.oh.us/sos/upload/publications/election/constitution.pdf

**Oklahoma**
Article XIII, Section 1: Free public schools wherein all the children of the State may be educated.
http://oklegal.onenet.net/okcon/XIII.html

**Oregon**
Article VIII, Section 3: A uniform, and general system of Common schools.
https://sos.oregon.gov/blue-book/Pages/default.aspx

**Pennsylvania**
Article III, Section 14: A thorough and efficient system of public education to serve the needs of the Commonwealth.
https://www.pa.gov/

**Puerto Rico**
Article II Section 5. Every person has the right to an education which shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.
https://www.oslpr.org/

**Rhode Island**
Article XII, Section 1: Promote public schools and public libraries, and to adopt all means which it may deem necessary and proper to secure to the people the advances and opportunities of education and public library services.
http://webserver.rilin.state.ri.us/RiConstitution/C12.html

**South Carolina**
Article XI, Section 3: A system of free public schools open to all children in the State and shall establish, organize and support such other public institutions of learning, as may be desirable.
http://www.scstatehouse.gov/scconstitution/A11.pdf

**South Dakota**
Article VIII, Section 1: A general and uniform system of public schools wherein tuition shall be without charge, and equally open to all.
http://legis.sd.gov/Statutes/Constitution/DisplayStatute.aspx?Type=Statute&Statute=0N-8

**Tennessee**
Article XI, Section 12: A system of free public schools.
https://www.tn.gov/sos/bluebook/11-12/TS5_TNFoundingDocs.pdf

**Texas**
Article VII, Section 1: An efficient system of public free schools.
https://capitol.texas.gov/

**Utah**
Article X, Section 1: The Legislature shall provide for the establishment and maintenance of the state's education systems including a public education system, which shall be open to all children of the state.
https://le.utah.gov/xcode/ArticleX/Article_X.html

**Vermont**
Section 68: A competent number of schools ought to be maintained in each town unless the general assembly permits other provisions for the convenient instruction of youth.
https://legislature.vermont.gov/statutes/constitution-of-the-state-of-vermont/

**Virginia**
Article VIII, Section 1: A system of free public elementary and secondary schools for all children of school age throughout The Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.
https://law.lis.virginia.gov/constitution/article8/

**Washington**
Article IX, Section 2: The legislature shall provide for a general and uniform system of public schools.
http://leg.wa.gov/_layouts/15/error.aspx

**West Virginia**
Article XII, Section 1: A thorough and efficient system of free schools.
https://www.wvlegislature.gov/

**Wisconsin**
Article X, Section 3: The establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition.
https://legis.wisconsin.gov/

**Wyoming**
Article 7, Section 1: A complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade.
https://www.wyoleg.gov/

**Middletown Township School District**
P. O. Box 4170
Middletown, NJ 07748

# INDIVIDUALIZED EDUCATION PROGRAM

## STUDENT / GUARDIAN INFORMATION

**Student:** [redacted] **Date of Birth:** [redacted] **Gender:** Male **Local ID:** [redacted]
**Address:** [redacted] **Age:** 15:9 **Native Language:** English **State ID:** [redacted]
**Home #:** [redacted]
**Contacts:** [redacted] Mother **Home/Mobile #:** H: [redacted] M: [redacted] **Work #:** **Email:** [redacted]
**Contacts:** [redacted] Father **Home/Mobile #:** H: [redacted] M: [redacted] **Work #:** [redacted] **Email:** [redacted]

| | | | |
|---|---|---|---|
| **School Year:** 2019-2020 | **Case Manager:** Mary Ellen Laughlin | **School:** Middletown High School South | **Grade:** Grade 9 |
| 2020-2021 | Mary Ellen Laughlin | Middletown High School South | Grade 10 |

**Special Alerts:** Mrs. [redacted] requested to hold a meeting and review the projected program prior to the start of the school year.

## MEETING OR AGREEMENT INFORMATION

**Date:** 06/12/2020
**Reason**: Amendment Agreement without Meeting

## IEP INFORMATION

| | |
|---|---|
| **Projected IEP Start Date:** | 06/12/2020 |
| **Projected IEP End Date:** | 11/25/2020 |
| **Behavior Intervention Plan:** | No |
| **Modifications:** | Yes |
| **Supplementary Aids and Services:** | Yes |
| **Assistive Technology:** | Yes |
| **Supports for School Personnel:** | Yes |
| **Testing Accommodations:** | No |

## PLACEMENT CATEGORY

In the presence of general education students between 40% and 79% of the school day (2019-2020)

In the presence of general education students for 80% or more of the school day (2020-2021)

## STATUS FOR DURATION OF IEP

06/12/2020 - 11/25/2020 Receiving Services

## MOST RECENT ELIGIBILITY INFORMATION

**Determination:** Eligible for Special Education and Related Services
**Classification:** Multiply Disabled
**Extended School Year:** Yes

| | |
|---|---|
| **Most Recent Annual Review Meeting:** | 11/26/2019 |
| **Annual Review Due:** | 11/25/2020 |
| **Most Recent Reevaluation Eligibility Meeting:** | 11/30/2017 |
| **Consent to Waive Reevaluation Received:** | |
| **Reevaluation Due:** | 11/29/2020 |

## INITIAL ELIGIBILITY INFORMATION

| | |
|---|---|
| **Initial Referral:** | 12/03/2008 |
| **Initial Consent to Evaluate:** | 12/12/2008 |
| **Initial Eligibility Determination:** | 02/17/2009 |
| **Initial IEP Meeting:** | 02/17/2009 |
| **Initial Consent to Implement IEP:** | 02/17/2009 |
| **Initial IEP Implemented:** | 02/17/2009 |

## SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

| | | |
|---|---|---|
| Special Class Mild/Moderate Learning or Language Disabilities: Language Arts | 11/26/2019 - 06/18/2020 | 1 x Alternate Days 80 min. |
| Special Class Mild/Moderate Learning or Language Disabilities: Math | 11/26/2019 - 06/18/2020 | 1 x Alternate Days 80 min. |
| Pull-out Resource Replacement: Social Studies | 11/26/2019 - 06/18/2020 | 1 x Alternate Days 80 min. |
| Special Class Mild/Moderate Learning or Language Disabilities: Life Skills | 11/26/2019 - 06/18/2020 | 1 x Alternate Days 80 min. |
| Occupational Therapy: Group | 11/26/2019 - 06/18/2020 | 1 x Weekly 30 min. |
| Occupational Therapy: Individual | 11/26/2019 - 06/18/2020 | 1 x Weekly 30 min. |
| Speech-Language Therapy: Group (not to exceed 5) | 11/26/2019 - 06/18/2020 | 1 x Weekly 30 min. |
| Speech-Language Therapy: Individual | 11/26/2019 - 06/18/2020 | 1 x Weekly 30 min. |
| Occupational Therapy: Group | 09/01/2020 - 11/25/2020 | 1 x Weekly 30 min. |
| Occupational Therapy: Individual | 09/01/2020 - 11/25/2020 | 1 x Weekly 30 min. |
| Speech-Language Therapy: Group (not to exceed 5) | 09/01/2020 - 11/25/2020 | 1 x Weekly 30 min. |
| Speech-Language Therapy: Individual | 09/01/2020 - 11/25/2020 | 1 x Weekly 30 min. |
| Special Transportation: Curb to Curb Transportation | 11/26/2019 - 06/18/2020 | 2 x 5 day cycle |
| Special Transportation: Curb to Curb Transportation | 09/01/2020 - 11/25/2020 | 2 x 5 day cycle |

**SUMMARY-EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

| | | |
|---|---|---|
| Special Class Mild/Moderate Learning or Language Disabilities: All Subjects | 07/22/2020 - 08/20/2020 | 1 x 4 day cycle 240 min. |
| Occupational Therapy: Group | 07/22/2020 - 08/20/2020 | 1 x Weekly 30 min. |
| Speech-Language Therapy: Group (not to exceed 4) | 07/22/2020 - 08/20/2020 | 1 x Weekly 30 min. |

## IEP PARTICIPANTS

Name and date in this section of the IEP documents participation in the meeting and does not indicate agreement with the IEP .
(Original signatures are obtained from each participant at the meeting and are maintained on file.)

| Participant Name and Title | Date | Participant Name and Title | Date |
|---|---|---|---|
| | | | |

* If a required member of the IEP team has been excused from participating in the meeting with parental consent, note the excusal in the required team member's space .

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND CONSIDERATIONS WHEN DEVELOPING THE IEP

**Initial or Most Recent Evaluations/Reports:** Consider relevant data. List the sources of information used to develop the IEP.

| Date | Evaluation/Report | Evaluator | Comments |
|---|---|---|---|
| 11/20/2017 | Learning Evaluation Report | Marian Enny | [redacted] is a male aged 13-2 being evaluated to gather information to help determine educational supports. The evaluation consisted of review of records, testing observations, teacher input, formal measures consisting of selected subtests from the WJIV Test of Achievement. [redacted] came willingly for the testing, which was completed during two sessions with multiple breaks. [redacted] responded to positive reassurance to remain on task. [redacted] was easily distracted by the test material and had to be prompted and redirected to complete the task at hand. [redacted] would also self-distract himself from the task at hand, for example: ask this examiner questions and start to talk about other things, move about the office, and touch things on the examiners desk. This examiner gave him a stress ball to squeeze to help focus on the task at hand. Throughout the evaluation directions were repeated and reworded for clarification. When [redacted] was asked to focus on the task he would ask this evaluator if his teacher was going to be told that he was off task ,or would ask if was being a good boy . This evaluator reassured [redacted] throughout the evaluation that he was working hard.<br>Based on the results of the WJIV Test of Achievement [redacted] has limited performance levels across curricular areas with cluster classifications in the very low range. On the letter-word subtest [redacted] correctly read 22 out of the 35 words presented. [redacted] read the stimulus words quickly and was observed recognizing beginning and ending sounds however changed the medial sound. In passage comprehension [redacted] was able to read initial passages easily but appeared to struggle as the reading increased in difficulty. He had difficulty identifying some words correctly and then struggled with application of syntactic and semantic cues. An academic accommodation may be to incorporate visual and auditory stimulus for understanding of task completion. [redacted] will benefit from directions being repeated, reworded and clarified to complete a task.<br>These results, in conjunction with all other assessments, will be used to determine eligibility for Special Education and Related Services.<br>Marian Nielsen Enny, LDT-C<br>11/21/2017 |
| 11/20/2017 | Psychological Evaluation | Kate Peck | Psychological Evaluation Summary [redacted] is a seventh grade male student who completed the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). [redacted] general cognitive ability, as estimated by the FSIQ of the WISC-V, is in the extremely low range (FSIQ=48). Due to the variability amongst [redacted] index scores, his FSIQ should be deemphasized. His cognitive abilities are understood best by examining his scores at the individual index level. [redacted] Verbal Comprehension abilities are in the very low range (VCI =70), and are an area of personal relative strength. His Visual Spatial abilities are in the extremely low range (VSI=45). His Fluid Reasoning abilities are in the extremely low range (FRI=55). [redacted] Working Memory abilities are in the extremely low range (WMI=51). [redacted] Processing Speed abilities are in the extremely low range (PSI=45). [redacted] verbal reasoning ability is more developed than his nonverbal reasoning abilities at this time. [redacted] exhibited an area of strength on a subtest measuring verbal concept formation (Similarities). In comparing [redacted] 's current |

| | | | |
|---|---|---|---|
| | | | assessment scores to prior evaluation scores, an increase in score in the area of verbal comprehension is noted and a slight decrease in score in the area of processing speed is noted; all other index scores are commensurate with prior evaluation results. [redacted] was a pleasure to work with. These results in conjunction with other evaluations and input will be used to determine continued eligibility for Special Education and Related Services. Katherine Peck, MS, NCSP Certified School Psychologist |
| 11/20/2017 | Speech/Language Evaluation | Christine Merlino | Results of this re-evaluation revealed [redacted] speech/language skills to be in the "deficient" range overall as measured by the CASL-2 with an GLAI score of 53 (0.1 percentile). His highest individual component score on the CASL-2 was on the Synonyms (a measure of lexical/semantic skills) test and his lowest individual component scores were on the Sentence Expression (a measure of syntactic skills) and Nonliteral Language (a measure of supralinguistic skills) tests. Regarding pragmatics, [redacted] obtained a percentile rank of .1 on the Pragmatics Profile of the CELF-5. Articulation, voice and fluency skills were unremarkable. Recommendations will be made together with the Child Study Team. It has been a pleasure working with [redacted] at Thompson Middle School.<br>Christine Merlino, M.A., CCC-SLP<br>Speech Language Pathologist<br>11-20-2017 |
| 11/09/2017 | Neurological Evaluation | Dr. Dorothy Pietrucha | [redacted] was seen by Dr. Pietrucha on Nov 9, 2017. Dr. Pietrucha diagnosed [redacted] with Autism Spectrum Disorder and Generalized Anxiety Disorder. |
| 10/06/2017 | Occupational Therapy Evaluation | Meghan Noonan | [redacted] is a 13-year, 1-month old 7th grade student at Thompson Middle School. He is in Mr. Rosner's LLD classroom. [redacted] current mandate for occupational therapy is for two times per week, once individually and once in the integrated setting. His goals focus on improving his visual motor/perceptual, sensory processing and self-care skills as they relate to the school environment. [redacted] is being re-assessed for occupational therapy as part of the complete Child Study Team re-evaluation. [redacted] skills as they relate to school-based occupational therapy were tested through standardized assessment, clinical observation/functional assessment and teacher report. Scores from the standardized assessments should be interpreted with caution as it is unclear whether [redacted] skill-level was measured accurately due to his decreased motivation and task persistence. [redacted] overall motor skills were determined by the BOT-2 Brief to be "well below average" and in the<br>These results, in conjunction with all other assessments, will be used to determine eligibility for special education and related services. Thank you for the opportunity to participate in this child's care. Please feel free to contact me with any questions or concerns.<br>Meghan Noonan, M.S. OTR<br>Occupational Therapist |

**Statewide and Districtwide Assessments Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Standardized Test Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Strengths of the Student:**

- Lifeskills- [redacted] is a very social individual who comes to class ready and willing to participate on a daily basis. He loves cleaning and cooking and always volunteers for jobs that include cleaning. He works well with peers and is a positive influence in class. MD 10-19

  LLD Mathematics LeMore 10/02/19:
  * [redacted] is very pleasant in class
  * [redacted] participates when called upon
  * Recognizes strategies that are being instructed

  LLD Science LeMore 10/02/19:
  * Asks for help when needed
  * Participates when called upon
  * Identifies information when explained in a way that he can comprehend

  English/S. Studies Balsamo 10/2019
  *pleasant and kind
  *works well with para/teacher
  *will ask questions

  US History 1 (POR)- (B. Masotta 11/2019)
  Positive attitude
  Works well in class
  Will advocate when assistance is needed.
  Has been very open to attempting independent work including writing.

- Occupational Therapy:
  Positive attitude
  willing to participate in a variety of activities
  accepting and social with peers
  remembers OT times and shows up independently
  receptive to feedback for improvement
  - Holly Najdzinowicz, OT 11/2019

**Concerns of the Parent:**

- Parents express concern regarding providing the least restrictive educational settings for [redacted] . [redacted] expresses to his parents that he does not want to be in class with more typical peers .

Parent request IEP meeting 7/31/19

Both parents attended meeting along with in-home therapist, Quinn Batcho .

-Parents express concern for the proposed self-contained, Autism placement .
-Parents indicate that [redacted] is self-aware and his self-esteem is impacted; he wants a more typical school experience rather than be placed in a self-contained Autism program .
-Parents indicate that [redacted] models behaviors whether positive or negative, and they feel he would be more successful if exposed to more typical and verbal peers rather than peers displaying behaviors
-Parents report that [redacted] is familiar with South and he is currently participating in football and is on the campus regularly; they anticipate that he will have a smooth transition to the building
-Parents refuse to accept current program and are requesting the least restrictive placement for [redacted]

MAY 2019 IEP Meeting:

Mr. and Mrs. [redacted] attended this IEP meeting to review/revise [redacted] IEP. They had previously requested that a HS CST representative be present for the meeting . Mary Ellen Laughlin, the high school case manager, was present.

Mrs. [redacted] shared that [redacted] reacts negatively to being with other students with autism and feels that he starts to mimic other students' behaviors when he is home . Mrs. [redacted] stated that he feels like he needs "a person" to feel secure. Additionally, the more anxious [redacted] feels, the more his level of insecurity increases .

There was additional discussion of [redacted] staying in the middle school for another year . [redacted] parents said that he is very aware of the progression of school and wants to transition to high school this fall. They also said that he has a whole group of peers that he has grown up with and is looking to transition up with them . Mom said that they left this decision up to [redacted]

Mrs. Laughlin spoke to the high school program, and the IEP team members discussed how [redacted] can be integrated at the HS level . Mrs. [redacted] said that perhaps he could be scheduled into a general education elective (i.e. chorus) and have a paraprofessional accompany him. Parents would also like to ensure that [redacted] has the option to sit with general education peers at lunch at high school.

[redacted] is the farm manager at his parents' farm, and he is particularly motivated by anything that is functional and useful to him. (He is motivated by jobs, money, etc.)

Because high school autism program is continuing to be proposed, [redacted] parents were offered the chance to view the program . A tour has been scheduled for the morning of May 16th.

NOVEMBER 2018 Annual Review:

The following was discussed:
-Mrs. Shannon discussed some behaviors that have begun to surface in her classroom . They are mostly avoidance tactics, and Mrs . Shannon shared that if she "ignores" the behaviors, it often leads to [redacted] ultimately getting back on track and completing the task demand .
-Ms. Paroumakian, [redacted] Introduction to Theatre teacher, spoke to [redacted] performance in her classroom . She said that he seems to enjoy theatre/drama, but that her biggest concerns for him is his ability to pay attention and follow directions .
-It was discussed having [redacted] repeat 8th grade (so he would have 4 years at the middle school level). At this time [redacted] parents rejected this . They did say that [redacted] is happy at Bayshore and has finally acclimated to the new school and setting; however, they do not want to upset his self-esteem if he stays at Bayshore another year . He is socially aware of the progression of grades. (This can be revisited at a later time if parents choose to change their mind.) [Note: When [redacted] joined the meeting, his parents asked him what he would want to do . [redacted] shared that he would want to

stay at Bayshore. His parents said that they would think more about this and let the case manger know if they change their mind .] For now, this document states that [redacted] will be transitioning to 9th grade for the 2019-20 school year.
-Mr. and Mrs. [redacted] shared that jobs motivate him. Mrs. Shannon said she would look into giving him more jobs around the building, if possible.
-The career center was discussed at length. [redacted] provided the case manager with his application to do the pre-voc assessment the week before this meeting . The case manager informed his parents that based on the nature of the career center, and the amount that the student is expected to complete independently, there were concerns about him being successful in this environment . Case manager said that a paraprofessional could accompany him to the career center but that they would not be able to be present during the actual assessment . [redacted] parents said they will think about this. [Note: When [redacted] joined the IEP meeting to participate, the case manger did tell him about what the Career Center experience would look like, per his parent's request . They wanted [redacted] to be able to make the decision whether or not he would feel comfortable attempting the pre-vocational assessment . He said that this is something he would be interested in. [redacted] parents requested that for now, the case manager hold onto his application but that they will let her know in the coming weeks /months if they want to pursue this.] It was discussed that there are other vocational opportunities at the high school level (such as SLE).
- [redacted] program at the HS level was discussed. At this time, the district members of the IEP team are proposing that he remain in the autism program for the transition to high school . The case manager voiced that she wants to put him in an environment where he will be comfortable and therefore less anxious, and she feels that the academic demands of the LLD setting would be too rigorous for [redacted] at this time.
-Occupational therapy was discussed, as there was recently a change of providers. A phone conference can be scheduled for January, 2019 with the new occupational therapist and Mr. and Mrs. [redacted] so that updated progress and goals can be reviewed. (This document does not have updated input for OT for this meeting.)
- [redacted] anxiety disrupts so much of his processing and socialization. While he feels comfortable interacting and socializing with adults, he often "freezes" with peers. Ms. Pedretti (the SLP) and Mrs. Shannon are both trying to promote peer socialization.
-Mr. and Mrs. [redacted] would like to meet again (with the presence of case manager from the HS level) in the spring.
-The case manager told [redacted] parents that they can email her with any additional concerns that they want documented in this IEP.

## Present Levels of Academic Achievement and Functional Performance:

### Special Factors

- The student does have a behavior disability, explain if necessary. He has been diagnosed with Autism Spectrum Disorder.
The student does not exhibit Behaviors that impede his earning or that of others.
The student does not have Limited English Proficiency.
The student is not Blind or Visually Impaired.
The student has special Communication needs, for which he receives speech/language services.
The student is not Deaf or Hearing Impaired.
The student does require Assistive Technology needs in the development of the IEP. [redacted] utilizes speech to text for writing.

### Occupational Therapy

- 11/2019: [redacted] is receiving OT 2X/week in one individual and one group session. He remembers his OT schedule and shows up independently. [redacted] is always polite and willing to work with myself and peers. We have been working on the areas of fine motor coordination and strength, visual perceptual skills, shoe typing, handwriting, cursive signature and multi- step tasks. We will incorporate keyboarding skills as well. Social skills are corrected as needed and [redacted] is re-directable and accepting of an explanation as needed. Goals were updated for this IEP. I look forward to continued work with [redacted] Holly Najdzinowicz, OT 11/2019.

### Daily Living Skills

- [redacted] is a polite young man. He always brings a positive attitude to class. He gets along well with all his peers and works well in small groups. MD 10-19

### Mathematics

- LLD Mathematics LeMore 11/2019
At the end of the first marking period, [redacted] earned a 78% in Math this year. [redacted] is a pleasure to have in class and he continues to complete his work throughout the period . [redacted] strengths include recognizing place value and identifying characteristics of numbers. [redacted] weaknesses include differentiating between two tasks, completing his work individually and staying on task through out an entire class. [redacted] does not enjoy writing his work and requires additional one on one assistance from either the classroom para or the teacher . [redacted] has the tendency to give up on himself and not work to challenge his capability. [redacted] continues to ask to leave the room or requests professionals in the room to write for him. My only concern with [redacted] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students . This is very disruptive to other students and it is impeding on the presentation of the current lesson. CL

**Science**

- LLD Science LeMore 11/2019
  Presently [redacted] has earned an 81% in Science so far this year. [redacted] is a pleasure to have in class and he continues to try his best to get assignments completed . [redacted] strengths include a positive attitude and a desire to please his paraprofessionals and teachers in the classroom . [redacted] will complete his assignments, but requires additional attention and support to write the material down or recognize what the activity is asking him to do on a daily basis . After instruction and material is presented and reviewed, [redacted] still continues to ask for additional explanations and clarity . [redacted] struggles with reading comprehension and recognizing key terms that are displayed in the text . Another concern that pertains to [redacted] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students . This is very disruptive to other students and it is impeding on the presentation of the current lesson . CL

**English Language Arts**

- [redacted] is adjusting to our classroom routine . We are working on having him do things more independently . He requires additional time in the morning getting to class due to having to put his equipment away.
  The time has been shorter than from the beginning of school but he is still arriving late . The para has been trying to get him to do these things independently but [redacted] is very hesitant to walk around the building without a para. [redacted] is completing a modified version of our assignments . He benefits from having visual examples of the expectation and having someone check in with him while working independently. [redacted] is happy and pleasant but often asks to get a drink, go to the bathroom, go to the nurse or go for a walk . [redacted] requires an adjustment to the length of assignments as it takes him longer to complete assignments. [redacted] seems to enjoy our novels when we read them aloud . He answers questions when called upon and even volunteers during whole class discussions and lessons. He benefits from visual and verbal prompting . Answering comprehension questions in written form is very difficult for him . When answering multiple choice type questions he benefits from having the questions read aloud one on one . We are trying to get [redacted] to use his free time during school to complete is vocabulary homework assignments . Currently, he is not completing them on his own time . A classroom para has been working on the 2 weekly assignments with him during our Do Now time. (N. Balsamo 11/2019)

**Social Studies**

- [redacted] enjoys map skills and seems very self motivated to discuss and participate in lessons that focus on NJ and key people in our country . He retains facts about NJ and remembers who the names of people in our government. He requires assistance when completing map work on his own . He benefits from reminders to stay on task when working together as a whole class completing an assignment. Just benefits from limiting the number of questions asked . We have been having him dictate answers while someone scribes, then he copies the scribed sentences . Justin is pleasant and happy. He does ask to leave the class often . (N. Balsamo 10/2019)
- [redacted] is a new addition to the class in the middle of the Marking Period . He transitioned well into POR. He was familiar with all his classmates and feels comfortable in class . The addition of a Para to assist him has been a great motivation for [redacted] to remain on task . [redacted] will certainly attempt independent work, and will advocate for himself when assistance is needed . he is encouraged to complete the task on his own and not having the para write it for him . Positive reinforcement and acknowledgement of the hard work and success (regardless of the time taken to complete task) has been a part of [redacted] moving toward as much academic independence as possible . [redacted] enjoys map skills tasks and thus far has completed it virtually by himself . Overall, [redacted] gives his best effort day to day. [redacted] does ask to leave the room frequently, however, he does return ready to work and does not wander the halls (para escort if needed). At times it seems [redacted] may need a quest walk to collect his thoughts and return ready to work . He is a joy to have in class, works well with others, and has a positive respectful attitude to all. (B . Masotta 11/2019)

**Speech/Language**

- [redacted] continues to participate in speech and language services both integrated into his language arts classes, and in pullout individual service . During integrated services [redacted] is encouraged to ask and answer "wh" questions pertaining to material presented in class . [redacted] sequences weekend activities without assistance and requires the occasional reminder to participate regularly . [redacted] participates verbally more in conversation when he is in a one on one situation with adults . In the classroom [redacted] appears to be "shy" and requires assistance to respond with proper syntax and semantics. In his individual session [redacted] respond readily to verbally presented material and his verbal utterances appear longer and more complex in the one on one situation . [redacted] experiences difficulty with abstract material presented with multiple layers of information . he requires simple one or two step verbal verbal directives that are routinized . Nick Trezza 12/16/2019

**How the Student's Disability Affects his or her Involvement and Progress in the General Education Curriculum:** For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities.

- At this time [redacted] requires a high level of support to complete his work and he requires behavioral support .

  He also receives Speech & Language Therapy and Occupational Therapy .

**Special Considerations:** If in considering any of the special factors listed below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

**Indicate if the student has any needs as a result of Limited English proficiency:**
- Considered but not applicable

**Indicate if the student has communication needs:**
- Communication Needs are included in the Academic, Developmental, Functional and Any Other Needs section

**Indicate if the student's behavior impedes his or her learning or that of others:**
- Not applicable

**Indicate if the student is in need of any assistive technology devices and services:**
- Assistive devices and services are included within the Modifications and Supplementary Aids and Services section

**Beginning with the IEP in place for the school when the student will turn age 14 or younger, if appropriate, indicate if there is a need for consultation from agencies that provide services for individuals with disabilities:**
- Considered but not applicable

**For a student who is deaf or hard of hearing, indicate the need for opportunities for direct communication with peers and professional personnel:**
- Not applicable

**For a student who is blind or visually impaired, the IEP shall provide for instruction in Braille and the use of Braille:**
- Considered but not applicable

**Needs - Academic, Developmental, Functional and any other Needs that result from the Student's Disability and Special Considerations:**

**English Language Arts**

- [redacted] requires the use of visual supports and teacher assistance to assist with writing a summary .
- -visual supports, clarifying directions, repeating directions back, para one to one assistance with written assignments
  -comprehension
  -writing a sentence that he formulates

**Mathematics**

- [redacted] requires the use of the calculator and reminders to stay on task .
- [redacted] requires additional notes and the use of a calculator for calculation activities .
  needs additional support after discussion of material to recognize key ideas
  needs redirection and refocus to complete assigned tasks

**Eligibility Statement**

- [redacted] is eligible for Special Education under the classification of Multiply Disabled due to the disabling conditions of communication impaired, autism, generalized anxiety disorder, and specific learning disability due to significant discrepancies between his verbal comprehension and his achievement in the areas of listening comprehension, basic reading, reading comprehension, and math problem solving.

**Daily Living Skills**

- -Directions Clarified
  -Redirected
  -Info broken down into small segments

**Science**

- [redacted] requires additional notes.
needs additional support after discussion of material to recognize key ideas
needs redirection and refocus to complete assigned tasks.

**Social Studies**

- -visual supports
clarification of directions and expectations
tasks broken down,
Preferential seating
Extended time on assignments/tests
Modified reading and writing activities
Redirect as needed
Positive reinforcement
Proximal monitoring
Limited "Hall breaks"
Predefined Vocabulary
Modified assessments

**Occupational Therapy**

- visual perceptual skills
handwriting skills
ADL tasks
IADL / pre-vocational skills
social skills
Holly Najdzinowicz, OT 11/2019

## STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger if appropriate, develop the long range educational plan for the student's future which includes a statement of the student's strengths, interests and preferences; a course of study; related strategies and/or activities; a description of the need for consultation from other agencies; and, as appropriate, identify interagency linkages and responsibilities

**Statement of the Student's Strengths, Interests and Preferences:**

-

He shared that he enjoys cooking, animals (especially horses), riding tractors, and being the barn manager at his family's farm . He also plays on the Lincroft Chargers football team. He said that he enjoys going to Texas Roadhouse and Livottis. He also likes to volunteer.

**Courses of Study:** Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.

**Grade 9:** Language Arts-self-contained, LLD
Social Studies-POR
Fundamentals of Science
Math-self-contained, LLD
Physical Education/Health
Concert Choir
Applied Art & Design I

**Grade 10:**

**Grade 11:**

**Grade 12:**

**Related Strategies and/or Activities:** In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

- Mrs. Laughlin, the high school case manager, attended this IEP meeting to discuss opportunities available at the high school level .

Please note: [redacted] had his prevocational assessment completed in February of 2019. At this time, he has not been accepted into the program. The full pre-vocational report was mailed home to [redacted] parents and is included in his blue file.

**Statement of Consultation:** Indicate the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, the Division of Vocational Rehabilitation Services in the Department of Labor.

**List the name of any agency from which consultation is needed:** Can be determined at HS level

**Name of school staff person who will be the liaison to postsecondary resources:** Case manager

**Statement of Needed Interagency Linkages and Responsibilities:** As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each agency.

| | | |
|---|---|---|
| - Considered but not applicable | | |

## STATEMENT OF APPROPRIATE MEASURABLE POSTSECONDARY GOALS AND TRANSITION SERVICES

Beginning with the IEP in place for the school year when the student will turn age 16, or younger if appropriate, indicate the student's desired postsecondary school goals and transition services.

**Measurable Postsecondary Goals:** Indicate the student's desired post-school goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living.

**Postsecondary Education** (Including, but not limited to, college, vocational training, and continuing and adult education)

- Different options were discussed. At this time it is unknown what path [redacted] will pursue.

**Employment/Career**

- [redacted] wants to work at Tractor Supply, Livotti's, or Staples. He also wants to be a chef.

**Independent Living Skills** (if appropriate)

- At this time it is unknown what kind of support [redacted] will need. ([redacted] was not present during this discussion.)

Note: At this meeting guardianship was discussed, and Mr. and Mrs. [redacted] were informed that age 18 [redacted] will have guardianship over himself unless the parents take legal steps to retain guardianship.

**Transition Services: Coordinated Activities/Strategies:** Indicate the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

| Activities/Strategies Related to Measurable Postsecondary Goals | Expected Date of Implementation | Person or Agency Arranging and/or Providing Services |
|---|---|---|
| **Instruction - Postsecondary Education/Training** | | |

| | | |
|---|---|---|
| - Participate in independent living skills curriculum (Education/Training)<br>Participate in classes to learn work related skills (Employment/Career)<br>Participate in classes to learn skills needed to obtain and maintain employment (Employment/Career)<br>Participate in IEP meetings and articulate vocational and career goals (Employment/Career)<br>Learn self advocacy skills necessary to be successful at work (Employment/Career) | 11/26/2019 | LEA<br>Student<br>Parent |
| **Related Services**<br>- e.g. Speech/Language services to improve communication skills (Education/Training, Employment/Career)<br>e.g. Occupational Therapy to improve fine motor skills (Education/Training, Employment/Career) | 11/26/2019 | LEA<br>Student<br>Parent |
| **Community Experiences**<br>- Meet with DVRS Counselor to review post secondary education plans as they relate to a career during junior or senior year(Education/Training)<br>Encourage community participation | 11/26/2019 | LEA<br>Student<br>Parent |
| **Employment and Other Post-School Adult Living Objectives**<br>- Consider possible participation in SLE | 11/26/2019 | LEA<br>Student<br>Parent |
| **Daily Living Skills (if appropriate)**<br>- Learn to care for personal needs (Independent Living)<br>Learn how to buy and prepare food (Independent Living)<br>Learn how to buy and care for clothing (Independent Living)<br>Learn about and plan for leisure activities including scheduling and financial needs (Independent Living) | 11/26/2019 | LEA<br>Student<br>Parent |
| **Functional Vocational Evaluation (if appropriate)**<br>- A transition assessment may be completed during the high school years.<br>A Vocational Assessment may be completed during the high school years. | 11/26/2019 | LEA<br>Student<br>Parent |

## BEHAVIORAL INTERVENTIONS

If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP.

**Are Behavioral Interventions Appropriate at This Time?** No

## PROGRESS REPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals.

Written reports will be provided quarterly.

Parents will be provided progress reports at the same time as report cards. Progress report will also be provided for ESY.

## ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

**Area:** READING

**Goal: 1.** After listening to narrative and/or informational text read aloud, [redacted] will answer 2 questions about key details in the text with 75% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 1.1 | After listening to appropriate text, [redacted] will identify the character, setting, major event or essential information from the text when presented with 3 choices. | 75% success | Teacher devised tests or worksheets |

**Area:** WRITING

**Goal: 2.** [redacted] will write an informational/explanatory text naming the topic and supplying 1 pieces of information about the topic, including a closing statement with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 2.1 | [redacted] will write 1 details about a selected informational/explanatory topic and write closure to the text. | 80% success | Teacher devised tests or worksheets |

**Area:** WRITING Social Studies

**Goal: 3.** [redacted] will write a narrative, which includes a closing statement, using 2 details to describe an event with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 3.1 | [redacted] will identify closing statements within 3 text examples. | 80% success | Writing samples |
| 3.2 | [redacted] will write about events in sequential order and include 2 details (e.g., I went to school today. After school, I went to the store with my mom to buy sneakers.). | 80% success | Teacher devised tests or worksheets |

**Area:** MATHEMATICS

**Goal: 4.** [redacted] will demonstrate understanding of Math concepts with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 4.1 | [redacted] will complete addition and subtraction word problems with extra information. | 80% success | Teacher devised tests or worksheets |
| 4.2 | [redacted] will complete multiplication and division problems with the use of a calculator. | 80% success | Teacher devised tests or worksheets |
| 4.3 | [redacted] will complete functional math workbook (Menu Math). | 80% success | Portfolio materials |

**Goal: 5.** [redacted] will use the four operations with whole numbers to solve problems with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 5.1 | [redacted] will solve problems using the correct operations (addition, subtraction, multiplication and division). | 80% success | Teacher devised tests or worksheets |

**Goal: 6.** [redacted] will write and interpret numerical expressions that record calculations with numbers with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 6.1 | [redacted] will correctly translate simple verbal expressions into written expressions. | 80% success | Teacher devised tests or worksheets |

**Area:** SPEECH / LANGUAGE

**Goal: 7.** [redacted] will draw 3conclusions and identify 1 main ideas following a short story in a therapy session with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 7.1 | [redacted] will convey extended explanations and provide 5 detailed descriptions when answering questions about a story or event. | 80% success | Observation checklists |

**Goal: 8.** [redacted] will recall and comprehend a sequence of 3 of events from a story presented in class with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 8.1 | [redacted] will recall and comprehend a sequence of 5 events presented orally from a story. | 80% success | Observation checklists |

**Goal: 9.** [redacted] will adhere to 5 conversational rules (e.g. initiate conversation, request/respond to clarification, allow and maintain pause) during the therapy session with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 9.1 | [redacted] will introduce relevant topics and ask 3 questions that are relevant to the topic. | 80% success | Observation checklists |

**Goal: 10.** [redacted] will identify 4 types of figurative language with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 10.1 | [redacted] will identify and interpret the meanings of idioms, metaphors, similes, or proverbs. | 80% success | Observation checklists |

**Area:** MOTOR SKILLS

**Goal: 11.** Occupational Therapy: [redacted] will use near point copying skills to transcribe letters, words, sentences or drawings from one source to another piece of paper for 10 minutes in a variety of academic settings with 90% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 11.1 | Occupational Therapy: [redacted] will produce a legible cursive signature with a visual model. | 90% success | Recorded observations |
| 11.2 | Occupational Therapy: [redacted] will copy 2 paragraphs from one page to another with good legibility and organization of page. | 90% success | Recorded observations |

**Goal: 12.** Occupational Therapy: [redacted] will independently perform common functions within a word processing program in order to complete classroom assignments or activities across academic settings with 90% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 12.1 | Occupational Therapy: [redacted] will use the word processing program and the keyboard to type sentences/paragraphs for 10 minutes with good quality and completion. | 90% success | Recorded observations |

**Area:** DAILY LIVING SKILLS

**Goal: 13.** Occupational Therapy: [redacted] will perform fine fasteners related to dressing tasks with 90% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 13.1 | Occupational Therapy: [redacted] will tie and untie his shoelaces with minimal cues. | 90% success | Recorded observations |

**Area:** SOCIAL STUDIES

**Goal: 14.** Student will be able to comprehend and apply "Map Keys" to effectively ID prominent map features with 75% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 14.1 | Student will demonstrate effective map skills in a variety of ways. ID of US States, ID of prominent geographical features, major bodies of water. | 75% success | Teacher devised tests or worksheets; Class participation |

**Goal: 15.** [redacted] will demonstrate understanding of map skills with 80% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 15.1 | [redacted] will be able to use a map key to answer questions. | 80% success | Teacher devised tests or worksheets |
| 15.2 | [redacted] will be able to read a schedule to answer questions. | 80% success | Teacher devised tests or worksheets |

**Area:** OTHER Occupational Therapy

**Goal: 16.** [redacted] will demonstrate improved visual motor and motor planning skills to increase independence within school environment with 90% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 16.1 | [redacted] will complete shoe tying task on shoe with no more than one verbal or gestural prompt. | 4 out of 5 trials | Structured observations of targeted behavior |
| 16.2 | [redacted] will type one age appropriate paragraph within allotted time frame using two hands on keyboard independently. | 4 out of 5 trials | Structured observations of targeted behavior |

**Goal: 17.** [redacted] will demonstrate improved pre-vocational skills to increase independence within school environment with 90% success

| Benchmarks or Short Term Objectives | | Criteria | Evaluation Procedure |
|---|---|---|---|
| 17.1 | [redacted] will complete a 4-step vocational task (e.g. sort, stack, staple, file) after given verbal directions independently. | 4 out of 5 trials | Structured observations of targeted behavior |
| 17.2 | [redacted] will sign check forms with legible cursive signature within allotted space with a visual model. | 4 out of 5 trials | Writing samples |

## MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE GENERAL EDUCATION CLASSROOM AND/OR SPECIAL EDUCATION CLASSROOM

State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. If the student will not be participating in the general education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. State the supplementary aids and services that will be provided to the student or on behalf of the student. Identify any assistive technology devices and services to be provided. For preschool students, review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities. Each modification, supplementary aid or service, and assistive technology device should be entered separately.

**Modifications:**

| Classroom | Modifications |
|---|---|
| General Education | - P/F for Chorus<br><br>Computer access for written assignments<br>Study Guides<br>Homework Assignment Pads<br>Administer tests orally<br>Allow to answer verbally as appropriate<br>Allow additional time for test completion.<br>Limit the length of tests.<br>Review material for classroom tests to teach test-taking skills.<br>Clearly define limits and expectations.<br>Provide success-oriented experiences.<br>Provide positive reinforcement.<br>Allow student to work at own pace and avoid time pressure situations.<br>Praise attempts at independence.<br>Require appropriate independence.<br>Provide responsibilities within the classroom.<br>Break down tasks into manageable tasks.<br>Redirect attention.<br>Rephrase, repeat directions.<br>Use visual clues.<br><br>In order to promote motivation: (for classroom paraprofessional also):<br><br>• work problems should be few in number<br><br>• work should be understandable<br><br>•expectations for work and behavior should be stated positively<br><br>• work should be doable<br><br>• work should be manageable<br><br>•assignments should be posted in easy view<br><br>• Teach, review, and reinforce |

| | | |
|---|---|---|
| | | Provide computerized review of classwork (Quizlet)<br><br>Provide Copy class notes<br><br>Modify lengthy written work/assignments/essays<br><br>Scheduling Consideration:<br>Provide student with a copy of daily schedule •<br>Begin class with something motivating •<br>Schedule several short activities instead of one long one •<br>Vary types of activities and length<br>Break DT tasks into manageable 'chunks':<br>DT may refuse/escape activities that he finds find too hard or tedious.<br>Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake.<br>If he must complete a large number of subtasks, include an occasional 'fun break'<br>Offer choices when needed if unmotivated<br>Establish class times for built-in breaks to help avoid escape behaviors<br>Use praise to help increase the re-occurrence of appropriate behavior.<br><br>ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors. |
| Special Education | - | Computer access for written assignments<br>Study Guides<br>Homework Assignment Pads<br>Administer tests orally<br>Allow to answer verbally as appropriate<br>Allow additional time for test completion.<br>Limit the length of tests.<br>Review material for classroom tests to teach test-taking skills.<br>Clearly define limits and expectations. Provide success-oriented experiences.<br>Provide positive reinforcement.<br>Allow student to work at own pace and avoid time pressure situations.<br>Praise attempts at independence.<br>Require appropriate independence.<br>Provide responsibilities within the classroom.<br>Break down tasks into manageable tasks.<br>Redirect attention. Rephrase, repeat directions. Use visual clues.<br><br>In order to promote motivation: (for classroom paraprofessional also):<br><br>• work problems should be few in number<br><br>• work should be understandable |

•expectations for work and behavior should be stated positively

• work should be doable

• work should be manageable

•assignments should be posted in easy view

• Teach, review, and reinforce

Provide computerized review of classwork (Quizlet)

Provide Copy class notes

Modify lengthy written work/assignments/essays

Scheduling Consideration: Provide student with a copy of daily schedule

• Begin class with something motivating

• Schedule several short activities instead of one long one

• Vary types of activities and length

Break DT tasks into manageable 'chunks': DT may refuse/escape activities that he finds find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake. If he must complete a large number of subtasks, include an occasional 'fun break'
Offer choices when needed if unmotivated

Establish class times for built-in breaks to help avoid escape behaviors

Use praise to help increase the re-occurrence of appropriate behavior.

ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors.

**Supplementary Aids and Services:**

| Classroom | Supplementary Aids and Services |
|---|---|
| General and Special Education | - Math Manipulatives Calculator for math problems<br>Copy of class schedule<br>Classroom paraprofessional in all academic subjects and in electives |

**Assistive Technology Devices and Services:**

| Classroom | Assistive Technology Devices and Services |
|---|---|
| Special Education | - [redacted] may utilize speech to text for writing. |

**SUPPORTS FOR SCHOOL PERSONNEL**

State the supports for school personnel that will be provided for the student. Supports may include, but is not limited to, training for school personnel, consultation, and access to research-based materials and resources.

- Teacher/Parent Conferences
  Child Study Training
  Case Manager will monitor progress and communicate with parents
  Teacher and student consultation as needed
  Faculty Inservices/Workshops

**STATEMENT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

| Special Education Programs | Location | Subject | Start and End Dates | Frequency | Period | Duration |
|---|---|---|---|---|---|---|
| Special Class Mild/Moderate Learning or Language Disabilities | Special Education Classroom | Language Arts | 11/26/2019 - 06/18/2020 | 1 | Alternate Days | 80 min. |
| Special Class Mild/Moderate Learning or Language Disabilities | Special Education Classroom | Math | 11/26/2019 - 06/18/2020 | 1 | Alternate Days | 80 min. |
| Pull-out Resource Replacement | Pull-Out of Classroom | Social Studies | 11/26/2019 - 06/18/2020 | 1 | Alternate Days | 80 min. |
| Special Class Mild/Moderate Learning or Language Disabilities | Special Education Classroom | Life Skills | 11/26/2019 - 06/18/2020 | 1 | Alternate Days | 80 min. |

| Related Services or Speech Language Services for Students Eligible for Speech/Language Services | Location | Ratio | Start and End Dates | Frequency | Period | Duration |
|---|---|---|---|---|---|---|
| Occupational Therapy | Service Provider Location | Group | 11/26/2019 - 06/18/2020 | 1 | Weekly | 30 min. |
| Occupational Therapy | Push-in/Pull-out | Individual | 11/26/2019 - 06/18/2020 | 1 | Weekly | 30 min. |
| Speech-Language Therapy | Service Provider Location | Group (not to exceed 5) | 11/26/2019 - 06/18/2020 | 1 | Weekly | 30 min. |
| Speech-Language Therapy | Service Provider Location | Individual | 11/26/2019 - 06/18/2020 | 1 | Weekly | 30 min. |
| Occupational Therapy | Service Provider Location | Group | 09/01/2020 - 11/25/2020 | 1 | Weekly | 30 min. |
| Occupational Therapy | Push-in/Pull-out | Individual | 09/01/2020 - 11/25/2020 | 1 | Weekly | 30 min. |
| Speech-Language Therapy | Service Provider Location | Group (not to exceed 5) | 09/01/2020 - 11/25/2020 | 1 | Weekly | 30 min. |
| Speech-Language Therapy | Service Provider Location | Individual | 09/01/2020 - 11/25/2020 | 1 | Weekly | 30 min. |

Classes and related services are to be provided according to the school calendar and may be impacted by field trips, assemblies and other unique activities relevant to the regular school program .

| Special Transportation Related Services | Comments | Start and End Dates | Frequency | Period |
|---|---|---|---|---|
| Curb to Curb Transportation | To and From School | 11/26/2019 - 06/18/2020 | 2 | 5 day cycle |
| Curb to Curb Transportation | To and from school | 09/01/2020 - 11/25/2020 | 2 | 5 day cycle |

## STATEMENT OF EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

Determine whether the student needs an extended school year (ESY) program. An extended school year program is provided in accordance with the student's IEP when an interruption in the educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time.

**Does the student need an extended school year program?** Yes

**Extended School Placement Location:** Thorne Middle

**List relevant factors considered in determining whether the student needs an ESY Program:**

- The degree of regression [redacted] would experience as a result of interruption in educational services and the amount of time required to regain his prior skill level .

| Special Education Programs | Location | Subject | Start and End Dates | Frequency | Period | Duration |
|---|---|---|---|---|---|---|
| Special Class Mild/Moderate Learning or Language Disabilities | Special Education Classroom | All Subjects | 07/22/2020 - 08/20/2020 | 1 | 4 day cycle | 240 min. |

| Extended Related Services or Speech Language Services for Students Eligible for Speech/Language Services | Location | Ratio | Start and End Dates | Frequency | Period | Duration |
|---|---|---|---|---|---|---|
| Occupational Therapy | Push-in/Pull-out | Group | 07/22/2020 - 08/20/2020 | 1 | Weekly | 30 min. |
| Speech-Language Therapy | Push-in/Pull-out | Group (not to exceed 4) | 07/22/2020 - 08/20/2020 | 1 | Weekly | 30 min. |

## PLACEMENT DECISION

* NOTE: In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**Placement decision category for students with disabilities ages 6-21:** In the presence of general education students between 40% and 79% of the school day

## RATIONALE FOR REMOVAL FROM GENERAL EDUCATION

Decisions regarding placement are based on the individual needs of students and must begin with consideration of the general education setting. The purpose of this page is to document the discussions that have occurred with respect to accommodations, modifications, and supplementary aids and services in each academic or functional area that are necessary to educate the student in the general education setting.

If the student will be included in the general education setting for more than 80% of the time, *no rationale is required*. Items 1 through 3 of this section of the IEP need not be completed or included in the student's IEP.

If a student will not be included in the general education setting for more than 80% of the time, items 1 through 3 below MUST be completed for each CONTENT/SUBJECT AREA.

* NOTE: In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**If a student will not be included in the general education setting for 80% or more of the time, items 1 through 3 below MUST be completed for each content/subject area.**

**1. Identify the supplementary aids and services that were considered to implement the student's annual goals. Explain why they are not appropriate to meet the student's needs in the general education class:**

- An In-Class Support teacher, a pull out replacement class, a modified curriculum, additional processing time, Curricular or instructional modification were considered; they were rejected because: class size is too large to accommodate individual needs, lack of individual instruction due to time constraints, Lack of structure in classroom, pace of curriculum is too fast .

**2. Document the comparison of the benefits provided in the general education class and the benefits provided in the special education class:**

- The benefit of a regular education classroom would be increased exposure to the general education curriculum, peers, and skill models . A special education classroom provides [redacted] with a smaller class environment, modified curriculum, small group instruction, multi-sensory approach, and multiple exposures to the lesson .

**3. Document the potentially beneficial or harmful effects which a placement (in the general education class) may have on the student with disabilities or the other students in the class:**

- The harmful effects from participation in a regular education program are: minimal educational benefit due to lack of structure or individualized instruction, the distribution of education to the other students in the class would be significant; the class size to too large and is distracting, the implementation of the IEP would be seriously affected . The harmful effects of the special education placement are: reduced self-esteem on the part of the student with the disability; lack of continuity of instruction; difficulty with the transition from the general education setting to the special education setting and back; possible modeling of inappropriate language or behavior of other students with disabilities in the class

## TRANSITION PLANNING ACTIVITIES FOR STUDENTS IN SEPARATE SETTINGS

For students in a separate setting for all or part of a school day, set forth activities necessary to move the student to a less restrictive placement. A separate setting is defined as a building without general education students.

- Not Applicable

## MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES

State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities. In addition, for students in an out-of-district placement, delineate how the student will participate with nondisabled peers in extracurricular and nonacademic activities including, if necessary, returning the student to the district in order to facilitate such participation.

- [redacted] will be able to participate fully in extra-curricular and non-academic activities with supervision

## LENGTH OF SCHOOL DAY

Document the length of the school day, if different from the length of the school day for nondisabled peers.

- Regular school day warranted

## STATEMENT OF THE STUDENT'S TRANSITION FROM ELEMENTARY TO SECONDARY PROGRAM

- Not applicable

## PARTICIPATION IN DISTRICTWIDE AND STATEWIDE ASSESSMENT PROGRAM

Indicate any individual modifications in the administration of Statewide or districtwide assessments of student achievement needed for the student to participate. If it is determined that the student shall not participate in a particular Statewide or districtwide assessment of student achievement (or part of such an assessment), indicate why that assessment is not appropriate for the student and indicate how the student shall be assessed.

**Student will Participate in the Following Assessments:**

- Grade 09: NJSLA Assessment for ELA/Literacy
- Algebra I: NJSLA Assessment for Mathematics

**Testing Modifications/Accommodations Needed for Districtwide, Statewide and Classroom Assessments:**

- Considered but not applicable

## GRADUATION REQUIREMENTS

Beginning at age 14, identify the State and local graduation requirements that the student will be expected to meet. The statement must be reviewed annually. If the student is exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, provide a rationale below and list any alternate proficiencies the student is expected to achieve.

| State the Graduation Requirement | Exemption | If the student is exempt from the meeting the graduation requirement, provide a rationale for the exemption. |
|---|---|---|
| Attendance: | No | |
| Credit Hours: | No | |
| Statewide Assessment: | No | |
| Other (Local Graduation Requirements): | Yes | [redacted] will fulfill graduation requirements as specified within his IEP. |

- [redacted] will fulfill graduation requirements as specified within his IEP.

Alternate Requirement - Provide a description of any alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma :

- [redacted] will fulfill graduation requirements as specified within his IEP.

## NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT

This form describes the information required in each of the components of written notice for an IEP meeting.
The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

**Describe the proposed action and explain why the district has taken such action:**

- The district is proposing to amend the IEP without an IEP Team meeting as follows: IEP Amendment to add ESY due to regression from virtual instruction.
- After careful consideration and review of all evaluative materials and school reports, the IEP Team is proposing that [redacted] IEP be amended.

**Describe any options considered and the reasons those options were rejected:**

- There were no other options considered at this time.

**Describe the procedures, tests, records or reports and factors used in determining the proposed action:**

- A review of previous evaluations, current progress reports and student records.

**If applicable, describe any other factors that are relevant to the proposed action:**

- There were no other factors relevant at this time.

## TRANSFER OF RIGHTS AT AGE OF MAJORITY

**On 9/10/2022, [redacted] will turn age 18 and become an adult student. The following rights will transfer to [redacted]**

- The school district must receive written permission from [redacted] before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- The school must send a written notice to [redacted] whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP), placement, or the provision of a free, appropriate public education (FAPE).
- You, the parent(s), may not have access to [redacted] educational records without his consent, unless he continues to be financially dependent on you.
- The district will continue to provide you, the parent(s), with notice of meetings and of any proposed changes to your adult child's program, unless you or the student notify the district, in writing, that the student is financially independent.
- Any time [redacted] disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If [redacted] wishes, he may write a letter to the school giving you, the parent(s), the right to continue to act on his behalf in these matters.

## PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is, or may be determined, eligible for special education services or as an adult student who is, or may be determined, eligible for special education, you have rights regarding identification, evaluation, classification, development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, *Parental Rights in Special Education* (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, when a disciplinary action that constitutes a change in placement is imposed by your school district, and the first time a due process hearing or complaint investigation is requested. In addition, a copy will be provided to you at your request.

**To obtain a copy of PRISE, please contact:** Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038

**For help in understanding your rights, you may contact any of the following:** Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038
Statewide Parent Advocacy Network (SPAN) at (800) 654-7726
Protection and Advocacy, Inc., at (800) 922-7233
NJDOE- Monmouth County, Colleen Dalrymple 732-431-7810

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| | |
|---|---|
| **STUDENT NAME:** [redacted]<br>**DATE OF BIRTH:** [redacted] **LOCAL ID #:** [redacted] | **DISABILITY CLASSIFICATION:** Autism |
| **PROJECTED DATE IEP IS TO BE IMPLEMENTED:**04/07/2020 | **PROJECTED DATE OF ANNUAL REVIEW:**04/06/2021 |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)**

[redacted] is a 6 year-old girl with a classification of autism.
[redacted] participates in Standard Assessment.

Previous Individualized Education Program (IEP) completed (May 24, 2019): Provided Information about [redacted] Activities of Daily Living (ADL), Intellectual Functioning and Social Development previously reported and progress over the past year.

Based on recent assessments, [redacted] intellectual and academic skills are below her peers her age in community schools. This precludes her participation in the general education curriculum without modifications and accommodations. [redacted] will receive Specially Designed Instruction in all academic and vocational areas as needed.

[redacted] student work portfolio will also be used to assess her progress throughout the year.

[redacted] was also assessed through teacher observations and data folios.
Based on teacher observations and performance on assessments, [redacted] is currently performing on a Pre-K grade level for reading and a Pre-K grade level for math.

SPEECH: Citywide speech services communication profile and through analysis of her skills demonstrated during sessions. Formal speech-language assessments could not be administered due to the recent school closures due to New York State of Emergency crisis. Standardized test scores were not provided, though they cannot be solely used to determine the student's level of functioning, as these assessment tasks were not normed on students with disabilities, nor on students from culturally and linguistically diverse backgrounds. Therefore, results from assessment tasks should be used for comparison purposes only. Overall, [redacted] presents with below age-range receptive, expressive, and pragmatic language skills throughout all communicative environments, for functional and academic communicative purposes. Speech-language therapy is recommended to continue.

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

PARENT PARTICIPATION IN IEP
[redacted] parent was invited, attended and participated in the conference and transition planning.

ACTIVITIES OF DAILY LIVING
[redacted] is a 6 year old student classified with autism. She is currently placed in an (8:1:1) class in a specialized school (D75).

According to classroom observations and her parent [redacted] can perform the following activities of daily living (ADL) skills:
[redacted] is able to sit in her seat and appropriately attend to the given task. During whole group instruction, she is attentive and actively participates in the learning through engaging with materials or answering questions using her AAC device. [redacted] is capable of navigating the classroom environment independently, and knows where to find preferred or required objects, such as, crayons, blocks and glue. When working in centers [redacted] will rotate and transition independently, when the timer beeps, with occasional reminders to check in or which center is next. She is able to unpack her belongings with prompting, put her folder and notebook in her mailbox, lunchbox in the bin and with some assistance hang her backpack and coat on the hook. [redacted] is not toilet trained but will let you know when she needs to be changed and needs assistance with dressing and undressing. When [redacted] is given a task she enjoys, she will attend to the task for an extended period of time with limited prompting. When she is finished with an activity, or no longer wants to participate, she will begin cleaning up. When [redacted] is asked to participate in an activity she does not enjoy, or there is something she would rather be working on instead, she becomes frustrated and upset, and begins crying.

LEVEL OF INTELLECTUAL FUNCTIONING
[redacted] participates in a curriculum based on alternate grade level indicators, New York State Standards and Career Development and Occupational Studies (CDOS) learning standards.

In class during reading, [redacted] is able to identify her name, as well as Pre-Primer and primer sight-words. She knows her letters and is able to identify some simple words like cat. When listening to a story, [redacted] is able to point and answer questions, but has difficulty recalling details.

In class during math, [redacted] is able to identify numbers and count out with 1:1 correspondence a given number of objects. When working, with assistance, she is able to count out two sets of objects but has not yet mastered the concept of addition.

Based on the previous year's IEP, [redacted] has mastered the goal of counting out objects when given a number within five.

ADAPTIVE BEHAVIOR
[redacted] is assisted throughout the day by a Special Education Teacher as well as a classroom Paraprofessional and will be receiving a 1:1 Health paraprofessional for safety while walking, going up/down stairs, and sitting in seat. During the school day, [redacted] utilizes a visual schedule to help her prepare for the activities of the day. She transitions well both during center time, from center to center, as well as throughout the school building for cluster classes or related services.

EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION
Based on [redacted] level of cognitive ability, she will need consistent repetition and multiple opportunities to demonstrate acquired skills. It is projected that [redacted] will meet her goals. Progress towards these goals will be measured weekly, and progress reports will be sent home

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

coinciding with report card distribution throughout the year.

LEARNING STYLE
[redacted] learns best in a well structured environment. She benefits from the use of visual and auditory techniques, hands-on activities, modeling, routine and repetition of tasks.

SPEECH: [redacted] is a non-verbal communicator who uses a dynamic display communication device, and gestures to communicate. She primarily communicates using gestures and 1-2 symbols on her device with visual/gestural cues, to exchange greetings, answer 'what' and 'who' questions, and make comments on actions/items. She is able to answer ‘yes/no’ questions related to desires (i.e. ‘do you want this’) and item labels (i.e. ‘is this a toy’). Though regarding category concepts and object function, she has difficulty answering yes/no questions appropriately (Do we brush our hair with this? Is this an ocean animal?). [redacted] has been observed at times to use phrases with carrier phrases ‘I want’/I need, though she often requires verbal/gestural cues to 'use your big sentence', or visual/gestural cues (picture symbols "I want"/"I need"___) to assist her with combining phrases. With regards to requesting and commenting, [redacted] is able to use and navigate her communication device well, though she continues to require cues to use phrases consistently, in order to effectively relay a message to her peers, teachers, or communicative partners. Receptively, [redacted] is able to understand a variety of 1-step directives using prepositional phrases (in/out/on/off), as noted by her ability to locate various items within her classroom and therapy environments. She is able to understand a variety of categorical concepts as noted by her ability to navigate pages on her communication device (pro-lo-quo app), through pointing to and labeling items when named, or when instructed to; ”find the” + item/”show me the” + item”. She is able to understand 'what' and 'who' questions, when provided with picture cues, or choices as shown on her device (i.e. 'what is the bear doing'- bear sleep, ‘where is it?’ – go bedroom), though she has difficulty responding to story comprehension questions without maximal encouragement or cues. Regarding her pragmatic language, [redacted] continues to present with difficulty responding to and initiating social greetings with peers and adults. When saying 'hi' to [redacted], she requires consistent verbal and gestural cues to relay 'hi' or 'good morning', even when provided with a song or encouraged to chorally respond. Therefore, initiating and responding to social greetings and questions will be targeted in therapy.
STUDENT STRENGTHS, PREFERENCES, INTERESTS:
[redacted] indicated she likes working in the science or art centers. She most frequently requests these centers when given a preference. During speech therapy sessions, [redacted] consistently requests for and works for baby doll play, doctor kits, play with dishes, Disney toys, Disney princesses, singing princess castle, and dress-up items.
ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
Based on teacher observations, [redacted] should work on comprehension skills, to express the main idea and details of a particular topic.

Parent requested a reevaluation for a less restrictive environment (12:1:1 D75 program).
At the IEP meeting, parent expressed a concern regarding [redacted] communication device. She feels it is not user friendly as it is hard to navigate and it takes time away from having a conversation with Savannah.

[redacted]'s parents were offered workshops and resources throughout the school year to support and expand on the skills [redacted] is learning in school.

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**SOCIAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

[redacted] is very social and enjoys interacting both with other students and with staff. When greeting [redacted], she will say hello on her AAC device as well as participate in whole body listening, and answer questions during morning meeting, such as what did you have for breakfast? She enjoys participating in games and center-based learning activities with her classmates. [redacted] will work with with staff to participate in turn taking activities with her peers. When [redacted] is unhappy she is able to communicate most things using her communication device for example I want snack, I feel sick, or I need to be changed.

STUDENT STRENGTHS:

[redacted] is able to communicate her needs to staff through her AAC device, but in the event she does not have it, will do so non-verbally.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

At the IEP meeting, parent expressed a concern regarding appropriateness of current program for social progress.

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**PHYSICAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

As per letter from Dr. Nila Patel (2/11/20), [redacted] has hypotonia. She therefore has difficulty walking, navigating steps, and sitting without proper support.

PT: [redacted] ambulates with adult supervision. She wears bilateral Dynamic Ankle Foot Orthoses. [redacted] demonstrates bilateral flat feet and foot pronated. She had her braces in January, 2020. [redacted] demonstrates decreased balance skill, gross motor skills, and object manipulative skills. She ascends stairs using alternate foot pattern. She descends stairs using both feet on each step with both hands on rails. She presents low muscle tone all extremities and trunk. She throw a ball with short distance and not able to catch a ball from 5 feet. She likes to ride with an adaptive trike with assistance. She loves to sit on a swing. She compromises with walking on a treadmill for 2 minutes. She requires assistance for unpacking her backpack, hanging up a jacket, putting stuff away over her shoulder level.

OT: [redacted] is currently receiving Occupational Therapy related services 3x per week to provide support for the following areas of deficits: Fine motor skills and ability to manage classroom materials; visual motor skills; sensory processing skills; hand writing skills and ADL skills. During this school year [redacted] showed significant progress in activity participation and concentration, she continues to do well with following a 2-3 step table top tasks provided with verbal and visual cues to maintain engagement on the tasks . [redacted] is doing good with visual perception activities; she was able to match objects and put simple puzzles together given verbal and visual cues. [redacted] continued to have difficulty with fine motor skills; she requires assistance to orient scissors and paper when cutting; she needs assistance to maintain scissor grasp. She is not crossing mid line and she will switch to either hand in task. [redacted] is noted to have underdeveloped fine motor skills, she has difficulty in picking up small beads and lacing small objects together which indicates a poor pincer grasp during a threading and lacing tasks. [redacted] is tolerating hand writing and coloring activities given verbal encouragement; she is able to manipulate classroom materials crayons; pencil using a palmar grasp. [redacted] will benefit from Occupational Therapy support services to remediate areas of deficits for successful participation in classroom activities.

STUDENT STRENGTHS:

[redacted] is able to follow verbal and visual instructions and works with reward system

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

According to [redacted] doctor: [redacted] is a non-verbal child who is unable to communicate any danger, wants, needs or pain she may be experiencing. She suffers from Hypotonia and has difficulties walking, navigating steps, sitting without proper supports etc. She wears Orthotics on her ankles which require 1:1 support to ensure they are being worn correctly, do not become undone, are not causing pain or impairment to walk etc. She requires a 1:1 health paraprofessional in school due to safety concerns and high risk of injury.

Parent and physician requested a 1:1 health paraprofessional.

At the IEP meeting, parent agreed to recommended OT and PT goals.

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**MANAGEMENT NEEDS**

[redacted] requires a highly-structured program with added adult supervision and a low student ratio (8:1:1) with emphasis on functional academics, occupational/vocational training, ADL skills, and related services provided by a District 75 school/program. Savannah will be moving to a less restrictive environment (12:1:1) in September 2020.

At this time [redacted] requires:
12 month program
adapted physical education
assistive technology to support her communication needs
1:1 health paraprofessional due to difficulty walking, navigating steps, and sitting without proper support
According to [redacted] doctor: [redacted] is a non-verbal child who is unable to communicate any danger, wants, needs or pain she may be experiencing. She suffers from Hypotonia and has difficulties walking, navigating steps, sitting without proper supports etc. She wears Orthotics on her ankles which require 1:1 support to ensure they are being worn correctly, do not become undone, are not causing pain or impairment to walk etc. She requires a 1:1 health paraprofessional in school due to safety concerns and high risk of injury.

occupational therapy

physical therapy

Continue speech/language therapy 4 x 30: 1 (individual). Group mandate was recommended to increase socialization, though due to the recent Covid-19 pandemic and school closure, her mother requested that her mandate continue as individually, and mandate change will be re-visited upon the school's re-opening in the future.

SCHOOL FOOD MENU

[redacted] is able to adhere to the School Food Menu provided to District 75 students.

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES**

The IEP Team is individualizing [redacted] educational program in the areas of cognitive, communicative, physical and social needs which effects her ability to process and retain information in the general education curriculum without supports. [redacted] requires a more structured learning environment with an emphasis on functional academics and vocational training to support her due to her evidenced deficits in English Language Arts (ELA), Math, communication skills, fine motor skills, gross motor skills, daily living skills and vocational skills which precludes her participation in general education at this time. She requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments. In addition to [redacted] academic needs, she requires direct instruction in such areas as vocational training, community safety and life skills planning.

**STUDENT NEEDS RELATING TO SPECIAL FACTORS**

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED:

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? ☐ Yes ☑ No

Does the student need a behavioral intervention plan? ☑ No ☐ Yes

For a student with limited English proficiency, does she need a special education service to address her language needs as they relate to the IEP? ☐ Yes ☐ No ☑ Not Applicable

For a student who is blind or visually impaired, does she need instruction in Braille and the use of Braille? ☐ Yes ☐ No ☑ Not Applicable

Does the student need a particular device or service to address her communication needs? ☑ Yes ☐ No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?
☐ Yes ☐ No ☑ Not Applicable

Does the student need an assistive technology device and/or service? ☑ Yes ☐ No

If yes, does the Committee recommend that the device(s) be used in the student's home? ☑ Yes ☐ No

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

**MEASURABLE POSTSECONDARY GOALS**

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

**EDUCATION/TRAINING:**
**EMPLOYMENT:**
**INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):**

**TRANSITION NEEDS**
In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| classroom: [redacted] will listen to an age-appropriate story and answer 5 questions related to key details in the text, with the use of picture symbols. | 4 out of 5 trials over two consecutive weeks | Data Collection | 1 time per week |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| classroom: [redacted] will sequence an event by pointing to the correct picture of what happens/ed in the beginning, middle, end in a field of three with no more than 2 verbal prompts. | 4 out of 5 trials over two consecutive weeks | Data Collection | 1 time per week |

**IEP PROGRESS REPORT**

**1st Progress report for this IEP** ☐

**2nd Progress report for this IEP** ☐

**3rd Progress report for this IEP** ☐

**4th Progress report for this IEP** ☐

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| classroom: [redacted] will solve simple addition problems by within ten with the use of manipulatives. | 4 out of 5 trials over two consecutive weeks | Data Collection | 1 time per week |

| **ANNUAL GOALS** | **CRITERIA** | **METHOD** | **SCHEDULE** |
|---|---|---|---|

| WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | HOW PROGRESS WILL BE MEASURED | WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| Physical Therapy: [redacted] will participate stairs skill using alternate foot pattern with one hand on a rail. | for 5 times consecutively, 5/5 trials with verbal cues | Activity will be observed and session notes by the therapist. | 1 time per week |
| **IEP PROGRESS REPORT** | | | |
| **1st Progress report for this IEP** ☐<br>**2nd Progress report for this IEP** ☐<br>**3rd Progress report for this IEP** ☐<br>**4th Progress report for this IEP** ☐ | | | |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| Physical Therapy: [redacted] will participate morning routine such as hanging a her jacket and backpack, and placing a note book in a tray. | for 5 times consecutively, 5/5 trials with prompts and verbal cues | Activity will be observed and session notes by the therapist. | 1 time per week |
| **IEP PROGRESS REPORT** | | | |
| **1st Progress report for this IEP** ☐<br>**2nd Progress report for this IEP** ☐<br>**3rd Progress report for this IEP** ☐<br>**4th Progress report for this IEP** ☐ | | | |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| APE: During APE, [redacted] will participate in various physical activities, completing each activity station within one teaching period, with no more than 2 verbal or visual prompts per station. | _4_ out of _5_ trials | Class Activities<br>Teacher/Provider Observations<br>Check Lists | 1 time per week |
| **IEP PROGRESS REPORT** | | | |
| **1st Progress report for this IEP** ☐<br>**2nd Progress report for this IEP** ☐<br>**3rd Progress report for this IEP** ☐<br>**4th Progress report for this IEP** ☐ | | | |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| occupational therapy: [redacted] will utilize and hold pencil/crayons using a tripod pincer grasp with verbal and visual cues 5 out of 5 times. | _5_ out of _5_ times over 6 consecutive sessions | Teacher/Provider Observations | 1 time per week |
| **IEP PROGRESS REPORT** | | | |
| **1st Progress report for this IEP** ☐<br>**2nd Progress report for this IEP** ☐<br>**3rd Progress report for this IEP** ☐<br>**4th Progress report for this IEP** ☐ | | | |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| occupational therapy: [redacted] will maintain focus and activity engagement for 5-10 minutes given sensory inputs 90% of the time. | _90_ % Accuracy over 6 consecutive session | Teacher/Provider recorded Observations | 1 time per week |

| IEP PROGRESS REPORT |
|---|
| **1st Progress report for this IEP** ☐ |
| **2nd Progress report for this IEP** ☐ |
| **3rd Progress report for this IEP** ☐ |
| **4th Progress report for this IEP** ☐ |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| SPEECH 1 of 3– [redacted] will take turns initiating and responding to social greetings and simple social questions, using her preferred mode of communication (AAC device or picture symbols), with 80% accuracy), given no more than 3 cues. | 80% accuracy | Teacher/Provider Observations | 1 time per week |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| SPEECH 2 of 3: [redacted] will request and comment using 3-4 word phrases during stories and structured activities, with her communication device, given no more than 3 cues. | 80% accuracy | Teacher/Provider Observations | 1 time per week |

| IEP PROGRESS REPORT |
|---|
| **1st Progress report for this IEP** ☐ |
| **2nd Progress report for this IEP** ☐ |
| **3rd Progress report for this IEP** ☐ |
| **4th Progress report for this IEP** ☐ |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| SPEECH 3 of 3: [redacted] will answer yes/ no questions on her communication device regarding category concepts (i.e. Is an apple a fruit/Are cookies fruit?) and function of items (i.e. Does a butterfly fly? Do you wear a hat on your feet?). | 80% accuracy | Teacher/Provider Observations | 1 time per week |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

| **REPORTING PROGRESS TO PARENTS** |
|---|
| Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:<br>4 times per year: at the same time school report cards are issued |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

| **SPECIAL EDUCATION PROGRAM/SERVICES** | **SERVICE DELIVERY RECOMMENDATIONS*** | **FREQUENCY** HOW OFTEN PROVIDED | **DURATION** LENGTH OF SESSION | **LOCATION** WHERE SERVICE WILL BE PROVIDED | **PROJECTED BEGINNING / SERVICE DATE(S)** |
|---|---|---|---|---|---|
| **SPECIAL EDUCATION PROGRAM:** | | | | | |
| Adapted Physical Education | | 2 time(s) per week | Period | Other Facility gymnasium | 04/07/2020<br>08/14/2020 |
| Special Class<br>ELA | 8:1+1<br>Language of Service: English | 5 time(s) per week | Period | Special Education Classroom | 04/07/2020<br>08/14/2020 |
| Special Class<br>Math | 8:1+1<br>Language of Service: English | 10 time(s) per week | Period | Special Education Classroom | 04/07/2020<br>08/14/2020 |
| Special Class<br>Social Studies | 8:1+1<br>Language of Service: English | 5 time(s) per week | Period | Special Education Classroom | 04/07/2020<br>08/14/2020 |

| RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES | | | | | |
|---|---|---|---|---|---|
| Special Class<br>Sciences | 8:1+1<br>Language of Service: English | 3 time(s) per week | Period | Special Education Classroom | 04/07/2020<br>08/14/2020 |
| Special Class<br>ELA | 12:1+1<br>Language of Service: English | 5 time(s) per week | Period | Special Education Classroom | 09/09/2020 |
| Special Class<br>Math | 12:1+1<br>Language of Service: English | 10 time(s) per week | Period | Special Education Classroom | 09/09/2020 |
| Special Class<br>Social Studies | 12:1+1<br>Language of Service: English | 5 time(s) per week | Period | Special Education Classroom | 09/09/2020 |
| Special Class<br>Sciences | 12:1+1<br>Language of Service: English | 3 time(s) per week | Period | Special Education Classroom | 09/09/2020 |
| **RELATED SERVICES:** | | | | | |
| Occupational Therapy | Individual service<br>Language of Service: English | 3 time(s) per week | 30 minutes | Separate Location across all school environment | 04/07/2020 |
| Parent Counseling and Training | group | 3 times per year | 50 minutes | school building | 04/07/2020 |
| Physical Therapy | Individual service<br>Language of Service: English | 3 time(s) per week | 30 minutes | Separate Location therapy room, rest room, gym, hallway, classroom, and all school area | 04/07/2020 |
| Speech-Language Therapy | Individual service<br>Language of Service: English | 4 time(s) per week | 30 minutes | Separate Location therapy room | 04/07/2020 |
| **SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:** | Individual service | Daily | Full time | | 09/09/2020 |

| RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES | | | | | |
|---|---|---|---|---|---|
| Paraprofessional<br>Health<br>hypotonia; safety while walking/sitting | | | | | |
| **ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:**<br>Dynamic display speech generating device (SGD) | Individual service | Daily | not applicable | school and home | 04/07/2020 |
| **SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:** | | | | | |
| | | | | | |

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**12-MONTH SERVICE AND/OR PROGRAM -** Student is eligible to receive special education services and/or program during July/August: ☐ No ☑ Yes

If yes:

☑ Student will receive the same special education program/services as recommended above.

OR

☐ Student will receive the following special education program/services:

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS | FREQUENCY | DURATION | LOCATION | PROJECTED BEGINNING / SERVICE DATE(S) |
|---|---|---|---|---|---|
| | | | | | |

For a preschool student, reason(s) the child requires services during July and August:
non preschool: In order to maintain academic and social skills, [redacted] requires continuous programming over 12 months. Data indicates [redacted] will regress if she does not continue academic, social, and communication skills, with related services.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**TESTING ACCOMMODATIONS** (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN): INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT.

| TESTING ACCOMMODATIONS | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|---|---|---|
| ☑ NONE | | |
| | | |

*Conditions — Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

**COORDINATED SET OF TRANSITION ACTIVITIES**

| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES | SERVICE/ACTIVITY | SCHOOL DISTRICT/AGENCY RESPONSIBLE |
|---|---|---|
| **Instruction** | | |
| **Related Services** | | |
| **Community Experiences** | | |
| **Development of Employment and Other Post-school Adult Living Objectives** | | |
| **Acquisition of Daily Living Skills (if applicable)** | | |
| **Functional Vocational Assessment (if applicable)** | | |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS**
**(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)**

☑ The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
☐ The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES**

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

**FOR THE PRESCHOOL STUDENT:**

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):
Not applicable as the student is not attending preschool.

**FOR THE SCHOOL-AGE STUDENT:**

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):
Due to [redacted]'s cognitive, language and academic delays, she is unable to participate in a regular class at this time. [redacted] requires a special class in a specialized school with the support of related services.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:
[redacted]'s cognitive, developmental, and social needs preclude her participation in a regular physical education program at this time. She requires adapted physical education.

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:
☐ No ☐ Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**SPECIAL TRANSPORTATION**

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

☐ None.

☑ Student needs special transportation accommodations/services as follows:

Transportation from the closest safe curb location to school.

Other Accommodations – Limited Travel Time

Reason(s) why the student needs special transportation service and/or accommodations:

Limited Travel Time: not more than 60 min

[redacted]s cognitive, developmental and language delays require her to have transportation from the closest safe curb location to school and home and Limited Travel Time: not more than 60 min.

☐ Student needs transportation to and from special classes or programs at another site:

**PLACEMENT RECOMMENDATION**

NYC DOE Specialized School

**SUMMARY**

**STUDENT INFORMATION**

**Student Name:** [redacted]

**NYC ID:** [redacted]

**DOB:** [redacted]

**Gender:** Female

**Parents Language(s) Spoken/Mode Communication:** English

**IEP INFORMATION**

**Date of IEP Meeting:** 04/06/2020

**IEP Amendment:** ☐ Yes ☑ No

**Reconvene of IEP Meeting:** ☐ Yes ☑ No

**INSTRUCTIONAL/FUNCTIONAL LEVELS**

**Reading:** Pre-Kindergarten
**Math:** Pre-Kindergarten

## SUMMARY OF RECOMMENDATIONS

**Classification of Disability:** Autism

**Recommended Services:**

| Special Education Programs | |
|---|---|
| Adapted Physical Education | |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |

| Related Services | |
|---|---|
| Occupational Therapy | English |
| Parent Counseling and Training | |
| Physical Therapy | English |
| Speech-Language Therapy | English |

**12-Month Services:**

| | |
|---|---|
| Adapted Physical Education | |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |
| Special Class | English |

| | |
|---|---|
| Occupational Therapy | English |
| Parent Counseling and Training | |
| Physical Therapy | English |
| Speech-Language Therapy | English |

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

**Does [redacted] have a Behavioral Intervention Plan?** No
**Recommended for Specialized Transportation:** ☐ None ☑ Student needs specialized transportation
**School Type:** NYC DOE Specialized School
**Medical Alert:** The student has ☐ medical conditions and/or ☐ physical limitations which affect her ☐ learning, ☐ behavior and/or ☐ participation in school activities.
The student requires ☐ medical and/or ☐ health care treatment(s) or procedure(s) during the school day.
**Accessibility:**
Does the student need an accessible school building? No
Does the student have limited mobility? No

**PROMOTION CRITERIA**

**CURRENT YEAR**

☑ Standard
☐ Modified

**NEXT YEAR**

☐ Standard
☐ Modified

**Parent Concerns:**

**OTHER OPTIONS CONSIDERED**

Special Class in a specialized school 8:1+1
less restrictive speech mandate

**Reason(s) for Rejection:** Special Class in a specialized school 8:1+1 was considered but rejected at this time as parent feels a 12:1:1 is best for [redacted]'s progress.
Less restrictive speech mandate was recommended but parent did not agree at this time due to schools being closed and remote learning taking place. Parent wants to ensure no regression occurs before considering change in mandate.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**DATE OF IEP MEETING:** 04/06/2020

| ATTENDANCE PAGE | | |
|---|---|---|
| PLEASE NOTE THAT YOUR SIGNATURE REFLECTS YOUR PARTICIPATION AT THE CONFERENCE AND DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM. | | |
| **ROLE (INDICATE IF BILINGUAL)** | **NAME** | **SIGNATURE** |
| **Related Service Provider/Special Education Teacher** (Participated by telephone) | Diane Trimarchi | |
| **Parent/Legal Guardian** (Participated by telephone) | [redacted] | [redacted] |
| **District Representative** (Participated by telephone) | Francesca Maresca | |
| **OT** (Participated by telephone) | Archie Asunto | |
| **Speech Therapist** (Participated by telephone) | Samantha Terra | |
| **School Psychologist** (Participated by telephone) | Francesca Maresca | |

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| | |
|---|---|
| **STUDENT NAME:** [redacted]<br>**DATE OF BIRTH:** [redacted] **LOCAL ID #:** [redacted] | **DISABILITY CLASSIFICATION:** Autism |
| **PROJECTED DATE IEP IS TO BE IMPLEMENTED:**05/04/2020 | **PROJECTED DATE OF ANNUAL REVIEW:**04/27/2021 |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)**
Fountas and Pinell Benchmark Assessment- September 2019: [redacted] was able to identify all 26 uppercase letters, and 25 out of 26 lowercase letters. [redacted] was able say the sounds for 4 out of 26 uppercase letters and 13 out of 26 lowercase letters. [redacted] was able to read 1 out of 25 level one sight words. Accuracy- Level 2 (Approaching Standards).

Fountas and Pinell Phonological Awareness Assessment- October 2019: Based upon the data collected, [redacted] can identify initial sounds. However, [redacted] needs to continue to work on blending and segmenting words, and rhyming words. Accuracy- Level 2 (Approaching Standards)

Phonological Letter-Sound Awareness Assessment- March 2020: Based upon the data collected, [redacted] needs to continue to work on identifying vowel sounds, tapping out sounds in CVC words, segmenting a CVC word, and spelling CVC words. Accuracy- Level 2 (Approaching Standards)

Fountas and Pinell Reading Level Assessment- February 2020: Level B (Kindergarten level), Oral Reading Fluency: Level 3 (Meeting Standards), Comprehension Level 3 (Meeting Standards)

Go Math: Chapter 1 Math Portfolio- 9/12/19 -10/3/19: Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for modeling and counting up to number 5. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 2 Math Portfolio- 10/7/19 -10/16/19: Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for comparing numbers by stating whether the number is greater than, less than, or equal to another number. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 3 Math Portfolio- 10/21/19 - 11/6/19- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for modeling and counting numbers 6 through 9. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 4 Math Portfolio- 11/12/19 - 11/27/19- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for making 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 5 Math Portfolio- 12/2/19 - 12/19/19- Based upon the data collected through informal assessments and assignments, [redacted] has met the

standards for adding within 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 6 Math Portfolio- 1/6/2020 - 1/17/2020- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for subtracting within 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 7 Math Portfolio- 1/21/2020 - 2/6/2020- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for modeling, counting and writing numbers 11 through 19. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 8 Math Portfolio- 2/10/2020 - 2/27/2020- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for counting and problem solving for numbers up to 20. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 9 Math Portfolio- 3/2/2020 - 3/26/2020- Based upon the data collected through informal assessments and assignments, [redacted] has met the standards for identifying attributes and problem solving for 2 Dimensional shapes. Accuracy- Level 3 (Meeting Standards)

Writing Portfolio- 9/9/19 - 12/20/19- Based upon the data collected through informal assessments and writing pieces, such as the I AM story, [redacted] has met the standards for writing. Accuracy- Level 3 (Meeting Standards)

Writing Portfolio- 1/9/2020 - Present- Based upon the data collected through informal assessments and writing pieces, such as a personal narrative, [redacted] is meeting the standards for writing. Accuracy- Level 3 (Meeting Standards)

Interest Inventory and Learning Style profile conducted on 10/30/19

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

[redacted] is a 5 year old male in a Kindergarten ICT classroom. [redacted] is independent in activities related to self care such as feeding, opening his food and toileting to the extent expected at his age level. [redacted] is able to independently put on his outerwear such as his jacket, but at times requires assistance to zip his jacket. [redacted] will not verbalize that he needs help and often the teachers have to ask multiple questions to which he will then use non-verbal gestures to express that he needs assistance. He is then verbally directed to use his words rather use non-verbal gestures such as shaking his head in an up and down or side to side motion to state yes or no, [redacted] has the ability to complete assignments, however, since he does not raise a hand to alert the teachers when he needs help often his work will not be completed because he may have been unsure of the next step or had a question regarding the concept depending on the written task. The use of student reflection cards has been implemented for [redacted] to use. He can flip the green card to alert the teachers that he is confident and can complete the task independently; the yellow card alerts the teachers that he has a question; the red card indicates that he does not understand the task and needs to work 1:1 or small group. [redacted] has shown improvements in raising his hand to participate during class discussions, and always wants to please his teachers. [redacted] is flexible and focused, and handles any changes throughout the day well.

According to [redacted] career folder his learning survey said that he learns best when the working environment is quiet, and cannot work when there is noise. [redacted] said he prefers working at his desk, but can also work well on the floor. He said that he likes working on assignments until it is completed, and sometimes gets frustrated when he does not finish his work. [redacted] also noted that he does not like to work independently, and prefers to work in a group or with a partner. According to [redacted] teachers, they observed that [redacted] learns best when sitting down at his desk, and cannot complete assignments on the floor since he is able to see better sitting at a higher desk with the use of a slant board. According to [redacted] teachers, [redacted] is a visual and kinesthetic learner. [redacted] has the potential to learn at the same rate as his peers; however, due to his struggle with expressive language it takes a little longer for him to prove that he understands what he is learning, In reading, writing and math [redacted] is at a Level 3 (Meeting Standards).

In reading, based on [redacted] Fountas and Pinell reading level assessment conducted in February 2020, [redacted] is currently reading on a level B, which is at the Kindergarten level. Through this reading assessment, [redacted] is reading with more fluency; however, he can still work on his expression through continually whisper reading. His accuracy rate was 96%. When answering questions regarding the level B text, [redacted] was able to answer literal questions by going back into the text without prompting and was able to make self-to-text connections. In reading workshop and social studies, [redacted] frequently raises his hand to participate during a read aloud, but when asked to say what he is thinking aloud or justify his answers he loses confidence and will say "I don't know", shake his head, or stares with uncertainty. Challenges with expressive language, results in [redacted] requiring scaffolding of questions and verbal prompting. Often he will be provided with two oral answer choices to guide him in responding to a question, as well as 1 minute of think time using a visual timer. [redacted] can complete reading workshop and social studies tasks independently, however, if he is unsure of the directions or a question on the task, he will not express his need which causes written tasks to be incomplete. The use of self-reflection color-coded flip cards on his desk will support [redacted] in alerting his teachers of how he is understanding a task so that they can better support him in completing his tasks. [redacted] may also need the support of a power card with Mickey Mouse on it to further motivate him and build his confidence to use his voice to get help during reading workshop.

In math, based on [redacted] math portfolio, [redacted] is currently meeting the grade-level standards. Based on his math portfolio, [redacted] is able to learn new concepts such as modeling and counting, comparing numbers, addition and subtraction. However, challenges with expressing his needs during a task impact his completion of some math assignments, specifically tasks regarding multi-step problems that require him to expand on his thinking. [redacted] needs to be provided with visuals and manipulative to help him complete his math tasks since he is a visual and hands-on learner, as well as self-reflection color-coded cards to help him express his needs to his teachers. [redacted] may also need the support of a power card with Mickey Mouse on it to further motivate him and build his confidence to use his voice to get help during math workshop.

In writing, based on [redacted] writing portfolio, [redacted] is currently meeting the grade-level standards. Based on his writing portfolio, [redacted] is able to dictate his ideas, but needs 1:1 support in prompting him to write each word on the paper. [redacted] has shown improvements in his letter formation due to the use of a pencil grip and slant board to address his fine motor issues. [redacted] is able to use decoding strategies when reading a text, however, needs to work on his encoding skills to spell/write words on the paper. When writing independently, [redacted] will sit at his desk and not complete the assignment or write one to two sight words because he does not want to spell any words incorrectly. He will not express to his teachers that he needs help encoding a word to write it. Challenges with expressive language can be supported through the use of the color-coded self reflection cards, as well as a Mickey Mouse themed social story to boost his self-confidence throughout the writing process. The use of a student made dictionary can support [redacted] in writing words that are tricky for him to encode, and can refer to for any written assignments. [redacted] currently utilized a color-coded word wall, as well as his individual sight word/high frequency word ring to aid him in writing.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

[redacted] is extremely friendly and respectful. He cares about others, and looks to create friendships with his peers. Throughout the academic year, his participation during lessons has increased. [redacted] is meeting the standards in the areas of reading and math, but approaching the standards in writing. He displays an interest in math, specifically number concepts such as counting, ordering numbers, and using counters to represent a given number. [redacted] has expressed that he enjoys trips to Costco where he can get his favorite sour cream and onion chips. He also enjoys chocolate cupcakes, the color green, McDonalds chicken nuggets and fries, as well as playing Nintendo Switch with his big brother. [redacted] prefers to read books about weather, since he enjoys looking up the weather forecast on his iPad. Academically, [redacted] utilized all strategies taught and tries to please his teachers.

[redacted] indicated on his interest inventory that he likes to learn by sitting at his desk or on the floor, working with his peers, and in a quiet environment. According to his teachers, [redacted] is a visual and kinesthetic learner. [redacted] enjoys solving math problems that allow him to represent a given number as well as compare numbers. He is excited during independent reading time to challenge himself with complex texts of his interest. He utilizes decoding strategies taught in the classroom as well as during speech sessions to help him decode unknown words. He enjoys answering literal questions during reading lessons, and writing on the SMARTBoard during math lessons.

[redacted] also indicated that he would like to earn stickers, petals on the classroom rewards flower, or time to read his favorite reading book as a positive reward.

According to his teachers, he enjoys classroom jobs such as being a lunch or supply monitor. According to [redacted] Interest Inventory, [redacted] said that at he schools he loves to read. When he grows up, [redacted] said he wants to be a weatherman.
ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
We are individualizing [redacted] educational program due to his unique needs in the area of expressive language and fine motor skills. [redacted] works best when provided with color-coded self-reflection flip cards, power cards, social stories, scaffolding questions, visuals / manipulatives, and 1-minute think time to support him in expressing himself and to boost his confidence. [redacted] works best when provided with a color-coded word wall, sight word/high frequency word ring, and a student created word dictionary to support him when writing.

According to [redacted] mother, she is pleased with his growth in reading and math, however, her concern is in the area of writing.

**SOCIAL DEVELOPMENT**
THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:
Speech Report: [redacted] is a sweet and cooperative student. He is currently receiving speech and language services 5 times per week for 45 minute session with no more than 5 students for Social Development Intervention (SDI) therapy, 2 times per week 1:1 to address articulation, and 1 time per week in a group no larger than 3 to address receptive/expressive language delays. During SDI, [redacted] has been working on sharing space and checking-in with a partner, initiating, maintaining, and terminating conversation, assigning and accepting roles, asking and answering social questions, and learning how to cope with problematic situations. [redacted] has greatly improved in these areas of social language. In the beginning of the school year, [redacted] was quiet and shy during group sessions. He needed to be coaxed to ask and respond to questions, as well as initiate with peers. Now, [redacted] enjoys sharing information with his peers and will gladly answer any questions his peers have for him during weekend sharing. During "Fun Friday" social stations, [redacted] will now initiate and even request to play with certain peers and social stations. These skills have been generalized to lunchtime and recess, as [redacted] has been observed to interact more with his peers. Sometimes, [redacted] will need guidance in how to take turns during play situations and scenarios. Some peers will be more assertive and dominate the play situation. Verbal/visual reminders and role playing help to highlight these instances for him. In the classroom, [redacted] is hesitant to express his opinion for fear that he doesn't have the right answer. His teachers and service providers are working to encourage [redacted] to be more confident in himself and to participate more in class. Receptively, [redacted] is on grade level. Expressively, [redacted] is working on increasing his ability to verbalize his ideas, as well as wants and needs. He seems to be more comfortable speaking in a smaller group setting, as his teachers have reported that he speaks much more during social club than in the classroom setting. [redacted] is now able to speak in complete sentences, rather than 1-2 word responses. Recently, [redacted] has made progress in asking for help when needed. [redacted] will now raise his hand and ask for assistance when he is unsure of what to do instead of just sitting quietly and getting anxious about his work not getting completed. Although [redacted] phonemic awareness continue to be delayed, he is making steady progress in being able to recognize word families and rhyming word pairs. [redacted] has been working on increasing phonemic awareness skills to improve his reading ability during both his individual and group sessions. Each week [redacted] has been working on a word family, reading a leveled story with that word family in it, and recognizing and producing sight words incorporated into the story. [redacted] has also been working on increasing articulation skills to improve his overall intelligibility of the spoken message. [redacted] has worked on increasing labial (lip) closure for /p, b/ sounds, and placement labial-dental sounds /f, v/. A mirror is used to provide the visual input needed for [redacted] to target these sounds and to monitor proper production. [redacted] also continues to exhibit the phonological process of "stopping" for the th-sound. For example, [redacted] instead of saying Thursday, he will produce "Bursday." This phonological process should've been eliminated by age 5. [redacted] also continues to have some difficulty with lingual (tongue) elevation and range of motion for /l/ and l-blends. He's also been noted to add a schwa sound at the end of some words, for example for bird, he will say bir-dah. He has increased awareness of this and is better able to monitor and correct himself. Goals for [redacted] for this coming year will focus on increasing articulation, social language, and phonemic awareness skills. It is recommended that [redacted] speech and language mandate for SDI remain the same until the programmatic change in September. It will then be modified to 3x45x5:1. His individual sessions will remain the same; however, his group session 1x30x3:1 can be discontinued at this time. He has made progress and it is felt that his mandate is a bit restrictive for his needs.
STUDENT STRENGTHS:

[redacted] truly enjoys attending social club. He's able to follow the routine of saying the password, signing in, and then sitting on his rug spot to check-in with the schedule to review the flow of the session. He looks forward to working on "We" projects, accepts his role for assigned tasks, and will remain with his partner for the length of presented activities.
SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
According to [redacted] mother, she is pleased with his social growth.

[redacted] will at times need teacher or peer guidance to share or assert his ideas.

**PHYSICAL DEVELOPMENT**
THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:
Physical Therapy: [redacted] is a 6.1 year old boy currently attending kindergarten ICT class. [redacted] presents with impaired gross motor, balance as well as coordination skills. [redacted] is independent in ambulation and can ascend and descend stairs using alternating pattern with one hand on the railing with or without load on hand. When asked to walk up without holding on rails, [redacted] is able to do so at a slower pace but is not able to when going down. When walking in hallways, he can get distracted and tend to lag behind peers or stay out of his line spot. He is able to open classroom and hallway doors with minimal difficulty. He is able to jump in place, forward or sideways but not over a 3-4 inch block. He uses a bipedal take off but tends to use a step to step landing at times. [redacted] is also able to catch a playground ball from 4 feet away by chest trapping. He can throw a playground ball from chest level or overhead. He can trap a rolling ball using either foot but shows better stability using the right foot. He kicks a stationary or slow moving ball using his right foot but uses a lot of compensatory movements using his left. He is able to stand on his right foot longer (4-5 seconds) and with less compensatory movements on his trunk compared to his left (1-2 seconds). Skipping and galloping are now emerging and is still unstable. He is able to hop on his right foot 4-5x but not on his left. [redacted] is able to run with decreased arm pumping and shows occasional loss of balance when stopping on command or when changing directions. During recess [redacted] is observed to participate and engage in playground activities with peers. [redacted] is independent in mealtimes and toileting. Physical Therapy mandate is recommended to be modified to 1x30 in a group of 2 to apply learned skills and 2x30 individually.

OT: [redacted] is a 6.3 year old boy in a kindergarten integrated co-teaching (ICT) classroom setting with a disability classification of autism. [redacted] wears glasses at all times throughout the day. He currently receives occupational therapy twice a week for thirty minutes individually in the therapy room and once a week for thirty minutes individually in the classroom setting. [redacted] presents with delays in the areas of fine motor, visual-motor/visual-perceptual, overall strength and endurance and self-care tasks. In regards to fine motor skills, [redacted] has been working to improve his writing grasp and has transitioned from using a weighted pencil to a regular pencil using a quadruped grasp. At this time, [redacted] is working to strengthen his grasp for better writing performance as his grasp is a little weak, along with his upper body strength and stability, causing his strokes to be a little unsteady. He benefits from the use of a slant board for all writing activities, which has improved his overall writing performance. The slant board not only puts his wrists in a more functional position, but it also provided him with a better visual field with less eye fatigue. [redacted] is able to write all letters with proper letter formation, size and attention to the line, however he often shows some uncertainty to the formation of some of his letters and seeks out reassurance. He is showing improvements in this area. [redacted] continues to demonstrate poor core strength and endurance. He is often seen slouched over when seated at his desk or in the meeting area. He has a difficult time maintaining weight bearing positions (i.e prone propped up on his forearms while completing a task, superman positions, etc). During longer activities, such as writing, coloring or cutting, [redacted] will often require a break during the activity as he states he is tired. In regards to cutting, [redacted] is able to manage children's fiskar scissors with some awkward movements and cut out simple shapes. He requires some assistance to manipulate paper when turning. At this time, [redacted] continues to have difficulty cutting out more complex shapes independently. [redacted] is able to don/doff his jacket and hang it on the back of his chair. [redacted] has a difficult time managing fasteners, such as zippers and buttons and requires lots of assistance and positioning to complete. [redacted] is able to complete his morning and afternoon routine independently. He is able to sit nicely in the meeting area during classroom instruction and respect the personal space of himself and others. He follows directions well and participates in classroom discussion on topic. It is recommended for [redacted] to continue receiving occupational therapy two times a week individually for thirty minutes in the therapy room and one time a week for thirty minutes individually in the classroom to continue working on areas of difficulty.

STUDENT STRENGTHS:
[redacted] is a very sweet and cooperative boy who loves participating in therapeutic activities. He works best with positive reinforcements and praises.
PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
According to his mother, she has no physical development concerns.

**MANAGEMENT NEEDS**
[redacted] learns best in a ICT program in a community school. He receives Occupational Therapy, Physical Therapy and Speech Therapy (SDI). [redacted] receives Parent Counseling in a separate location at a DOE site. [redacted] benefits from the use of color-coded self-reflection flip cards, power cards, social stories, scaffolding questions, and 1-minute think time with a visual timer to support him in expressing his wants and needs/justify oral responses and to boost his confidence; and a color-coded word wall, sight word/high frequency word ring, and a student created word dictionary to support him with writing, as well as a pencil grip and slant board to support his fine motor skills.

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES**
[redacted] inability to express himself orally, fine motor skills effect his involvement in the general education curriculum.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**STUDENT NEEDS RELATING TO SPECIAL FACTORS**

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED:

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? ☐ Yes ☑ No

Does the student need a behavioral intervention plan? ☑ No ☐ Yes

For a student with limited English proficiency, does he need a special education service to address his language needs as they relate to the IEP? ☐ Yes ☐ No ☑ Not Applicable

For a student who is blind or visually impaired, does he need instruction in Braille and the use of Braille? ☐ Yes ☐ No ☑ Not Applicable

Does the student need a particular device or service to address his communication needs? ☐ Yes ☑ No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?
☐ Yes ☐ No ☑ Not Applicable

Does the student need an assistive technology device and/or service? ☐ Yes ☑ No

If yes, does the Committee recommend that the device(s) be used in the student's home? ☐ Yes ☑ No

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**MEASURABLE ANNUAL GOALS**

| THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS. | | | |
|---|---|---|---|
| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
| In the classroom, with the use of color-coded self-reflection flip cards and a power card, [redacted] will be able to his express his wants and needs for 3 out of 5 tasks each day for 3 consecutive weeks. | 3 out of 5 tasks each day<br>3 consecutive weeks | Frequency data chart | 2 times per week |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| In the classroom, with the use of color-coded self-reflection flip cards, a social story, word ring, color-coded word wall, and a student made dictionary, [redacted] will independently write 3 on-topic sentences by encoding words for 2 out of 4 writing piece opportunities. | 3 on topic sentences<br>2 out of 4 writing opportunities | Teacher checklists | 1 time per month |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| In the classroom, with the use of scaffolding questions and 1-minute think time using a visual timer, [redacted] will explain his oral answer to a question for 3 out of 5 opportunities each day for 3 consecutive weeks. | 3 out of 5 opportunities<br>3 consecutive weeks | Frequency data chart | 2 times per week |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| PT 1. Given adequate space by staying at the front of the line, | | 1. Performance Assessment | 1 time per month |

| | | | |
|---|---|---|---|
| [redacted] will be able to walk down stairs with or without holding on hand rail and load in one hand, using alternating pattern while keeping pace with his peers. | 1. 3/4 consecutive times<br>2. 80% of the time | Task<br>2. Provider's Notes | |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| PT 2. [redacted] will be able to complete bilateral alternating movements such as skipping, galloping, cross crawl at least 5 times continuously without losing his balance or sequence of movements. | 1. 3/4 consecutive trials<br>2. 80% of the time | 1. Checklist<br>2. Provider Notes | 1 time per month |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| PT 3. [redacted] will be able to dribble a playground ball 3-4 times using alternating hands while stationary or mobile then catching with both hands without needing any prompt to complete action. | 1. 3/4 consecutive times<br>2. 80% of the time | 1. checklist<br>2. Provider's notes | 1 time per month |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will eliminate the phonological process of stopping by understanding the placement of his articulators for the th-sound and increasing the his ability to produce the th-sound in all positions during structured speech tasks. | With 80% accuracy, over 3 consecutive sessions. | Teacher Made Materials<br>Class Activities<br>Check Lists and data | 2 times per month |

| **ANNUAL GOALS**<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA**<br>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD**<br>HOW PROGRESS WILL BE MEASURED | **SCHEDULE**<br>WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will increase understanding and range of motion of articulators for /l/ and l-blend sounds at the word, phrase, and | with 80% accuracy, over 3 | Class Activities<br>Check Lists | 2 times per month |

| | | | |
|---|---|---|---|
| sentence level. | consecutive sessions. | Teacher Made Materials | |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| During speech sessions, [redacted] will increase phonemic awareness skills by identifying/producing sets of word families and rhyming words, identifying the initial medial, or final consonant of given words and will segment and blend phonemes in words, manipulate through deletions, additions, and substitutions of other stimuli. | with 80% accuracy, over 3 consecutive sessions. | Teacher Made Materials<br>Class Activities | 2 times per month |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will increase language use in conversation when given multi-sensory stimuli by initiating a conversation, responding appropriately to wh-and social questions, verbally taking turns for 2/3 exchanges, maintaining topic, using questions to initiate another topic, and terminating conversation. | 80% accuracy in 4 out of 5 consecutive sessions | Class Activities | 2 times per month |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will increase problem-solving skills by gathering information through verbal and/or nonverbal means of communication when unsure of how to complete assigned tasks, across various school environments. | With 80% accuracy, over 3 consecutive sessions. | Class Activities | 2 times per month |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|

| | | | |
|---|---|---|---|
| [redacted] will be able to write three sentences with attention to letter size, spacing, letter formation and attention to the line with no more than 2 prompts and demonstration. | 4 out of 5 trials for 2 consecutive weeks | class activities, performance assessment task | 1 time per month |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will be able to manage clothing fasteners (buttons, zipper clasp, snaps) on his own clothing with no more than one prompt for assistance. | 3 out of 5 times in 4 out of 5 trials | performance assessment task, check list | 1 time per month |

| **ANNUAL GOALS** WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | **CRITERIA** MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | **METHOD** HOW PROGRESS WILL BE MEASURED | **SCHEDULE** WHEN PROGRESS WILL BE MEASURED |
|---|---|---|---|
| [redacted] will be able to cut out complex shapes (i.e star, heart) using children's fiskar scissors on a 1/4 inch thick line while using opposing hand to manage and rotate the paper with no more than 2 deviations from the line. | 4 out of 5 trialsfor 2 consecutive weeks | performance assessment task | 1 time per month |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

| **REPORTING PROGRESS TO PARENTS** |
|---|
| Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:<br>1 times per year: final progress report |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

| **SPECIAL EDUCATION PROGRAM/SERVICES** | **SERVICE DELIVERY RECOMMENDATIONS*** | **FREQUENCY** HOW OFTEN PROVIDED | **DURATION** LENGTH OF SESSION | **LOCATION** WHERE SERVICE WILL BE PROVIDED | **PROJECTED BEGINNING / SERVICE DATE(S)** |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **SPECIAL EDUCATION PROGRAM:** | | | | | |
| Integrated Co-Teaching Services ELA | Language of Service: English | 15 time(s) per week | Period | General Education Classroom | 05/04/2020 |
| Integrated Co-Teaching Services Math | Language of Service: English | 10 time(s) per week | Period | General Education Classroom | 05/04/2020 |
| **RELATED SERVICES:** | | | | | |
| Occupational Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location Therapy Room | 05/04/2020 |
| Occupational Therapy | Individual service<br>Language of Service: English | 1 time(s) per week | 30 minutes | General Education Classroom | 05/04/2020 |
| Parent Counseling and Training | Group of 3 | 2x | 45 minutes | DOE Separate Location | 05/04/2020 |
| Physical Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location Therapy room, playground, hallways, gym | 05/04/2020 |
| Physical Therapy | Group of 2<br>Language of Service: English | 1 time(s) per week | 30 minutes | Separate Location Therapy room, hallways, playground, gym | 05/04/2020 |
| Speech-Language Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location Therapy Room | 05/04/2020 |
| Speech-Language Therapy | Group of 5<br>Language of Service: English | 5 time(s) per week | 45 minutes | Separate Location Therapy Room | 05/04/2020 |
| **SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:** | | | | | |
| **ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:** | | | | | |

| SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: | | | | | |
|---|---|---|---|---|---|
| | | | | | |

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**12-MONTH SERVICE AND/OR PROGRAM -** Student is eligible to receive special education services and/or program during July/August: ☐ No ☑ Yes

If yes:

☐ Student will receive the same special education program/services as recommended above.

OR

☑ Student will receive the following special education program/services:

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS | FREQUENCY | DURATION | LOCATION | PROJECTED BEGINNING / SERVICE DATE(S) |
|---|---|---|---|---|---|
| Occupational Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location<br>Therapy Room | 07/06/2020<br>08/06/2020 |
| Physical Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location<br>Therapy Room, hallways, stairs,playground, gym | 07/06/2020<br>08/06/2020 |
| Speech-Language Therapy | Individual service<br>Language of Service: English | 2 time(s) per week | 30 minutes | Separate Location<br>Therapy Room | 07/06/2020<br>08/06/2020 |
| Speech-Language Therapy | Group of 5<br>Language of Service: English | 2 time(s) per week | 45 minutes | Separate Location<br>Therapy Room | 07/06/2020<br>08/06/2020 |

Placement Recommendation for July and August: NYC DOE School Non-Specialized (District 1-32)

For a preschool student, reason(s) the child requires services during July and August:

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**TESTING ACCOMMODATIONS** (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN): INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT.

| TESTING ACCOMMODATIONS | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|---|---|---|
| ☑ NONE | | |
| | | |

*Conditions — Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

**COORDINATED SET OF TRANSITION ACTIVITIES**

| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES | SERVICE/ACTIVITY | SCHOOL DISTRICT/AGENCY RESPONSIBLE |
|---|---|---|
| **Instruction** | | |
| **Related Services** | | |
| **Community Experiences** | | |
| **Development of Employment and Other Post-school Adult Living Objectives** | | |
| **Acquisition of Daily Living Skills (if applicable)** | | |
| **Functional Vocational Assessment (if applicable)** | | |

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS**
(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

☑ The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
☐ The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES**

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

**FOR THE PRESCHOOL STUDENT:**

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

**FOR THE SCHOOL-AGE STUDENT:**

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):
[redacted] can participate in a regular class, extracurricular and non-academic activities all day except periods of related services.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:
[redacted] can participate in a regular physical education program.

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:
☑ No ☐ Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**SPECIAL TRANSPORTATION**

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- ☐ None.
- ☑ Student needs special transportation accommodations/services as follows:
- ☐ Student needs transportation to and from special classes or programs at another site:

**PLACEMENT RECOMMENDATION**

NYC DOE School Non-Specialized (District 1-32)

**SUMMARY**

**STUDENT INFORMATION**

**Student Name:** [redacted]
**NYC ID:** [redacted]
**DOB:** [redacted]
**Gender:** Male
**Parents Language(s) Spoken/Mode Communication:** English

**IEP INFORMATION**

**Date of IEP Meeting:** 04/27/2020
**IEP Amendment:** ☐ Yes ☑ No
**Reconvene of IEP Meeting:** ☐ Yes ☑ No

**INSTRUCTIONAL/FUNCTIONAL LEVELS**

**Reading:** Kindergarten
**Math:** Kindergarten

**SUMMARY OF RECOMMENDATIONS**

**Classification of Disability:** Autism

**Recommended Services:**

| Special Education Programs | |
|---|---|
| Integrated Co-Teaching Services | English |
| Integrated Co-Teaching Services | English |

| Related Services | |
|---|---|
| Occupational Therapy | English |
| Occupational Therapy | English |
| Parent Counseling and Training | |
| Physical Therapy | English |
| Physical Therapy | English |
| Speech-Language Therapy | English |
| Speech-Language Therapy | English |

**12-Month Services:**

*No records exist*

| Related Services | |
|---|---|
| Occupational Therapy | English |
| Physical Therapy | English |
| Speech-Language Therapy | English |
| Speech-Language Therapy | English |

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

**Does [redacted] have a Behavioral Intervention Plan?** No
**Recommended for Specialized Transportation:** ☐ None ☑ Student needs specialized transportation
**School Type:** NYC DOE School Non-Specialized (District 1-32)
**Medical Alert:** The student has ☐ medical conditions and/or ☐ physical limitations which affect his ☐ learning, ☐ behavior and/or ☐ participation in school activities.
The student requires ☐ medical and/or ☐ health care treatment(s) or procedure(s) during the school day.
**Accessibility:**
Does the student need an accessible school building? No
Does the student have limited mobility? No

**PROMOTION CRITERIA**

**CURRENT YEAR**

☑ Standard
☐ Modified

**NEXT YEAR**

☑ Standard
☐ Modified

**Parent Concerns:**
[redacted] mother is pleased with his social growth and his academic growth in reading and math, however, her concern is regarding his writing.

**OTHER OPTIONS CONSIDERED**

Special Class in a community school 12:1+1

**Reason(s) for Rejection:** [redacted] requires the support of a general and special education teacher in an ICT classroom. Related services only at this time would not provide [redacted] with enough support. A 12:1+1 program would be too restrictive at this time.

**STUDENT NAME:** [redacted] **NYC ID:** [redacted]

**DATE OF IEP MEETING:** 04/27/2020

**ATTENDANCE PAGE**

PLEASE NOTE THAT YOUR SIGNATURE REFLECTS YOUR PARTICIPATION AT THE CONFERENCE AND DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM.

| ROLE (INDICATE IF BILINGUAL) | NAME | SIGNATURE |
|---|---|---|
| **Related Service Provider/Special Education Teacher** (Participated by telephone) | Dina Scarpaci Capano | |
| **General Education Teacher** (Participated by telephone) | Jessica Zito | |
| **Parent/Legal Guardian** (Participated by telephone) | [redacted] | |
| **District Representative** (Participated by telephone) | Lauren Sorezza | |
| **Special Education Teacher** (Participated by telephone) | Emily Arredondo | |
| **Occupational Therapist** (Participated by telephone) | Lauren Ricco | |

| | | |
|---|---|---|
| **Physical Therapists** (Participated by telephone) | Josephine Bunnicelli and Mariza Parilla | |

Date of Meeting: 12/11/2019 Reason for Meeting: Annual Review

**ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING**
**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Leander Independent School District**
306 W. South Street
Leander, TX 78641 - (512) 570-0300

| [redacted] | [redacted] | | Faubion Elementary | [redacted] |
|---|---|---|---|---|
| NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH |

Age: 6 Grade: 01 Year: 2019-2020 Gender: F

☐ Yes ☒ No An interpreter was used to assist in conducting the meeting.

**REVIEW OF EVALUATION DATA AND OTHER INFORMATION**

Full and Individual Evaluation : 12/11/2018 (DATE OF REPORT) 12/10/2021 (NEXT FIE DUE)

☒ Parents notified of right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

**REVIEW OF ADDITIONAL EVALUATION**

☒ Information from school personnel
☒ Student communication needs
☒ Attendance: Concerns addressed in ARD deliberations
☒ Parent's concerns for enhancing the education of the child

☐ Yes ☒ No Additional evaluation is needed:

**Based on the evaluation data reviewed,** the ARD committee determines that the student:

☒ Meets criteria for the following disability/disabilities based on evaluation data:
☒ speech/language impairment
☒ other health impairment

***AND***

☒ Yes ☐ No by reason of the disability/disabilities has a need for special education and related services.

If the ARD Committee determines that the student has a disability and needs special education, the ARD committee must conduct an analysis of determinant factors before determining a student is eligible for special education services.

**Analysis of determinant factors:** the ARD committee has reviewed the determinant factors (reasons) listed below in relation to the student's disability. Are the factors listed below the reason/cause of the disability?

☐ Yes ☒ No lack of explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.
☐ Yes ☒ No lack of appropriate instruction in math.
☐ Yes ☒ No limited English proficiency.

If the answer to any of the above determinant factor questions is **YES,** the student does not have a disability.

☒ Meets eligibility criteria for:

☒ Primary Disability: 02-Other Health Impairment
☒ Secondary Disability: 09-Speech Impairment



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**Leander Independent School District**
306 W. South Street
Leander, TX 78641 - (512) 570-0300

| [redacted] | [redacted] | | Faubion Elementary | [redacted] |
|---|---|---|---|---|
| NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH |

**OHI Areas**

☐ ADHD ☐ Diabetes ☐ Cancer
☐ Asthma ☐ Epilepsy
☒ Other: Restrictive Lung Disease

**SI Areas**

☐ Voice ☒ Articulation ☐ Fluency
☐ Pragmatics ☐ Receptive ☐ Expressive

☐ Yes ☒ No Student has multiple disabilities
☐ Yes ☒ No Student is medically fragile.

Notes:

**DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)**

**Present Levels of Academic Achievement and Functional Performance**

☒ Yes ☐ No ☐ N/A The ARD committee reviewed achievement of the previous year's goals on the IEP. (Applicable to all but initial ARD meetings.)

**Reading:**
12/11/2019

[redacted] reading skills are at the expected level for 1st grade per teacher observation and assessment. (Note her iStation score does not reflect her reading ability, but appears related use of technology.)

**Speech/Related Services:**
Speech- December '19
[redacted] has been receiving speech services since last fall. She qualifies for speech therapy due to an articulation disorder. Currently, [redacted] is producing /l/ in all words positions with 90% accuracy. She is averaging 90% for /l/ blends in words and sentences when given verbal prompts or placement cues. We have started working on /ch/ and /j/ sounds more. She requires verbal and visual cues to get approximate sound production for /ch/. She has a difficult time changing the /sh/ sound to a /ch/ sound. She is doing better in final word positions than in isolation or initial word positions. We are averaging 50% in the final position of words and 25% in the initial position of words for /ch/ approximations. Speech will continue with a focus on carryover of gliding in conversation and addressing /j/ and /ch/ in words.

**Written Expression:**
12/11/2019

[redacted] writing skills are at the expected level for 1st grade.

**Math:**
12/11/2019

[redacted] Math skills are at the expected level for 1st Grade.

**Behavior:**
12/11/2019

[redacted] follows classroom and school code of conduct.

**Functional:**
12/11/2019

[redacted] is still developing her academic skills (functioning in the classroom), specifically managing her assignments



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independently, and with an instructional need for support to begin, continue on task, and complete her assignments, using accommodations for reinforcement and feedback.

**Other:**
[redacted] is a sweet and affectionate 1st grade girl. She gets along well with classmates and has friend in her room. She may request frequent breaks to go to the rest room or visit the nurse that may or may not be related to need. This appears to be due related to frequent absences to address health needs, including hospitalizations and occurs frequently after she has been out ill.

[redacted] is diagnosed with congenital heart disease, repaired TEF trach with ongoing asthma, chronic pulmonary disease.

**STATE / DISTRICT REQUIRED ASSESSMENT RESULTS / CONSIDERATIONS**

☒ Assessment Results: Grade at Testing: 01 Date: 2019-2020

Test Name(s): LISD benchmarks

Assessment Results:

12/11/2019

iStation - May 2019 195.99
iStation - Sept 2019 189.5

Math 01 Baseline 29%

**Transition**

☒ The ARD committee has determined that transition services are not age appropriate at this time.

**Behavior:**

☐ YES ☒ NO Does child's behavior impede child's own learning or that of others?

Behavior Intervention Plan: ☐ Yes ☒ No

**Statement of assurance with regard to discipline:**
Regular discipline, as set forth in the student code of conduct, will be followed, subject to the timelines, ARD requirements, and manifestation determination requirements for disciplining students with disabilities pursuant to CFR 300.530 and any limitations set forth in the Individualized Education Program.

**Student Code of Conduct Statement**
In the case of a child whose behavior impedes the child's own learning or that of others, the ARD Committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. (34 C.F.R. §300.324 (a)(2)(i).

Student Code of conduct applies to all students. The district will implement its Code of Conduct with regard to all students, subject to and in compliance with the requirements of federal and state law pertaining to students with disabilities.



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**Language** needs for second language learners as related to the Student's IEP

☒ Student is NOT a second language learner.

**Communications Needs of the Student**

☒ Student has communication needs/deficits that should be addressed through supplementary aids and services, IEP, Assistive Technology, and/or speech therapy.

speech therapy addressing articulation

**Physical** needs of the student

☒ This student has physical limitations that may affect access or involvement and progress in the general curriculum.

Additional physical limitations comments:
**12/2019**
**[redacted] has restrictive lung disease and is out very frequently due to health issues. She is historically out during the brunt of flu/respiratory season (December-March) on homebound due to health risks. She is able to self-advocate when she needs a break during physical activity. She may need extended time for meals as she has only been off of her g-tube for six months and is adjusting to eating some solid foods regularly.**

**Assistive Technology needs of the student**

In reviewing the student's needs, the ARD committee considered assistive technology needs and determined that:

☒ The student will be able to participate in the educational program, accomplish expected tasks, and make reasonable progress toward mastery of his/her IEP goals and objectives with typically available supports and services. No assistive technology, devices and/or services are recommended at this time.

Explain:
[redacted] is able to access her education with the technology available to all students in the general education classroom.

**Summary**

After reviewing the above mentioned **competencies and present levels of educational performance**, the ARD committee has determined that this student's **disability** affects his/her involvement and progress in the **general education curriculum.**

**Specify areas:**

- ☒ Language Arts
- ☒ Math
- ☒ Social Studies
- ☒ Science
- ☒ Fine Arts
- ☒ Physical Education



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**MEASURABLE ANNUAL GOAL:**

Goal Number: 1 Goal Focus Speech Therapy-Artic

☐ Draft ☐ ESY ☒ Accepted by Committee ☐ Transition Related Goal

☐ Academic ☒ Functional ☐ Related Services

***By the next annual ARD, when given visual stimuli, [redacted] will reduce the phonological process of gliding by producing prevocalic /r/, /l/ and /l/ consonant blends in words and phrases during structured conversation when given no more than one verbal prompt or reminder with 80% or greater accuracy.***

***12/2019 Currently: [redacted] is averaging 90% accuracy for /l/ and /l/ blends in words and sentences and 70% for prevocalic /r/ and /r/ blends in words and sentences.***

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: ____

Implementer: SLP

Method of Evaluation: Data Collection, Observations

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

---

**MEASURABLE ANNUAL GOAL:**

Goal Number: 2 Goal Focus Speech Therapy-Artic

☐ Draft ☐ ESY ☒ Accepted by Committee ☐ Transition Related Goal

☐ Academic ☒ Functional ☐ Related Services

***By the next annual ARD, when given visual stimuli, [redacted] will produce /j/ and /ch/ sounds in all word positions when given no more than one visual or verbal prompt with an average of 80% accuracy.***

***As of 12/11/2019, [redacted] requires maximum verbal and visual prompts to achieve /j/ and /ch/ approximations. She is averaging less than 50% with max prompts.***

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: ____

Implementer: SLP

Method of Evaluation: Data Collection, Observations

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

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**MEASURABLE ANNUAL GOAL:**

Goal Number: 3 Goal Focus Functional - Academic

☐ Draft ☐ ESY ☒ Accepted by Committee ☐ Transition Related Goal

☒ Academic ☒ Functional ☐ Related Services

***By the next annual ARD, given as assignment, including work in academic stations, [redacted] will independently begin her work (with the end in mind), continue working (first things first), and complete her work (perseverance) using visual aids/tools for reinforcement and feedback implemented by both the teacher and student with 85% completion on available opportunities.***

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: ____

Implementer: General Education Teacher

Method of Evaluation: Teacher Observation, Data Collection, Student self-assessment

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards



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The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

**Are Accommodations needed for this student?** ☒ Yes ☐ No

Duration of Special Education Services: From: 12/12/2019 To: 12/11/2020

Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS NA

☐ Yes ☒ No BEHAVIOR INTERVENTION PLAN ☐ Yes ☒ No ASSISTIVE TECHNOLOGY

**Accommodations:**

***[redacted] qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and speech impairment (SI) for articulation***

PERSONAL CARE SERVICES ☐ Yes ☒ No

| ACCOMMODATION | SUBJECT | | | | |
|---|---|---|---|---|---|
| | LA | MA | SC | SS | SPCL |
| **Adapt Classroom Instruction** | | | | | |
| Extra time for taking tests, multistep assignments. | X | X | X | X | |
| Frequent breaks | X | X | X | X | |
| Preferential seating | X | X | X | X | X |
| Secure eye contact. | X | X | X | X | X |
| Use of visual aids to provide feedback and reinforcement | X | X | X | X | |
| **Alter Assignments or Testing** | | | | | |
| Opportunity to make up missed work due to absences. | X | X | X | X | |
| Similar or shorted assignments maybe substituted for work missed. | X | X | X | X | |
| Work based on amount student is capable of completing. | X | X | X | X | |

*Legend: LA = Language Arts,MA = Math,SC = Science,SS = Social Studies,SPCL = Specials*



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## State Assessment (STAAR)

**This student is/will be in grade level that takes the STAAR?** ☐ Yes ☒ No

**Is this a LEP student who is/will be in grades K-12?** ☐ Yes ☒ No

**District wide assessment is offered for this student's grade level?** ☒ Yes ☐ No

Will the student be able to participate in district wide assessment without modification? ☒ Yes ☐ No

Does the student meet participation requirements for Alternate assessment? ☐ Yes ☒ No

| District Wide Assessment | Type | Accommodations |
|---|---|---|
| LISD Assessments | Standard | See accommodations page |



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## SCHEDULE OF SERVICES

Duration of Special Education Services: In effect from 12/12/2019 to 12/11/2020

Instructional day:

| |
|---|
| Minutes or Periods per day: 365 minutes/day |
| Next Year Minutes or Periods per day: 365 minutes/day |

**Extended School Year (ESY) Services:**

*ESY is required if, in one or more critical areas addressed in the current IEP goals/objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time.*

Extended School Year Services were discussed: ☒ Yes ☐ No ☐ Not considered at this time

ESY consideration is:

☐ Recommended by parent.
☐ Recommended by district personnel directly involved in the student's education.
☒ Not recommended by either parent or school.

ESY is recommended: ☐ Yes ☒ No

**Special Transportation:** ☐ Yes ☒ No

| Semester | Year | Course/Curriculum Area / Location | Gen Ed Modified | General education Time | Special education Time | Progress/Grade determined by: Gen Ed | Spe Ed | Joint | Start Date | End Date |
|---|---|---|---|---|---|---|---|---|---|---|
| Full IEP Year | | Academics : In-class support General Education Classroom | | | 60min/day x 5 | X | | | 12/12/2019 | 12/11/2020 |

**Descriptor of Course Curriculum Area:**
In-Class Support is a service that provides Special Education support in the General Education classroom. In-Class Support is individually determined with a focus on student independence, fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids, materials and/or equipment.

| Related/Other Services | Duration/Frequency | Location of Services | PEIMS | Start Date | End Date |
|---|---|---|---|---|---|
| Speech Therapy | 30 Minutes, 7 times per full 9 week period. | Therapy room/lab | X | 12/12/2019 | 12/11/2020 |



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## LRE Service Alternatives

☒ Yes ☐ No Is the student's instructional day commensurate with that of students without disabilities? If no, explain:

The ARD committee must ensure that to the maximum extent appropriate students with disabilities are educated with students who are not disabled.

| Efforts to Modify and Supplement the Student's Participation in the General Education Setting | Provided/Considered | Educational Benefit Provided? | |
|---|---|---|---|
| | | Academic | Nonacademic |
| Supplementary aids and services provided in the general education classroom | Provided | Yes | Yes |
| Accommodations | Provided | Yes | Yes |
| Special education speech therapy | Provided | Yes | Yes |
| Assistive technology | Considered | No | No |

☒ Yes ☐ No Were these efforts to modify and supplement the student's participation in the general education setting sufficient?

☒ Yes ☐ No Will the student receive an educational benefit from participation in the general education setting (including nonacademic benefit)?

☒ Yes ☐ No The ARD Committee has considered the effect the presence of a child with a disability has on the general education classroom, and thus, on the education that the other children are receiving.

Describe the student's overall educational experience in the general education setting, balancing the benefits of general and special education for the individual student:

Student is making educational progress with general education and special education services/supports and receives both academic and nonacademic benefits from these services/supports.

☐ Yes ☒ No Does the ARD determine additional staff training is required to implement student's IEP?
If **Yes,** please specify.

☐ The committee recommends that this student receive ALL instruction and services in the general education setting with supplementary aids and services.

**OR**

☒ The committee recommends that this student receive part or all instruction in a special education setting.

**LRE Removal from General Education**

☐ The student is capable of achieving all goals/objectives in his/her IEP in the general education classroom with supports/services determined by the ARD committee.



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After considering educating the student in a general education setting with supplementary aids and services, this option was rejected for the following reason(s):

- ☐ Placement in the general education classroom prohibits the student from achieving all goals/objectives in his/her IEP, even though supplementary aids and services are used.
- ☐ TEKS objectives for the student's assigned grade level exceed his/her present level of educational performance; therefore, the student requires instruction based on present competencies which are significantly below current grade placement.
- ☐ The modifications required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the general curriculum/activity.
- ☐ The student's behavior/needs are such that the student requires a structured/specialized environment for implementation of the IEP and BIP and/or that the student and/or other students would not benefit satisfactorily from instruction in the general education classroom.
- ☒ Speech therapy/ Instructional/Related Services goals and objectives contained in the IEP require a small group/individual setting with trained, licensed, or certified staff in a less distracting environment than the general education classroom.
- ☐ Services and/or therapies in the student's IEP cannot be provided on a general education campus.

  Explain:
- ☐ Positive behavioral supports and strategies contained in the student's IEP cannot be implemented on a general education campus.
- ☐ The student's behavior is so dangerous that it cannot be controlled without intense supervision in a highly structured environment off the general education campus.
- ☐ The student had a previously unsuccessful placement on a general education campus.
- ☐ The student has been confined to a home or hospital setting by physician or court order. Medical needs supersede educational needs at this time.
- ☐ Other:

**LRE Consideration of Potential Harmful Effects**

☐ Student is not removed from general education.

If the student is removed from the general education classroom/campus, the following are potential harmful effects that may impact the student and/or the quality of services which the student needs such as:

**Effects on the student:**

- ☐ Lack of opportunity for appropriate role models
- ☐ Stigmatization
- ☐ Lack of opportunity for social interaction
- ☐ Decreased self-esteem
- ☒ Other: none anticipated

**Effects on the quality of services:**

- ☐ Diminished access to full range of curriculum
- ☐ Decreased access to instructional opportunities
- ☐ Significant differences in developmental levels causing social isolation
- ☒ Other: none anticipated
- ☐ Other:

☐ Yes ☒ No Does the ARD committee anticipate any harmful effects?

If Yes, ☐ Yes, but benefits outweigh anticipated harmful effects.

or ☐ Yes, ARD committee will take anticipated harmful effects into account when determining placement.

**LRE Opportunity to Participate in Nonacademic Activities**



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☒ YES Will the student have the opportunity to participate with students without disabilities in all nonacademic, extracurricular and other activities?



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***PLACEMENT OF SERVICES**

Site selection is an administrative decision and may be changed at any time.

*The ARD committee determined that services will be provided at:

Name of Current Year Enrollment Campus: Faubion Elementary

Name of Next Year Enrollment Campus: Faubion Elementary

Name of Current Year Instructional Setting: 01-Homebound

Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

Next Year Instructional Setting Code: 40-Mainstream

Next Year Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

☒ Yes ☐ No *This is the same campus the student would attend if not disabled.

☒ Yes ☐ No According to district attendance zones this is the campus which is as close as possible to the student's home.

**Written Annual Notification to Access Public Benefits or Insurance (e.g., Medicaid)**

Medicaid services provided by school districts in Texas to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows local school districts, including public charter schools, to obtain Medicaid reimbursement for certain designated health-related services documented in a student's Individualized Education Program (IEP).

The main objective of the SHARS program is to reduce the cost of delivering health-care services in the school setting. Services received at school do not affect or compromise the type or amount of Medicaid services received outside of school. Further, Leander Independent School District:

A. Will not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free and appropriate education (FAPE);

B. Will not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided;

I also understand that TX Medicaid Instituted TPL (Third Party Liability) policy requirement using the "pay and recover" method. Using the pay and recover TPL (Third Party Liability) process for SHARS means that Medicaid pays the school district for services before third party reimbursement is sought. If the third party insurance denies a claim for an acceptable reason, no further action is taken. Lifetime benefits of private insurance could be affected depending on the policy or agreement parents or guardians have with the Insurance Company.

Leander Independent School District has previously notified and received parental consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) for reimbursement under the SHARS program. This information includes but is not limited to name, date of birth, Social Security number, Medicaid number, date of service, service type and service duration. This form has been provided in language understandable to the general public and in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so. Consent may be withdrawn at any time. A parent's withdrawal of consent or refusal to allow consent does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).

***(Consistent with 34 CFR §300.154(d)(2)(v); 34 CFR §300.503(c); 34 CFR §300.154(d)(2)(I)(iii); §300.154(d)(2)(iv)(A)-(B); §300.154(d)(2)(iv); 34 CFR part 99 & 300)***



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**ASSURANCES: parents assured by:** Name: Jennifer Fleming
Title: ARD Specialist

The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.

The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

**Access to and Destruction of Records**
The special education department observes federal and state laws, state regulations and local policies pertaining to the confidentiality of student records. Parents (or an eligible student 18 years or older) may inspect and review records at any time. School officials with a legitimate educational interest have access to student records. The parents of a student with a disability must give written consent before a student's records can be seen by someone not involved in the student's education.

If the student transfers to another school district, special education records will be sent to the receiving district without parental consent.

Special education eligibility and educational records are maintained for five (5) years following the date of the last recorded action for each student served by the Special Education Department of Leander Independent School District. At the end of five years, the records may be destroyed.

Parent/guardian/adult student has been informed that the District shall retain education records of students with disabilities for five years after the student's graduation or dismissal from special education.

Records with personally identifiable information are located on the campus of the school which the student attends and the Special Education Services office at 306 W. South Street, Leander, TX 78641

You may call with any questions concerning records (512) 570-0300

**REVIEW OF COMMITTEE DECISIONS:**

- ☐ Accept Evaluation
- ☐ Accept reevaluation information review
- ☐ Additional evaluation is needed
  Timeline for completion of evaluation
- ☐ Accept/review Transition and/or Graduation Plan
- ☒ Extended School Year is recommended ☐ Yes ☒ No
- ☒ Assistive Technology ☐ Yes ☒ No
- ☒ Goals/Objectives ☒ Accept ☒ Revise ☐ Continue



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☒ Behavior Intervention Plan: ☐ Yes ☒ No

☒ Transportation services: ☐ Yes ☒ No

Supplements Included:

| | | | | |
|---|---|---|---|---|
| ☐ AI | ☐ Autism | ☐ BIP | ☐ BIP Brief | ☐ Dyslexia |
| ☐ ESY | ☐ FBA | ☐ FBP | ☐ Graduation | ☐ MDR |
| ☐ Med Fragile | ☐ Parent/IHT | ☐ Parent/IHT Needs | ☐ PCS | ☐ RDSPD |
| ☐ REED | ☐ STAAR-Alt 2 | ☐ STAAR Med Ex | ☐ STAAR NAAR | ☐ Transition |
| ☐ Transportation | ☐ VI | ☐ Other: _ | | |

Deliberations:
12/11/19
Committee convenes to review annual progress.
[redacted] qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and a speech impairment (SI) for articulation.
Committee reviews present levels (PLAAFP) and progress on current goals and objectives:
Ms. Zuniga reports that [redacted] 1st 9 weeks was good; she was on grade level in all areas. She has fallen a little since then due to being sick and out. She does show some work avoidance when she is in class and at times she is found wandering. It is difficult to assess exactly where she is at this time.
Ms. Moorhead reports that she also sees the work avoidance. She would like to propose some additional support when she is at school with her breaks being built in and continuing with support in the classroom.
Speech language pathologist (SLP) reports that [redacted] is doing well with her articulation development. She would like to focus on CH and J going forward. She would like to continue her speech time as 7, 30 minute sessions per 9 week grading period.
Proposed goal reviewed and accepted.
Accommodations reviewed and accepted.
District testing decisions reviewed and agreed upon.
Least restrictive environment (LRE) considered: no potential harmful effects foreseen from special education services.
Schedule of services reviewed and accepted.
Extended school year (ESY) considered: data does not support a recommendation at this time.
Special transportation addressed: not eligible.
Assistive technology (AT) addressed: none warranted at this time.
ARDC discusses homebound services: A medical needs assessment has been received by the physician dated 12/12/2019-4/1/2020. ARDC discusses that homebound services will be up to 4 hours per week and speech therapy will be the same as the current IEP. Ms. Lackey reviews HB procedures.
Assurances are provided in the finalized ARD paperwork.
Prior written notice addressed. Parent verbally waives the 5 day grace period prior to agreed upon IEP implementation.
No other questions or concerns at this time.
Committee adjourns in agreement.

**Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process, but rather a general overview of points of discussion*


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**SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

Date of Meeting: 12/11/2019

| Name: | Position: | Signature: | Agree | Disagree |
|---|---|---|---|---|
| [redacted] (via phone) | Parent(s)/Adult Student | | X | |
| Jennifer Fleming | District Representative | | X | |
| Paige Zuniga | General Education Teacher | | | |
| Tina Moorhead | Special Education Teacher/ Provider | | | |
| Pamela Myatt, SLP | Assessment | | | |
| Jessica Lackey | Homebound Teacher | | | |



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## Prior Written Notice

Date Sent/Mailed: 12/11/2019

**Description of the action proposed or refused:**

District proposed new goals
District proposed updated accommodations
District proposed District Assessments with accommodations
District proposed special education supports and services
District refused assistive technology (AT), extended school year (ESY), special transportation
District proposed homebound services according to medical needs ssessment

**Explanation of why action was proposed or refused:**

Annual ARD due; Goals updated to meet current present levels of academic achievement and functional performance.
Updated accommodations based on current needs
Student required to take these assessments and accommodations are recommended.
Schedule of Services based on the student requiring specially designed instruction to make progress in general education
Does not meet eligibility requirements for AT, ESY, or special transportation
Meets eligibility requirements for homebound services

**Description of other options considered:**

Continue current IEP goals/objectives.
Continue current accommodations
Continue with current assessment/accommodation decisions
Continue current special education supports
Add AT, ESY, special transportation
No homebound

**Why Options were Rejected:**

Annual ARD due and updates required at least annually.
Updated accommodations per current needs
Updated assessment/accommodation decisions based on current grade level and needs
Updated schedule/support due to current level of functioning and needs
Student does not meet eligibility requirements for AT, ESY, or special transportation
Meets eligibility requirements for homebund services

**Evaluation procedures, tests, records, or reports used as a basis for the proposal or refusal:**

Attendance
Current ARD
Current FIE, State/District tests, gen/spec ed records, grades,
Current progress on goals and objectives
Parent and Student input
Teacher Information
Updated PLAAFP
Physician's medical needs assessment

**Other factors relevant to the proposal or refusal:**

None



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**Leander Independent School District**
306 W. South Street
Leander, TX 78641 - (512) 570-0300

| [redacted] | [redacted] | | Faubion Elementary | [redacted] |
|---|---|---|---|---|
| NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH |

The parent(s) of a student with a disability/adult student has protection under the procedural safeguards of the IDEA. A copy of the procedural safeguards in understandable language, where feasible, must be given to the parents/ guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process, or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [ 300.504(a)] A copy will be/was provided to parents, via email on 11/18/2019.

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

☐ The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: _ by _

☐ Parent/adult student verified to the translator that he/she understands the content of this notice.

To obtain assistance in understanding this notice, you may call:

Name: Stacy Laursen, M.Ed Position: Educational Diagnostician Phone: 512-570-7534

*or* Education Service Center #(512) 919-5313

*or* Special Education Information Center at #1-855-SPEDTEX (1-855-773-3839)

☒ Yes ☐ No The committee mutually agreed to implement the services reflected in these proceedings.

**WAIVER FOR NOTICE TO PROVIDE SERVICES**

☒ Yes ☐ No Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.

☒ Yes ☐ No Parent(s) or adult student agrees to waive the five school day waiting period between the current IEP and the implementation of the proposed IEP.

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.

_____

Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, you may call Special Education Information Center at #1-855-SPEDTEX (1-855-773-3839) or Education Service Center, (512) 919-5313.

☐ Yes ☒ No **This is an Initial Provision of Services**



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Leander Independent School District
306 W. South Street
Leander, TX 78641 - (512) 570-0300

[redacted] | | Fawbion | [redacted]

NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH

SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

Date of Meeting: 12/11/19

| Name: | Position: | Signature: | Agree | Disagree |
|---|---|---|---|---|
| [redacted] | nt(s)/Adult Student | viaphone | | |
| - | Parent(s)/Adult Student | | | |
| Jennifer Flemis | District Representative | | ✓ | |
| Paige Zuniga | General Education Teacher | Paige Zuniga | | |
| Tina Moorhead | Special Education Teacher/ Provider | Tina Moorhead | | |
| Pamela Myatt | Assessment | Pamela Myatt | | |
| Jessica Lackey | Homebound | Jessica Lackey | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

☒ Yes , ☐ No The committee mutually agreed to implement the services reflected in these proceedings.

WAIVER FOR NOTICE TO PROVIDE SERVICES

☒ Yes ☐ No Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.

☒ Yes ☐ No Parent(s) or adult student agrees to waive the five school day waiting period between the current IEP and the implementation of the proposed IEP.

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.

Verbally waived

Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, you may call Special Education Information Center at #1-855-SPEDTEX (1-855-773-3839) or Education Service Center, (512) 919-5313.

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

# PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: Casimir Pulaski Elementary School Age: 8 Current Grade: 03 H.S. Credits: Grade Next Yr: 04 Gender: Male

Current Home School: Casimir Pulaski Elementary School School Next Year: Casimir Pulaski Elementary School Home School Next Year: Casimir Pulaski Elementary School

SASID#: [redacted]

If your school district does not have its own high school, is the student attending the designated high school?

Case Manager: Maguder, Julie ☐ Yes ☐ No ☑ NA

Student Address[1]: [redacted] Student Instructional Lang: ☑ English ☐ Other:(Specify)

Parent/Guardian (Name): [redacted] (Mother) Home Dominant Lang: ☑ English ☐ Other:(Specify)

Parent/Guardian (Address): ☑ Same Student Home Phone: [redacted] Parent Home Phone: [redacted]

Surrogate: Parent Work Phone: Misc. Phone:

(Name and Address): Most Recent Eval. Date: 11/12/2019 mm/dd/yyyy Next Reevaluation Date: 11/12/2022 mm/dd/yyyy

Most Recent Annual Review Date: 11/12/2019 mm/dd/yyyy Next Annual Review Date: 11/12/2020 mm/dd/yyyy

**Reason For Meeting**[2]: ☐ Review Referral ☐ Plan Eval/Reeval ☐ Review Eval/Reeval ☐ Determine Eligibility ☐ Determine Continuing Eligibility ☐ Develop IEP ☐ Review or Revise IEP ☐ Conduct Annual Review ☐ Transition Planning ☐ Manifestation Determination ☑ Other(specify) Amendment

**Primary Disability :** ☑ Autism ☐ Emotional Disturbance ☐ Multiple Disabilities ☐ Orthopedic Impairment ☐ Speech or Language Impaired ☐ Other Health Impairment ☐ Deaf- Blindness ☐ Hearing Impairment (Deaf or Hard of Hearing) ☐ Specific Learning Disabilities ☐ Traumatic Brain Injury ☐ OHI-ADD/ADHD ☐ Developmental Delay (ages3-5 only) ☐ Intellectual Disability ☐ Specific Learning Disabilities/Dyslexia ☐ Visual Impairment ☐ To be Determined

**The next Projected PPT meeting date is :** 11/12/2020

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) ☑ Yes ☐ No
- Is this an Amendment to a current IEP using Form ED 634? ☑ Yes, attached is the ED 634 and amendments (revised IEP pages 1,2,3 and other supporting IEP documents) ☐ No

  If YES, what is the date of the IEP being amended? 11/12/2019

**Team Member Present (required)**

| | | | | | |
|---|---|---|---|---|---|
| Admin/Designee: | Hall, Amy | Spec. Edu.Teacher: | Maguder, Julie | OT: | |
| Parent/Guardian: | [redacted] | School Psych: | | PT: | |
| Parent/Guardian: | | Social Work: | | Agency: | |
| Surrogate Parent: | | Speech/Lang: | | Other:(specify) | |
| Student: | | Guidance: | | Other:(specify) | |
| Student's Reg. Ed.Teacher: | | Nurse: | | Other:(specify) | |

1 Address of student's primary residence. 2 May choose more than one.

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## LIST OF PPT RECOMMENDATIONS

Revise IEP to add ESY

## PLANNING AND PLACEMENT TEAM MEETING SUMMARY(OPTIONAL)

This is an amendment to [redacted] IEP to add ESY. [redacted] meets criteria for ESY services. This amendment is being conducted during school closure due to the Covid 19 pandemic. ESY will consist of the following: There was a discussion and agreement of ESY servcies being provided at Mountain Mist adaptive camp for 5 weeks as long as the camp continues to meet health and safety guidelines. During the weeks of 7/6/20 to 7/31/20, 3 hours of special education services will be provided and 30 minutes of speech / language services weekly. An additional 5th week of adaptive camp at Mountain Mist will be provided during the week of 8/17/20 to 8/21/20 for transition purposes. Two 30 minute sessions will be provided to [redacted] during the week of 6/15/20 focusing on social skills instruction related to the changed requirements and procedures at camp. Two 90 minute sessions will be provided at [redacted] elementary school during the week of 8/24/20 focusing on social skills instruction related to transition back to school. Ms. [redacted] is in agreement with these recommendations and consented to the amendment. The consent form will be sent electronically.

**Parents please note:** Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (https://portal.ct.gov/SDE/Special-Education/Special-Education-Legal-and-Due-Process) at the first PPT meeting following a child's initial referral for special education. ☑ A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 9/26/2019.

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## PRIOR WRITTEN NOTICE

| Actions Proposed | Reasons for proposed actions | Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated) | Date these actions will be implemented |
|---|---|---|---|
| Revise IEP | ☑ Educational performance supports proposed actions<br>☑ Evaluation results support proposed actions<br>☐ Previous IEP goals and objectives have been satisfactorily achieved<br>☐ Student has met Exit Criteria<br>☐ Other _____ | ☐ Achievement _____ ☐ Motor _____<br>☐ Adaptive _____ ☐ Report Cards _____<br>☐ Classroom Observation _____ ☑ Review of Records (dated) 06/05/2020<br>☐ Cognitive _____ ☐ Social Emotional Behavior _____<br>☐ Communicatior _____ ☐ Teacher Reports _____<br>☐ Developmental _____ ☐ Other (Specify and dated) _____<br>☐ Health/Medical _____ | 6/15/2020 |

| Actions Refused | Reasons for Refused actions | Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated) |
|---|---|---|
| | ☐ Educational performance supports refusal<br>☐ Evaluation results support refusal<br>☐ Previous IEP goals and objectives have been satisfactorily achieved<br>☐ Student has met Exit Criteria<br>☐ Other _____ | ☐ Achievement _____ ☐ Motor _____<br>☐ Adaptive _____ ☐ Report Cards _____<br>☐ Classroom Observation _____ ☐ Review of Records _____<br>☐ Cognitive _____ ☐ Social Emotional Behavior _____<br>☐ Communicatior _____ ☐ Teacher Reports _____<br>☐ Developmental _____ ☐ Other(Specify and dated) _____<br>☐ Health/Medical _____ |

| Other options considered and rejected in favor of the proposed actions | Rationale for rejecting other options | Other factors that are relevant to this action | Exit Information |
|---|---|---|---|
| ☐ Full-time placement in general education with supplementary aids and services.<br>☑ No other options were considered and rejected.<br>☐ Other options considered and rejected in favor of this action: _____ | ☑ Options would not provide Student with an appropriate program in the least restrictive environment.<br>☐ Other: (specify) _____ | ☐ There are no other factors that are relevant to the PPT decision<br>☑ Information/concerns shared by the parents<br>☐ Information/preferences shared by the student<br>☐ Other: (specify) _____ | ☐ Date of exit from Special Education: _____<br>☐ Returning to general education<br>☐ Reason for exiting Special Education: _____ |

**Parents please note**: Under the procedural safeguards of IDEA, a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections ☑ **was made available previously this school year (date)** 09/19/2019

☐ **is enclosed with this document.** A copy of Procedural Safeguards in Special Education is available on school district website: **www.meridenk12.org**. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: https://portal.ct.gov/SDE/Special-Education/Special-Education-Resources-for-Families.

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

**(The following information was derived from: report data, documentation from classroom performance, observations, parent /student reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples).**

| Parent and Student input and concerns | Mrs [redacted] is in agreement with the recommendations of the PPT |
|---|---|

| Area (briefly describe current performance ) | Strengths (include data as appropriate) | Concerns/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|---|---|---|---|
| **Academic/Cognitive: Language Arts:** ☑ Age Appropriate On the Woodcock Johnson IV administered October 2019, [redacted] earned the following Standard Scores: Letter Word ID 111, Spelling 115, Passage Comprehension 112, Written Expression 101, Word Attack 124, Sentence Reading Fluency 93, Oral Reading 117, With an overall Reading score of 112 | Phonics, comprehension. | n/a | n/a |
| **Academic/Cognitive: Math:** ☑ Age Appropriate Applied Problems 93, Calculation 99, Math Facts Fluency 96 | Calculations | n/a | n/a |
| **Other Academic/Nonacademic Areas:** ☑ Age Appropriate Cognitive Performance WISC-V (FSIQ=101,VCI=106,VSI=94,FRI=103,WMI=97,PSI=108,) | | | |

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

| Area (briefly describe current performance ) | Strengths (include data as appropriate) | Concerns/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|---|---|---|---|
| **Behavioral/Social/Emotional:** ☐ Age Appropriate [redacted] is a positive and polite student who has the capacity to follow behavioral expectations of the school day, with the support of a behavioral intervention plan. | [redacted] responds well to school routine, uses kind words, and works well cooperatively with peers and adults. [redacted] exhibit strength in his ability to regulate his emotion, seek adult support when needed, and regulate his behavior during the school day. | [redacted] exhibits a weakness within the areas of social skills, specifically social responsibility, social communication, Social engagement, and how to respond during unplanned or unexpected social events. | Due to weaknesses in [redacted] ability to facilitate and engage in unplanned or unstructured social activities, [redacted] will need proactive strategies for engagement, and social skills review, to make positive choices during unexpected events or social situations. |
| **Communication:** ☐ Age Appropriate Mastered current goals/objectives. Fluency: [redacted] has mastered this goal. Current progress indicates 95.7% accuracy. Comprehension: Progress shows 83% accuracy (10/12 trials). Updated testing: OWLS II total test score: 90; TOLD-P:4 syntactic understanding scaled score 11; LCT 2 total test: 89; TOPL-2 pragmatic language index score: 90. | Progress with goals and objectives show improvement with the fluency enhancing strategy of forward flowing speech and comprehension skills (details and reasoning skills). | [redacted] production of fluent speech continues to be one of his primary areas of focus. [redacted] showed that using context clues in order to answer inferential questions was an area of difficulty (LCT-2 reasoning subtest: 83; pre/post test: 29%). | Due to communication deficits in listening comprehension, and fluency skills, [redacted] is unable to verbally participate in academic based tasks, such as showing comprehension of verbally presented information, conversation with peers and adults, and verbally participating in academic based tasks (discussions, showing comprehension), without explicit instruction and visual/verbal supports in order to promote acquisition and development of word initiation techniques, and and listening comprehension skills. |
| **Vocational/Transition:** ☑ Age Appropriate | | | |
| **Health and Development-Including Vision and Hearing:** ☑ Age Appropriate | | | |
| **Fine and Gross Motor:** ☑ Age Appropriate | | | |
| **Activities of Daily Living:** ☑ Age Appropriate | | | |
| **Other:** ☐ Age Appropriate [redacted] program consists of a 25 minute work block followed by a 5 minute break. Additionally he has sensory opportunities built in throughout his day. He is seen for direct services in the resource room during the arrival/ breakfast time of the day. | [redacted] benefits from his schedule, the use of the timer and his breaks. He is able to transition on and off his breaks successfully. | Intermittently he struggles with transitioning off of the chromebook when his 5 minute break ends. | Applying a strategies as needed without prompting may impact his academic performance. |

| Student: [redacted] | DOB: [redacted] | District: Casimir Pulaski Elementary School | Meeting Date: 06/05/2020 |
|---|---|---|---|
| Last Name, First Name | mm/dd/yyyy | | mm/dd/yyyy |

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## TRANSITION PLANNING

1. ☑ **Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**

☐ **This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.**

2. **Student Preferences/Interests - document the following:**

a) Was the student invited to attend the Planning and Placement Team (PPT) meeting? ☐ Yes ☐ No

b) Did the student attend? ☐ Yes ☐ No

c) How were the student's preferences/interests, as they relate to planning for Transition Services, determined?

☐ Personal Interviews ☐ Comments at Meeting ☐ Functional Vocational Evaluations ☐ Age appropriate transition assessments ☐ Other: (specify) _____

_____

d) Summarize student preferences/interests as they relate to planning for Transition Services: _____

_____

3. **Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)** _____

_____

4. **Agency Participation:**

a) Were any outside agencies invited to attend the PPT meeting? ☐ Yes with written consent ☐ No (If no, MUSTspecify reason as listed in the IEP Manual) _____

b) If yes, did the agency's representative attend? ☐ Yes ☐ No

c) Has any participating agency agreed to provide or pay for services/linkages? ☐ Yes ☐ No (If yes, specify) _____

5. **Post School Outcome Goal Statement(s) and Transition Services recommended in this IEP :**

a) **Post-School Outcome Goal Statement - Postsecondary Education or Training:** _____

_____

☐ Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP

b) **Post-School Outcome Goal Statement - Employment**: _____

_____

☐ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP

c) **Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):**

_____

☐ Annual goal(s) and related objectives regarding Independent Living have been developed and are included in this IEP

6. **Please select ONLY one:**

☐ The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): _____

_____

☐ Student has completed academic requirements; no academic course of study is required - student's IEP includes only transition goals and services .

7. **At least one year prior to reaching age of 18, the student must be informed of the rights under IDEA which will transfer at age 18.**

☐ NA (Student will not be 17 within one year) ☐ The student has been informed of the rights under IDEA which will transfer at age 18 ☐ No IDEA rights will transfer

8. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date)**

**Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.**

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES *

☐ Academic/Cognitive ☐ Social/Behavioral ☑ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other:

***Enter Dates for Evaluating and Reporting Progress in Boxes Below***

| | | | |
|---|---|---|---|
| 1 MAR | 2 JUN | 3 NOV | 4 |
| 5 | 6 | 7 | 8 |

☐ Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

**Measurable Annual Goal * (Linked to Present Levels of Performance)#** 1

[redacted] will improve his ability to use context clues in order to answer inferential questions during listening tasks as measured by increasing his raw score on a pre/post test from 29% to 71%.

**Eval. Procedure:** 3 /
**Perf. Criteria:** A /
**(%, Trials, etc.)** 42%

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 S | 3 | 4 |
| 5 | 6 | 7 | 8 |

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

**Objective #** 1 [redacted] will locate correct context clues needed to answer inferential questions following listening/reading tasks in 4/5 trials (80%) over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 M | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #** 2 [redacted] will use context clues in order to correctly answer inferential questions following listening/reading tasks in 4/5 trials (80%) over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 S | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #**

**Eval. Procedure:** /
**Perf. Criteria:** /
**(%, Trials, etc.)**

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |

### Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre and Post Standardized Assessment
3. Pre and Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. Smarter Balanced and CT Alternate Assessments
9. Work Samples, Job Performance or Products
10. Achievement of Objectives *(Note: use with goal only)*
11. Other:(specify) Weekly Data Collection
12. Other:(specify)
13. Other:(specify)
14. Other:(specify)
15. Other:(specify)
16. Other:(specify)
17. Other:(specify)
18. Other:(specify)

### Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify)
J. Other: (specify)
K. Other: (specify)
L. Other: (specify)
M.Other: (specify)
N.Other: (specify)
O.Other: (specify)
P.Other: (specify)

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal
**L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES *

☐ Academic/Cognitive ☐ Social/Behavioral ☑ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other:

***Enter Dates for Evaluating and Reporting Progress in Boxes Below***

| | | | |
|---|---|---|---|
| 1 MAR | 2 JUN | 3 NOV | 4 |
| 5 | 6 | 7 | 8 |

☐ Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

**Measurable Annual Goal * (Linked to Present Levels of Performance)#2**

[redacted] will produce easy speech by using word-initiation techniques as measured by mastering 3/4 objectives.

**Eval. Procedure:** 10 /
**Perf. Criteria:** H /
**(%, Trials, etc.)** 3/4

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

**Objective #** 1 [redacted] will use the word initiation technique of bouncing within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #** 2 [redacted] will use the word initiation technique of sliding within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #** 3 [redacted] will use the word initiation technique of light contacts within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

### Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre and Post Standardized Assessment
3. Pre and Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. Smarter Balanced and CT Alternate Assessments
9. Work Samples, Job Performance or Products
10. Achievement of Objectives *(Note: use with goal only)*
11. Other:(specify) Weekly Data Collection
12. Other:(specify)
13. Other:(specify)
14. Other:(specify)
15. Other:(specify)
16. Other:(specify)
17. Other:(specify)
18. Other:(specify)

### Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify)
J. Other: (specify)
K. Other: (specify)
L. Other: (specify)
M.Other: (specify)
N.Other: (specify)
O.Other: (specify)
P.Other: (specify)

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal **L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

## MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES *

☐ Academic/Cognitive ☐ Social/Behavioral ☑ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other:

***Enter Dates for Evaluating and Reporting Progress in Boxes Below***

| | | | |
|---|---|---|---|
| 1 MAR | 2 JUN | 3 NOV | 4 |
| 5 | 6 | 7 | 8 |

☐ Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

**Measurable Annual Goal * (Linked to Present Levels of Performance)#** 2

[redacted] will produce easy speech by using word-initiation techniques as measured by mastering 3/4 objectives.

**Eval. Procedure:** 10 /
**Perf. Criteria:** H /
**(%, Trials, etc.)** 3/4

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

**Objective #** 4 [redacted] will use the word initiation technique of easy onsets within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 S | 2 O | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #**

**Eval. Procedure:** /
**Perf. Criteria:** /
**(%, Trials, etc.)**

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |

**Objective #**

**Eval. Procedure:** /
**Perf. Criteria:** /
**(%, Trials, etc.)**

Report Progress Below (Use Reporting Key)

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |

### Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre and Post Standardized Assessment
3. Pre and Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. Smarter Balanced and CT Alternate Assessments
9. Work Samples, Job Performance or Products
10. Achievement of Objectives *(Note: use with goal only)*
11. Other:(specify) Weekly Data Collection
12. Other:(specify)
13. Other:(specify)
14. Other:(specify)
15. Other:(specify)
16. Other:(specify)
17. Other:(specify)
18. Other:(specify)

### Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify)
J. Other: (specify)
K. Other: (specify)
L. Other: (specify)
M.Other: (specify)
N.Other: (specify)
O.Other: (specify)
P.Other: (specify)

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal **L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

Student: [redacted] [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

## MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES *

☐ Academic/Cognitive ☑ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other:

***Enter Dates for Evaluating and Reporting Progress in Boxes Below***

| 1 MAR | 2 JUN | 3 NOV | 4 |
|---|---|---|---|
| 5 | 6 | 7 | 8 |

☐ Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

**Measurable Annual Goal * (Linked to Present Levels of Performance)#** 3

[redacted] will increase use of independent social problem solving strategies, to assist in conflict resolution of unexpected or unplanned events

**Eval. Procedure:** 10 /
**Perf. Criteria:** H /
**(%, Trials, etc.)** 3/3

Report Progress Below (Use Reporting Key)

| 1 S | 2 S | 3 | 4 |
|---|---|---|---|
| 5 | 6 | 7 | 8 |

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

**Objective #** 1 Given a hypothetical situation [redacted] will respond with three classroom strategies he can utilize to solve a social conflict, prior to engaging the classroom teacher

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| 1 S | 2 S | 3 | 4 |
|---|---|---|---|
| 5 | 6 | 7 | 8 |

**Objective #** 2 Given a hypothetical situation [redacted] will respond with three community strategies he can utilize to solve social conflict before engaging family or adult supervision.

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| 1 S | 2 S | 3 | 4 |
|---|---|---|---|
| 5 | 6 | 7 | 8 |

**Objective #** 3 If an unexpected or social conflict occurs, [redacted] will discuss previous social conflict, and generate 3 possible alternative solutions

**Eval. Procedure:** 11 /
**Perf. Criteria:** E /
**(%, Trials, etc.)** 4/5

Report Progress Below (Use Reporting Key)

| 1 S | 2 L | 3 | 4 |
|---|---|---|---|
| 5 | 6 | 7 | 8 |

### Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre and Post Standardized Assessment
3. Pre and Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. Smarter Balanced and CT Alternate Assessments
9. Work Samples, Job Performance or Products
10. Achievement of Objectives *(Note: use with goal only)*
11. Other:(specify) Teacher Observation
12. Other:(specify)
13. Other:(specify)
14. Other:(specify)
15. Other:(specify)
16. Other:(specify)
17. Other:(specify)
18. Other:(specify)

### Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify)
J. Other: (specify)
K. Other: (specify)
L. Other: (specify)
M.Other: (specify)
N.Other: (specify)
O.Other: (specify)
P.Other: (specify)

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal **L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

**Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES /COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL**

| **Accommodations and modifications to be provided to enable the child :**<br>-To advance appropriately toward attaining the annual goals;<br>-To be involved in and make progress in the general education curriculum;<br>-To participate in extracurricular and other non-academic activities, and<br>-To be educated and participate with other children with and without disabilities .<br>**Accommodations may include Assistive Technology Devices and Services** | **Sites/Activities Where Required and Duration** |
|---|---|
| **Materials/ Books/ Equipment:** Manipulatives | All areas for the duration of the IEP |
| **Tests / Quizzes/Assessments:** Alternate setting , Orally Read Tests/Directions , Prior Notice of Tests | All areas for the duration of the IEP |
| **Grading:** | |
| **Organization:** Give One Paper or Section at a Time , List Sequential Steps , Post Assignments , Post Routines , Visual Schedule | All areas for the duration of the IEP |
| **Environment:** Frequent movement breaks , Minimizing or Structure transitions , Preferential Seating | All areas for the duration of the IEP |
| **Behavioral Interventions and Support:** Provide options for self-regulation , See accommodation listed in text box | See Behavior Intervention Plan Follow Behavior Intervention Plan in all areas of the school environment |
| **Instructional Strategies:** Check Work in Progress , Concrete Examples , Cueing/Prompts , Immediate Feedback , Provide Models , Review Directions , Use Manipulatives | in all areas for the duration of the IEP |
| **Other:** Consultation by Occupational Therapist as needed with [redacted] special education teacher and the team working with [redacted] This consultation may include but is not limited to sensory needs/sensory diet. | classroom and school at large |

***Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)***

**Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:** Consultation from district ABA specialist as needed for [redacted] Behavior Intervention Plan. Consultation for Occupational Therapy as needed if adjustments to sensory breaks is needed.

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

# STATE AND DISTRICT TESTING AND ACCOMMODATIONS

## STATEWIDE ASSESSMENTS and DISTRICTWIDE ASSESSMENTS section must be completed

### STATEWIDE ASSESSMENTS

Check the grade the student will be in when the test is given.

☐ Grade Pre-K ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☑ **Grade 3**

☐ **Grade 4** ☐ **Grade 5** ☐ **Grade 6** ☐ **Grade 7** ☐ **Grades 8**

☐ Grade 9 ☐ Grade 10 ☐ **Grade 11** ☐ Grade 12

### DISTRICTWIDE ASSESSMENT

Check the grade(s) the student will be in when the tests are given.

☐ Grade Pre-K ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☑ Grade 3

☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8

☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

### Standard Assessments and Alternate Assessments

Smarter Balanced Assessments (**Grade 3-8**), Connecticut SAT (**Grade 11**) and the Connecticut Alternate Assessments (CTAA), include English Language Arts and Mathematics (**Grades 3-8 & 11**). Standard Assessment or Alternate Science Assessment required in **Grades 5, 8 and 11**.

**Assessment Options: (Select ONE Option)**

☑ **1. Smarter Balanced Assessments (Includes Standard Science Assessment - Grades 5 & 8)**

☐ **2. CTAA - (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★**

☐ **3. Connecticut SAT and Standard Science Assessment (Grade 11)**

### English Language Proficiency Assessment

☐ **English Language Proficiency Assessment** required for all English Learners Grades K-12

☐ Student requires designated supports/accommodations on the ELP assessment

### Administration Options - Accommodations will be provided. (Select ONE Option):

☑ The student is participating in the Smarter Balanced Assessments & Standard Science Assessment and requires designated supports and/or accommodations*

☐ The student is participating in the Connecticut SAT & Standard Science Assessment and will request accommodations**

### Districtwide Assessments

(Select all appropriate options.)

☐ **N/A** - No districtwide assessment is scheduled during the term of this IEP.

☐ **Alternate Assessment(s) ★**

Select one of the following options:

☐ **No accommodations will be provided, OR**

☑ **Accommodations will be provided as specified on Page 8, OR**

☐ **Accommodations will be provided as specified below.**

_____

_____

_____

_____

_____

* If supports/accommodations are given, attach a copy of the Test Designated Supports/Accommodations Form for the IEP and provide a copy to the district test coordinator for required registration.

** **Please note:** There are two options for requesting accommodations for the Connecticut SAT. One option is through the **College Board (CB) process:** If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the **State Allowed Accommodations (SAA) process:** If accommodations are approved through the SAA process, test scores can ONLY be used for state accountability and NOT for college admission. **Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.**

★

☐ **The Alternate Assessment Eligibility Form must be submitted and approved for Statewide Assessments.**
The form is recommended for use in determining the need for alternate Districtwide Assessments.

Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

**NOTE**: A PPT decision to assess the student using the CTAA and Alternate Science Assessment must be recorded on page 3 of the IEP, Prior Written Notice.

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

1. For students whose behavior impedes the learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and :

☐ NA ☑ A behavioral intervention plan has been developed ☑ IEP Goals and Objectives have been developed to address the behavior ☐ Other:(specify) _____

2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following :

☑ NA ☐ Recommendation: (specify) _____

3. For students who are blind or visually impaired (VI): ☑ NA ☐ Instruction in braille or the use of braille is being provided, as required ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or use of braille) , that instruction in braille or the use of braille is not appropriate for this student.

4. For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): ☑ NA ☐ The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on *page 8 of the IEP*- if so which format/accommodation utilized: ☐ Large Print ☐ Digital Text ☐ Audio ☐ Other (specify): _____

5. For students who are deaf or hard of hearing: ☑ NA ☐ See attached **required** *Language and Communication Plan* (Form ED638) - The PPT has determined (after considering the student'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 student's language and communication mode, and considering whether the student requires assistive technology .

## PROGRESS REPORTING

1. A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule :

☐ Quarterly ☑ Consistent with grade level report cards ☐ Other: (Specify) _____

## EXIT CRITERIA

1. Exit Criteria: Student will be exited from Special Education upon: (Check One) ☑ Ability to succeed in Regular Education without Special Education Support ☐ Graduation ☐ Age 21 ☐ Other: (specify) _____

## INFORMATION ON IEPs and SECONDARY TRANSITION

1. Parents, including Surrogate Parents and the student if 18 or older have been provided (☐ electronically or ☑ in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: ☐ *Building a Bridge* ☑ *Parent's Guide to Special Education* ☑ *IEP Manual* ☐ OTHER: _____

2. The Transition *Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services : *Transition Bill of Rights:*

☐ is available in the school district website; ☐ is enclosed with this document; ☐ was already provided, reviewed and discussed this school year (date) _____ .

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

| Special Education Services | Goal(s) # | Frequency | Responsible Staff | Service Implementer | Start Date | End Date | Site* | If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.) |
|---|---|---|---|---|---|---|---|---|
| Behavioral support | 3 | 5 X Weekly, 3 hrs 30 mins | Instructional Assistant/Paraprofessional , Instructic | Instructional Assistant/Paraprofessional , Instruc | 8/31/2020 | 11/26/2020 | 1 | Flexible schedule depending on student need |
| Behavioral support | 3 | 5 X Weekly, 30 mins | Special Education Teacher , Special Education Te | Special Education Teacher , Instructional Assist | 8/31/2020 | 11/26/2020 | 2 | Small group/individual instruction |
| Behavioral support | 3 | 3 X Weekly, 1 hrs 0 mins | Special Education Teacher | Special Education Teacher , Instructional Assist | 7/6/2020 | 7/31/2020 | 4 | Summer instruction |
| | | | | | | | | |
| **Related Services** | | | | | | | | |
| Speech/Language Pathology | 1-2 | 2 X Weekly, 30 mins | Speech/Language Pathologist | Speech/Language Pathologist | 8/31/2020 | 11/26/2020 | 2 | Individual instruction |
| Speech/Language Pathology | 2 | 1 X Weekly, 30 mins | Speech/Language Pathologist | Speech/Language Pathologist | 8/31/2020 | 11/26/2020 | 2 | Small group/individual instruction |
| Counseling | 3 | 1 X Weekly, 30 mins | School Psychologist | School Psychologist | 8/31/2020 | 11/26/2020 | 2 | Small group |
| Speech/Language Pathology | 1-2 | 1 X Weekly, 30 mins | Speech Pathologist | Speech Pathologist | 7/6/2020 | 7/31/2020 | 4 | Summer instruction |

| | |
|---|---|
| *Instructional Site: | **1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:** |
| Description of Participation in General Education | [redacted] will participate in the general education classroom outside of special education resource services, his 5 minute breaks throughout the day, sensory breaks, counseling services and speech services. |

Note: **Each Item #1-13 must include a response**

**1. Assistive Technology:** ☑ **Not Required** ☐ **Required: See Pg. 8**

**2. Applied (Voc.) Ed:** ☐ **Regular** ☐ **Special (specify)** _____ ☑ **N/A**

**3. Physical Education:** ☑ **Regular** ☐ **Special (specify)** _____ ☐ **N/A**

**4. Transportation:** ☐ **Regular** ☑ **Special (specify)** Van ☐ **N/A**

**5. Length of School Day: (Specify)** 6.25 hrs (2020-2021)

**6. Number of Days/Week: (Specify)** 5.00 (2020-2021)

**7. Length of School Year: (Specify)** 181 Days (2020-2021)

**8. Total School Hours/Week: (Specify)**
31.25 (2020-2021)

**9. Special Education Hours/Week: (Specify)**
20.00 (2020-2021)

**10 . Hours per week the student will spend with children/students who do not have disabilities (time with non-disabled peers):**
26.75 (2020-2021)

**11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?** ☐ **Yes** ☑ **No**

**12. Extended School Year Services:** ☐ **Not Required** ☑ **Required: See service delivery grid above or an additional page 11 for services to be provided** ☐ **Required: Continue to implement current IEP**

**13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc ., with students who do not have disabilities:** [redacted] will participate in three 30 minute speech and language sessions, counseling services for 30 minutes per week, and five 30 minute special education services sessions per week.

☐ Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g.,lunch, recess, transportation, etc.) that he/she would attend if not disabled, the PPT must justify this removal from the regular education environment .

☐ Not Applicable: Student will participate fully

☑ The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation - use additional pages if necessary)

Delays in expressive language support removal, along with behavioral intervention/ sensory needs.

*Note: The LRE CheckList (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60 % or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act .*

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

## SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

| Special Education Services | Goal(s) # | Frequency | Responsible Staff | Service Implementer | Start Date | End Date | Site* | If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| **Related Services** | | | | | | | | |
| Social Skills Instruction | 3 | 2 X Weekly, 30 mins | School Psychologist , Special Education Teacher | School Psychologist , Special Education Teache | 6/15/2020 | 6/19/2020 | 2 | Individual instruction |
| Social Skills Instruction | 3 | 2 X Weekly, 1 hrs 30 mins | School Psychologist , Special Education Teacher | School Psychologist , Special Education Teache | 8/24/2020 | 8/26/2020 | 2 | Individual instruction |
| | | | | | | | | |
| | | | | | | | | |

| | |
|---|---|
| *Instructional Site: | **1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:** |
| Description of Participation in General Education | [redacted] will participate in the general education classroom outside of special education resource services, his 5 minute breaks throughout the day, sensory breaks, counseling services and speech services. |

Note: **Each Item #1-13 must include a response**

**1. Assistive Technology:** ☑ Not Required ☐ Required: See Pg. 8

**2. Applied (Voc.) Ed:** ☐ Regular ☐ Special (specify) _____ ☑ N/A

**3. Physical Education:** ☑ Regular ☐ Special (specify) _____ ☐ N/A

**4. Transportation:** ☐ Regular ☑ Special (specify) Van ☐ N/A

**5. Length of School Day: (Specify)** 6.25 hrs (2020-2021)

**6. Number of Days/Week: (Specify)** 5.00 (2020-2021)

**7. Length of School Year: (Specify)** 181 Days (2020-2021)

**8. Total School Hours/Week: (Specify)**
31.25 (2020-2021)

**9. Special Education Hours/Week: (Specify)**
20.00 (2020-2021)

**10 . Hours per week the student will spend with children/students who do not have disabilities (time with non-disabled peers):**
26.75 (2020-2021)

**11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?** ☐ Yes ☑ No

**12. Extended School Year Services:** ☐ Not Required ☑ Required: See service delivery grid above or an additional page 11 for services to be provided ☐ Required: Continue to implement current IEP

**13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc ., with students who do not have disabilities:** [redacted] will participate in three 30 minute speech and language sessions, counseling services for 30 minutes per week, and five 30 minute special education services sessions per week. ☐ Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g.,lunch, recess, transportation, etc.) that he/she would attend if not disabled, the PPT must justify this removal from the regular education environment . ☐ Not Applicable: Student will participate fully

☑ The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation - use additional pages if necessary)

Delays in expressive language support removal, along with behavioral intervention/ sensory needs.

*Note: The LRE CheckList (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60 % or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act .*

Student: [redacted] DOB: [redacted] District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

**Required Data Collection**
**(Collect and/or update at every PPT)**

**For Children 3 years of age**

**Free Appropriate Public Education (FAPE) by age 3.** ☑ Yes ☐ No

If the Oct 1st reported "Annual Review/PPT Meeting Date" and child's DOB indicated that the child did not receive FAPE by their 3rd birthday, why?

☐ Late referral (less than 90 days before 3rd birthday) ☐ Moved into district late ☐ Other (Specify) _____

☐ Child initially found not eligible at age 3 (re-referred to district at a later date) ☐ Parent Choice ☐ FAPE met via earlier PPT Date of initial PPT was:

**Early Childhood (E.C.) Placement Settings (children ages 5 or younger OR grade is preschool):**

**1.Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP** (hours from pg 2): 0.00

**2.Identify the placement/setting where the child spends the majority of the week which is a combination of programming from both pages 2 and 11:**

☑ Regular E.C. Preschool or Kindergarten Program

☐ E.C. Special Education Program in Separate Class

☐ E.C. Special Education Program in Separate School

☐ E.C. Special Education Program in Residential Facility

☐ Home

☐ Service Provider Location (Itinerant Services) - applies only when a child does not spend time in any environment with non-disabled peers

**Education Placement 3 to 21 years of age**

**1. Does the student live at any of the following locations?**

☑ None of these locations (Default - 00)

☐ Temporary Housing Situation: Foster Home, Group Home, Safe Home, Supported Housing; and Temporary Shelters. (02)
(Housing that is subsidized by DCF, DDS, DMHAS or other state agency.)

☐ Hospital (03)

☐ Private Residential Facility (09)

# 2020-2021 Connecticut State Department of Education 2020-2021

Testing Designated Supports/Accommodations Form:
Students with an IEP, Students with a Section 504, and/or Students who are English Learners (EL)

| | | | |
|---|---|---|---|
| Meeting Date: | 6/5/2020 | SASID: | [redacted] |
| Student's First Name: | [redacted] | Student's Last Name: | [redacted] |
| Administrator/Designee: | Julie Maguder | Email: | julie.maguder@meridenk12.org |
| District: | Meriden School District | School: | Casimir Pulaski Elementary School |
| This student has a (choose one): | ● Special Education IEP | ○ Section 504 Plan | ○ Neither |
| This student is an English Learner - EL: | ○ Yes | ● No | |

**MATH** = SMARTER BALANCED Grades 3-8 Mathematics
**ELA** = SMARTER BALANCED Grades 3-8 English Language Arts- Includes Reading; Writing; Listening; Research
**SC** = NGSS Science, Grades 5, 8 & 11 ONLY

| MATH | ELA | SC | Presentation Supports/Accommodations ALL ▲ SPED/504 ■ EL ♦ |
|---|---|---|---|
| ○ | ○ | ○ | **Embedded:** Refreshable Braille - Presentation must be set to "Braille" in TIDE and Permissive mode required ■ |
| ○ | ○ | ○ | **Embedded:** Braille Type - Permissive mode required and Presentation must be set to "Braille" in TIDE. ■<br>**Math:** ○ EBAE ***Contracted*** + Nemeth Math ○ UEB ***Contracted*** + Nemeth Math ○ UEB ***Contracted*** + UEB Math<br>○ EBAE ***Uncontracted*** + Nemeth Math ○ UEB ***Uncontracted*** + Nemeth Math ○ UEB ***Uncontracted*** +UEB Math<br>**ELA:** ○ EBAE ***Contracted*** UEB ***Contracted*** (No Math Content)<br>○ EBAE ***Uncontracted*** ○ UEB ***Uncontracted*** (No Math Content)<br>**SC:** ○ UEB ***Contracted*** + Nemeth |
| ○ | ○* | ○^ | **Embedded:** American Sign Language (ASL) - Video *(ELA-Listening only)<br>Non-Embedded: ^(Sign Language for Test Items Including Directions by a Qualified Staff) ■ |
| [redacted] | ○ | [redacted] | **Embedded:** Text-to-Speech (TTS) for ELA Reading Passages - (Grades 3-8) ■ **Requires TTS in all subjects** |
| ○ | ○* | ○ | **Embedded:** Text-to-Speech (ELA items, Math/SC items & stimuli) (*Does NOT include ELA Reading Passages)▲ |
| ○ | ○ | ○ | **Embedded:** Print Size Online:<br>○ 21 point (Level 1) ○ 24.5 point (Level 2) ○ 35 point (Level 3) ○ 42 point (Level 4)<br>○ 70 point (Level 5) ○ 140 point (Level 6) ○ 210 point (Level 7) ○ 280 point (Level 8) ▲ |
| ○ | ○ | ○ | **Embedded:** Streamline (automatically enforced when Presentation is set to "Braille" in TIDE) ▲ |
| [redacted] | ○* | [redacted] | **Embedded:** Closed Captioning - *(ELA-Listening only) ■ |
| ○ | ○ | ○ | **Embedded:** Color Contrast: ○ Black on White ○ Yellow on Blue<br>○ Medium Gray on Light Gray ○ Reverse Contrast ○ Black on Rose ▲ |
| ○ | ○ | ○ | **Embedded:** Permissive Mode - Must be set in TIDE. Permits accessibility software such as speech-to-text, screen readers, Refreshable Braille Displays (RBDs), embossers, or magnifiers. ■ |
| ○ | ○ | ○ | **Embedded:** Masking ▲ |
| ○ | ○ | ○ | Non-Embedded: Braille Booklet (see TIDE Test Settings for options.) ■<br>**Math:** ○ EBAE ***Contracted*** + Nemeth Math ○ UEB ***Contracted*** + Nemeth Math ○ UEB ***Contracted*** + UEB Math<br>○ EBAE ***Uncontracted*** + Nemeth Math ○ UEB ***Uncontracted*** + Nemeth Math ○ UEB ***Uncontracted*** +UEB Math<br>**ELA:** ○ EBAE ***Contracted*** UEB ***Contracted*** (No Math Content)<br>○ EBAE ***Uncontracted*** ○ UEB ***Uncontracted*** (No Math Content)<br>**SC:** ○ UEB ***Contracted*** + Nemeth |
| ○ | ○ | ○ | Non-Embedded: Large Print Booklet ■ |
| ○ | ○* | ○ | Non-Embedded: Read Aloud by a qualified person: ***NOT** ELA Reading passages ▲ |
| ○ | ○ | [redacted] | Non-Embedded: Color Contrast ▲ |
| ○ | ○ | ○ | Non-Embedded: Color Overlay ▲ |
| ○ | ○ | ○ | Non-Embedded: Noise Buffer ▲ |
| ○ | ○ | ○ | Non-Embedded: Magnification ▲ |
| **MATH** | **ELA** | **SC** | **Response Accommodations SPED/504 ■** |
| ○ | ○ | ○ | Non-Embedded: Alternate Response Options (Includes adapted keyboard/mouse, touchscreen, headwand, etc.) Permissive mode required ■ |
| ○ | ○ | ○ | Non-Embedded: Speech-to-Text (Voice Recognition Software) (i.e., Dragon Naturally Speaking) Permissive Mode Required ■ |
| **MATH** | **ELA** | **SC** | **Other Supports/Accommodations ALL ▲ SPED/504 ■ EL ♦** |
| ○ | [redacted] | [redacted] | Non-Embedded: Abacus - used in place of scratch paper ■ |
| ○ | [redacted] | ○ | Non-Embedded: Specialized Calculator (Braille/Talking) (Math Grades 6-8 only; Science Grades 5, 8, and 11) ■ |
| ○ | [redacted] | [redacted] | Non-Embedded: Multiplication Table - (Only for grade 4-8) ■ |
| ○ | [redacted] | [redacted] | Non-Embedded: 100s Number Table (Only for grade 4-8) ■ |
| ○ | ○ | [redacted] | Non-Embedded: Simplified Test Directions ▲ |
| ● | ● | ○ | Non-Embedded: **Separate Setting** ▲ |

**Embedded:** Available through the online computer platform when the appropriate settings are selected in TIDE.
**Non-Embedded:** Provided to the student by the school. All accommodations **MUST** be entered into the Test Information and Distribution Engine (TIDE). For more information, please see the CSDE ASSESSMENT GUIDLINES.

**The following accommodations: SCRIBE, READ ALOUD OF READING PASSAGES, PRINT ON DEMAND, HUMAN SIGNER for ELA or MATH, MATH MANIPULATIVES (Grades 4-8), NON-EMBEDDED CALCULATOR (math Grades 6-8) and CUSTOMIZED ACCOMMODATIONS (including non-compatible Speech-to-Text applications) require approval from CSDE through the PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS.**

**District Administrators (DA in TIDE) are required to initiate this procedure by contacting:**
**Deirdre Ducharme (860-713-6859) or Janet Stuck (860-713-6837), Special Populations, Performance Office.**

**Rev. 8/16/2019**

**ALL ▲ Available to any student; SPED/504 ■ Available to any student with an IEP or Section 504 Plan; EL ♦ Recommended for English Learners (EL)**

**Continued on Page 2**

**MATH** = SMARTER BALANCED Grades 3-8 Mathematics
**ELA** = SMARTER BALANCED Grades 3-8 English Language Arts- Includes Reading; Writing; Listening; Research
**SC** = NGSS Science, Grades 5, 8 & 11 ONLY

| MATH | ELA | SC | Designated Supports - EL ♦ |
|---|---|---|---|
| ○ | | | **Embedded:** Translation Glossary (Includes audio): ○ Illustration Glossary ▲ ♦<br>○ Arabic ○ Burmese ○ Cantonese ○ English (default) ○ Filipino (Tagalog & Ilokano) ○ Hmong<br>○ Korean ○ Mandarin ○ Punjabi ○ Russian ○ Somali ○ Spanish<br>○ Ukrainian ○ Vietnamese ○ No Glosary ♦<br>○ English & Illustration Glossary ▲♦<br>○ English & Arabic ○ English & Burmese ○ English & Cantonese ○ English & Filipino (Tagalog & Ilokano)<br>○ English & Hmong ○ English & Korean ○ English & Mandarin ○ English & Punjabi<br>○ English & Russian ○ English & Somali ○ English & Spanish ○ English & Ukrainian<br>○ English & Vietnamese ♦ |
| ○ | | | **Embedded:** Spanish Presentation (Stacked) Includes test directions ♦ |
| | | ○ | **Embedded:** Spanish Presentation (Toggle) Includes test directions ♦ |
| | | ○ | Embedded: Text-to-Speech (Spanish Only) Includes test directions ♦ |
| | | ○ | Non-Embedded: Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ♦ |
| | | ○ | Non-Embedded: Bilingual Dictionary - Word-to-Word ♦ |
| ○ | | ○ | Non-Embedded: Read Aloud (English or Spanish) Includes test directions ♦ (Trained and qualified reader) ♦ |
| ○ | | | Non-Embedded: Translation Glossary-**Only for large print paper/pencil assessments**: ○ Illustration Glossary<br>○ Arabic ○ Burmese ○ Cantonese ○ English ○ Filipino (Tagalog & Ilokano) ○ Hmong ○ Korean<br>○ Mandarin ○ Punjabi ○ Russian ○ Somali ○ Spanish ○ Ukrainian ○ Vietnamese ♦ |
| ○ | ○ | | Non-Embedded: Translation Test Directions:<br>○ Arabic ○ Burmese ○ Cantonese ○ Dakota ○ Filipino (Tagalog & Ilokano) ○ French<br>○ Haitian-Creole ○ Hmong ○ Janpanese ○ Korean ○ Lakota ○ Mandarin ○ Punjabi<br>○ Russian ○ Somali ○ Spanish ○ Ukrainian ○ Vietnamese ○ Yup'ik ♦ |

**Embedded:** Available through the online computer platform when the appropriate settings are selected in TIDE.
**Non-Embedded:** Provided to the student by the school. All accommodations **MUST** be entered into the Test Information and Distribution Engine (TIDE). For more information, please see the CSDE ASSESSMENT GUIDLINES.

**The following accommodations: SCRIBE, READ ALOUD OF READING PASSAGES, PRINT ON DEMAND, HUMAN SIGNER for ELA or MATH, MATH MANIPULATIVES (Grades 4-8), NON-EMBEDDED CALCULATOR (math Grades 6-8) and CUSTOMIZED ACCOMMODATIONS (including non-compatible Speech-to-Text applications) require approval from CSDE through the PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS.**

**District Administrators (DA in TIDE) are required to initiate this procedure by contacting:**
**Deirdre Ducharme (860-713-6859) or Janet Stuck (860-713-6837), Special Populations, Performance Office.**

**Rev. 8/16/2019**

**ALL ▲ Available to any student; SPED/504 ■ Available to any student with an IEP or Section 504 Plan; EL ♦ Recommended for English Learners (EL)**

**SOLEY FOR NYCDOE RELATED SERVICES RSA/IA PROVIDER AND SCHOOL USE ONLY – PLEASE DO NOT DISTRIBUTE TO OTHERS**

Department of Education
Chancellor Richard A. Carranza

**Division of Specialized Instruction and Student Support**

March 31, 2020

Dear Independent Related Service Agency/Provider,

As you know, the NYC Department of Education (DOE) recently moved to remote learning for all students, and **in-person service is NOT permitted until further notice:** under an Executive Order issued by the Governor, schools and gyms are closed effective March 18, 2020. **Accordingly, you may NOT provide in-person services - including but not limited to in schools, clinics, and homes - pursuant to Related Service Authorizations (RSAs) for school-aged students or Independent Agreements (IAs) for preschool students.** If a student has exceptional medical issues, and you believe they would be put at risk by suspension of in-person services, please email relatedservices@schools.nyc.gov.

Per federal guidance, and where appropriate and feasible, students with disabilities will continue to receive their recommended special education programs and related services remotely during this time. The following outlines the DOE's expectations for services provided by you **pursuant to RSAs and IAs** in support of this effort.

**Please note that this guidance does *NOT* apply to paraprofessional, nursing, SETSS services, SEIT services, or services provided by NYS Approved Non-Public Schools (4410, 853, and 4201); see separate guidance issued by the DOE for these services. Effective immediately, where appropriate and feasible, you should initiate services to students for whom you have a fully approved RSA or IA and in full compliance with the guidelines below.**

As always, you must be active and eligible in PETS to provide services, and you must have a fully signed and DOE approved RSA/IA before commencing service. (See below regarding parent signature for RSAs.)

## SERVICES FOR STUDENTS ENROLLED IN DOE SCHOOLS (D1-32, D75, AND D79)

The DOE is supporting families with the necessary tools to implement remote learning in DOE schools utilizing Google Classroom/Google Hangouts, Microsoft Teams, or other remote technologies determined by the school. (See below for further information on FERPA-compliant platforms.) The DOE will provide appropriate Internet-enabled devices and connectivity to students who would otherwise be unable to access remote instruction; for information regarding this process see the DOE website here. Independent OT, PT, Speech and Counseling providers working with students in this setting should provide tele-therapy sessions in the same manner as DOE staff. The following is a summary of this process:

- The DOE has posted information here regarding the use of two approved remote learning platforms, Microsoft Teams and Google Classroom. In the case of Google Classroom, the platform should be used in combination with another application that offers audio/video conferencing capabilities such as Google Hangouts. See links to further information and training materials below. In addition, we have worked with clinical tele-therapy experts to develop a series of hour-long Tele-therapy Webinars designed to support therapists in providing effective tele-therapy services. For further information, see the resources

Department of Education
Chancellor Richard A. Carranza

in this shared Tele-Therapy Resources folder, where we are storing parent, clinical, technology, and other resources that may be helpful in providing high quality and effective tele-therapy. You may also request technical support for set-up and delivery of tele-therapy sessions using this Tele-Therapy Tech Support Request Form, or by calling the DOE help desk at (718) 935-5100.

- Prior to initiating remote service, you should immediately review all mandates on your approved RSA/IA caseload to determine how best to deliver appropriate services to students during this time. We have developed guidance to providers on how to make this determination, including the Provider Tele-therapy Readiness Checklist. If you determine that tele-therapy services are appropriate, you must document the therapeutic plan and share the information with the teacher/school. The Provider Tele-therapy Readiness Checklist must be completed and uploaded to the student's record **prior to commencement of service**; where you do not have SESIS caseload access, you must maintain the checklist in your records.
- As you review student mandates, you should make initial contact with each student's parent using the script in the consent form instructions, **and obtain consent for tele-therapy by completing this on-line form. You must document your discussion with the parent, including a statement indicating whether consent was provided, denied, or withdrawn**. The form will generate a confirmation email, which you must upload to the student's record in SESIS. The instructions detail how to use of the form and upload the confirmation email. In order to access the form, enter your SESIS credentials (which you have if you are active and eligible in PETS) as follows:
  *User Name: <your SESIS user name>@schools.nyc.gov*
  *Password: <your SESIS password>*
  If you do not have your password, you can reset it by following these instructions.
  **Note that the parent/caregiver is NOT required to provide *written* consent; your confirmation of their verbal consent through the form is sufficient.**
- ORS clinical managers will be available to provide support in connection with tele-therapy determinations. To request assistance, submit a request using this form. Please allow two working days for a response and **do NOT send urgent student specific questions using this form**. Send urgent student specific questions, as well as billing inquiries, to relatedservices@schools.nyc.gov.
- To the greatest extent possible, you should collaborate with others in the school to develop a schedule for tele-therapy. You should use the current schedule as a starting point for this exercise, grouping where feasible in accordance with the IEP/IESP recommendation. For any student **where you determine that it is not appropriate** to provide remote tele-therapy services, you must conduct one weekly tele-therapy consultation check-in session with the family and/or student. This check-in will serve as an opportunity to connect with the student/family and provide suggestions in support of student function during this time. The length of such consultations **may not exceed the maximum duration of the student's mandate(s) assigned to you via the RSA/IA**, and they may be shorter as appropriate. **Weekly consultations should be provided only where therapy is not appropriate and feasible.** As with all tele-therapy sessions provided pursuant to the contract, you must enter SESIS Encounter Attendance records for weekly tele-therapy consultation sessions per below.
- As always, you should share and confirm the schedule with the student's family, and initiate service accordingly. You must document all sessions in SESIS, or manually if you do not have SESIS caseload access. See below for further information. **In no case may the total number of weekly tele-therapy minutes provided and billed exceed the duration nor the frequency of the student's mandate(s) assigned to you under the RSA/IA**.



SOLEY FOR NYCDOE RELATED SERVICES INDEPENDENT RSA/IA PROVIDER
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Chancellor Richard A. Carranza

## SERVICES FOR STUDENTS NOT ENROLLED IN DOE SCHOOLS (INCLUDES ALL OTHER SETTINGS WHERE THE DOE PROVIDES RELATED SERVICES DIRECTLY VIA RSA/IA – i.e., CHARTER SCHOOLS, PRIVATE/RELIGIOUS SCHOOLS, NYCEECS, ALL PRESCHOOL SETTINGS OTHER THAN DOE SCHOOLS)

You should provide tele-therapy to students with IEP/IESP Speech, OT, PT and Counseling mandates **where clinically appropriate** and feasible following the same guidelines, procedures, and best practices described above and utilized by DOE providers. Services should commence **on or after March 30, 2020** and until further notice, consistent with the student's IEP/IESP and the terms of the RSA/IA. **As always, any change in provider assignment requires a new, fully approved RSA/IA.**

## MANDATORY GUIDELINES FOR PROVISION OF *ALL TELE-THERAPY SESSIONS (DOE & NON-DOE)*:

**The following mandatory guidelines** apply to the provision of all tele-therapy sessions provided pursuant to the contract and detailed in the Provider Tele-therapy Readiness Checklist (some fields on the Checklist may not apply):

- You must ensure that all eligible students have access to an appropriate web-enabled device and Internet service, and both equipment and service are working before the start of each session.
- You must obtain documented consent for tele-therapy from the parent/guardian for participation in tele-therapy **by completing this online form**. The consent must be **obtained prior** to commencement of service, and be uploaded to the student's SESIS record. **Documented consent for provision of tele-therapy is a Medicaid requirement, and a requirement for payment. As a result, no payment will be made for services billed prior to the consent date.** Note that to the greatest extent feasible, a caregiver should be present for and support the session.
- The platform used for delivering the session will be either one specified/provided by the DOE, or consistent with all DOE requirements for secure and confidential service provision and documentation. When possible and feasible, the provider should utilize the platform used by the school for remote instruction. If a school uses a remote platform that is not provided/pre-approved by the DOE, you must ensure that the platform **meets all applicable standards as prescribed by the DOE and consistent with (but not limited to) the Family Educational Rights and Privacy Act ("FERPA".)** You must also ensure that the relevant security and confidentiality features are equivalent in all ways to those of Microsoft Teams, as deployed by the DOE. (See the Business Associate Agreement.) Except as described below, the platform must also **include a video component** consistent with NYSED guidance; **sessions should not be recorded**. In order to maintain confidentiality, providers should conduct all tele-therapy sessions in a private location and in a manner that ensures the privacy of all participants.
- Services **must be provided with a video component**, with the following very limited exceptions:
    - Mandated counseling may be provided via secure audio, telephone, or
    - Where the **family declines or is unable to participate** in tele-therapy, but otherwise consents to remote Speech, OT, or PT, ***and* the therapist confirms that the service may be provided**



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**appropriately** consistent with the student's IEP/IESP goals, service may be delivered by phone with the mandated frequency. You must fully document discussion with parents/caregivers confirming these circumstances; the DOE will add an additional option on the consent form to record these cases very shortly. Note that all efforts must be made, per below, to secure Internet access for students who are willing but unable to participate in tele-therapy. In those cases, no audio-only session should be conducted. However, where tele-therapy is not appropriate, therapists should provide weekly consultations.

- Tele-therapy services should be provided for all mandates that can be appropriately implemented in alignment with IEP and instructional goals, and in a manner that is fully accessible to the student. As stated above, where it is not appropriate to deliver tele-therapy, you should inform the family and **conduct *one* weekly tele-therapy or phone consultation check-in session** with the family and/or student.
- You should provide supporting session materials in advance of the session and confirm that a caregiver or other on-site support person will be available to assist the student in accessing materials and participating in the session.
- Services must continue to be provided within the hours specified in the RSA/IA, as follows:
  - Preschool: 6 AM to 8 PM,
  - Elem. Grades K-2: 6 AM to 8 PM,
  - Elem. Grades 3-5: 6 AM to 9 PM, and
  - Middle and High School Grades 6-12: 6 AM to 10 PM.

  Sessions do NOT have to be provided within the student's normal school day given the current circumstances, however, where the parent/caregiver agrees. You must also continue to comply with all provisions of the RSA/IA, including but not limited to that you may not provide more than the number of mandated weekly sessions.
- To account for sessions that were missed during the transition to remote learning, if the parent wishes, services may be provided on days when the student's school had been scheduled to be closed (for example, the upcoming Spring Recess for DOE schools). In no case may the total sessions for the school year exceed what would have been provided during a regularly scheduled school year for the mandate specified on the RSA/IA.
- As stated above, **all sessions, including weekly consultation sessions, must be documented in SESIS**. SESIS was updated last week to include new location values for remote services. A "Quick Guide" on the use of SESIS to enter encounter attendance and session notes for remote therapy is posted here; similar guidance will be issued for Counseling services in the near future. All other aspects of encounter entry remain the same; as always, please continue to document and certify the dates, start/end times, and session details exactly as provided. Where a preschool caseload is not populated in SESIS, you must maintain written notes in accordance with current procedures.
- As stated above, you must have a fully signed and DOE- approved RSA/IA before commencing service. You may provide your signature by signing and scanning the RSA/IA, and submitting it via email to the DOE representative who issued it. Where the parent/caregiver is unable to sign and submit their signature on the RSA in the same manner, they may indicate their approval by so indicating in an email attaching the RSA. To verify identification, the email must be sent from the email address the DOE has on record for the parent/guardian of the student. If this does not match, please contact us so we may use other means of verifying the parent's identity for proper consent.



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- In accordance with the contract and standard practice, **the DOE will pay you the RSA rate for time spent rendering tele-therapy services to students (and caregivers in the case of weekly consultation sessions described above). Consistent with the terms of your RSA/IA, you may NOT bill for mandate review, obtaining consent, preparation and training to provide tele-therapy, system delays or downtime prior to or during tele-therapy, or time spent on anything other than actual service provision.** All current documentation and document retention policies defined in the RSA/IA and required for payment continue to apply. **You must fully and clearly document the start and end times of the tele-therapy session,** utilizing logs from the tele-therapy platform to the greatest possible extent. **In addition, you must obtain written confirmation (which may be via email or other electronic means) of the date and time of each provided session from the parent or caregiver. Confirmation may be collected on a weekly basis (i.e., a single weekly email confirmation from the parent or caregiver listing the dates and times of each session provided during that week). Parent/caregiver signature is not required for electronic confirmation, but information collected and verified electronically should contain all of the information on the Related Services Billing Form 7-A.** You must maintain this documentation of the service provided. Those records, including your timesheets and the associated confirming email from the parent or caregiver per above, payroll and service record supporting your paid sessions are subject to audit consistent with the RSA/IA terms. Note: You should load all required documentation to the student's record in SESIS (where you have caseload access; otherwise retain all hardcopy and electronic records supporting the services provided and billed.) You should be ready to produce any record required by NPSP and/or other DOE office to process and/or audit payment in accordance with the RSA/IA and associated procedures established by that office.

We will be scheduling calls to review these procedures and answer your questions. In the meantime, send any questions related to this guidance using this form. Please allow two working days for a response. **Do NOT send urgent student specific questions using this form**. Any urgent student specific questions, as well as billing inquiries, should be sent to relatedservices@schools.nyc.gov.

Thank you for your partnership, patience, and support for our joint efforts to safely maintain services to students during this challenging period.

Take care and stay safe and healthy.

Michael

Michael van Biema
Executive Director, Office of Related Services
NYCDOE Special Education Office



**SOLEY FOR NYCDOE RELATED SERVICES INDEPENDENT RSA/IA PROVIDER AND SCHOOL USE ONLY – PLEASE DO NOT DISTRIBUTE TO OTHERS**

Plaintiff #1, J.T. [1] is the parent/guardian of D.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Middletown, New Jersey. As such, the LEA, Middletown Township Public School District, is obligated to provide D.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, D.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

Plaintiff #2, K.M.is the parent/guardian of M.M. and S.M., both of whom are classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Staten Island, New York. As such, the LEA, the NEW YORK CITY DEPARTMENT OF EDUCATION, is obligated to provide both M.M. and S.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, both M.M. and S.M. are qualified individuals with a disability who were denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Students' most recently agreed upon IEPs are attached in Appendix G.

Plaintiff #3, J.J. is the parent/guardian of Z.J. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Meriden, Connecticut. As such, the LEA, Meriden School District, is obligated to provide Z.J. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, Z.J. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

Plaintiff #4, C.N. is the parent/guardian of V.N. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Leander, Texas. As such, the LEA, Leander Independent School District, is obligated to provide V.N. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, V.N. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment. The Plaintiff-Student's most recently agreed upon IEP is attached in Appendix G.

**CALIFORNIA**

Plaintiff #5, C.C. is the parent/guardian of J.S. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Spring Valley, CA. As such, the LEA, La Mesa-Spring Valley School District, is obligated to provide J.S. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.S. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #6, J.M. is the parent/guardian of A.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Carlsbad, CA. As such, the LEA, Carlsbad Unified School District, is obligated to provide A.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

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[1] Pursuant to the federal Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g (and 34 C.F.R. Part 99), Counsel is using the initials of the parent/guardian and student to protect the student's privacy.

Plaintiff #7, B.K. is the parent/guardian of T.K. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of San Diego, CA. As such, the LEA, Poway Unified School District, is obligated to provide T.K. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, T.K. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #8, K.G.B. is the parent/guardian of G.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Temecula, CA. As such, the LEA, Temecula Valley Unfied School Disitrict, is obligated to provide G.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, G.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #9, A.J. is the parent/guardian of M.J. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Laguna Hills, CA. As such, the LEA, Capistrano Unified School District, is obligated to provide M.J. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.J. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #10, D.C.H is the parent/guardian of K.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Santa Paula, CA. As such, the LEA, Santa Paula Unified School District, is obligated to provide K.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, K.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #11, M.A.G. is the parent/guardian of A.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Fresno, CA. As such, the LEA, Central Unified School District, is obligated to provide A.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.C. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #12, S.K. is the parent/guardian of I.K. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Santa Rosa, CA. As such, the LEA, Santa Rosa City School District, is obligated to provide I.K. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, I.K. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #13, D.V. is the parent/guardian of N.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Visalia, CA. As such, the LEA, Tulare City School District, is obligated to provide N.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**CONNECTICUTT**

Plaintiff #14, A.P. is the parent/guardian of J. P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Bristol, CT. As such, the LEA, Bristol School District, is obligated to provide J. P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J. P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #15, C.V. is the parent/guardian of both J.V. and W.V. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of North Haven, CT. As such, the LEA, North Haven School District, is obligated to provide J.V. and W.V. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.V. and W.V. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #16, R.A. is the parent/guardian of E.A. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Bridgeport, CT. As such, the LEA, Bridgeport School District, is obligated to provide E.A. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, E.A. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #17, M.O. is the parent/guardian of S.O. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Stratford, CT. As such, the LEA, Stratford Public Schools, is obligated to provide S.O. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.O. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #18, M.K. is the parent/guardian of Y.K. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Oakville, CT. As such, the LEA, Watertown School District, is obligated to provide Y.K. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, Y.K. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #19, E.V. is the parent/guardian of M.V. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Danbury, CT. As such, the LEA, Danbury Public Schools, is obligated to provide M.V. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.V. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #20, O.V.T. is the parent/guardian of D.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Norwalk, CT. As such, the LEA, Norwalk School District, is obligated to provide D.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, D.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #21, A.H. is the parent/guardian of C.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Norwalk, CT. As such, the LEA, Norwalk School District, is obligated to provide C.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #22, J.R. is the parent/guardian of H.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Stamford, CT. As such, the LEA, Stamford School District, is obligated to provide H.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, H.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**FLORIDA**

Plaintiff #23, T.Y. is the parent/guardian of M.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Boynton Beach, FL. As such, the LEA, Palm Beach School District, is obligated to provide M.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**ILLINOIS**

Plaintiff #24, L.J. is the parent/guardian of N.J. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Hazel Crest, IL. As such, the LEA, Hazel Crest School District, is obligated to provide N.J. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.J. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**INDIANA**

Plaintiff #25, L.F. is the parent/guardian of H.F. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Fortville, IN. As such, the LEA, Mt Vernon School District, is obligated to provide H.F. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, H.F. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #26, B.A. is the parent/guardian of V.K. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Valparaiso, IN. As such, the LEA, Valparaiso Community School District, is obligated to provide V.K. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, V.K. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**MINNESOTA**

Plaintiff #27, S.D. is the parent/guardian of M.D. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Minneapolis, MN. As such, the LEA, North ST. Paul-Maplewood Oakdale School District, is obligated to provide M.D. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.D. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #28, K.H. is the parent/guardian of both T.H. and T.H. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Minnetrista, MN. As such, the LEA, Minnetonka School District, is obligated to provide T.H. and T.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, T.H. and T.H. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #29, A.B. is the parent/guardian of J.O. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Beardsley, MN. As such, the LEA, Clinton-Graceville-Beardsley School District, is obligated to provide J.O. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.O. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**NORTH CAROLINA**

Plaintiff #30, C.C. is the parent/guardian of J.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Charlotte, NC. As such, the LEA, Charlotte Mecklenburg School District, is obligated to provide J.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.C. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**NEW JERSEY**

Plaintiff #31, K.R. is the parent/guardian of J.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of West Orange, NJ. As such, the LEA, West Orange Town School District, is obligated to provide J.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #32, T.M. is the parent/guardian of T.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Fair Haven, NJ. As such, the LEA, Fair Heaven Public Schools, is obligated to provide T.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, T.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #33, N.L. is the parent/guardian of E.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Hazlet, NJ. As such, the LEA, Hazlet Township Public Schools, is obligated to provide E.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, E.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #34, K.G. is the parent/guardian of K.G. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of DeAberdeen, NJ. As such, the LEA, Matawan-Aberdeen Regional School District, is obligated to provide K.G. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, K.G. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #35, D.C. is the parent/guardian of both M.C. and J.C. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Middletown, NJ. As such, the LEA, Middletown Township Public School District, is obligated to provide M.C. and J.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.C. and J.C. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #36, P.O. is the parent/guardian of both L.O. and E.O. who both are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Middletown, NJ. As such, the LEA, Middletown Township Public School District, is obligated to provide L.O. and E.O. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, L.O. and E.I. are qualified individuals with a disability who were denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #37, L.F.W. is the parent/guardian of S.W. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Belvidere, NJ. As such, the LEA, Belvidere School District, is obligated to provide S.W. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.W. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #38, S.N. is the parent/guardian of A.A. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Netcong, NJ. As such, the LEA, Netcong School District, is obligated to provide A.A. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.A. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #39, S.M. is the parent/guardian of J.N. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Wharton, NJ. As such, the LEA, Roxbury Township School District, is obligated to provide J.N. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.N. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #40, A.H. is the parent/guardian of S.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Cherry Hill, NJ. As such, the LEA, Cherry Hill School District, is obligated to provide S.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #41, G.K. is the parent/guardian of A.M.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Sicklerville, NJ. As such, the LEA, Washington Township School Distict, is obligated to provide A.M.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.M.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #42, S.L. is the parent/guardian of both D.L. and C.L. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Shamong, NJ. As such, the LEA, Shamong Township Public Schools, is obligated to provide D.L. and C.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, D.L. and C.L. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #43, K.P. is the parent/guardian of N.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Williamstown, NJ. As such, the LEA, Monroe Township Public Schools, is obligated to provide N.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #44, D.C. is the parent/guardian of S.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Cape May Court House, NJ. As such, the LEA, Cape May County Special Services School District, is obligated to provide S.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.C. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #45, B.A. is the parent/guardian of C.A., K.A and S.A who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Clayton, NJ. As such, the LEA, Clayton School District, is obligated to provide C.A., K.A. and S.A. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.A., K.A. and S.A. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #46, C.N. is the parent/guardian of A.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Jackson, NJ. As such, the LEA, Jackson School District, is obligated to provide A.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #47, L.M. is the parent/guardian of M.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Manasquan, NJ. As such, the LEA, Eatontown Public School District, is obligated to provide M.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #48, K.O. is the parent/guardian of J.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Holmdel, NJ. As such, the LEA, Holmdel School district, is obligated to provide J.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #49, A.S. is the parent/guardian of N.S. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Toms River, NJ. As such, the LEA, Manchester Township School District, is obligated to provide N.S. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.S. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #50, J.C. is the parent/guardian of both S.C. and G.C. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Flemington, NJ. As such, the LEA, Readington Township Public Schools, is obligated to provide S.C. and G.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.C. and G.C. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**NEW YORK**

Plaintiff #51, M.R. is the parent/guardian of J.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide J.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #52, D.R. is the parent/guardian of M.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide M.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #53, E.I. is the parent/guardian of A.I. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.I. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.I. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #54, L.P. is the parent/guardian of both O.R. and A.R. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide O.R. and A.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, O.R. and A.R. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #55, M.B. is the parent/guardian of C.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide C.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #56, A.D. is the parent/guardian of A.F. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.F. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.F. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #57, C.M. is the parent/guardian of B.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide B.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, B.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #58, K.M. is the parent/guardian of both L.C. and O.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City,NY. As such, the LEA, NYC DOE, is obligated to provide L.C. and O.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, L.C. and O.C. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #59, J.O. is the parent/guardian of N.O. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide N.O. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.O. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #60, B.A.B. is the parent/guardian of A.A. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.A. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.A. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #61, L.B. is the parent/guardian of L.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide L.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, L.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #62, K.M. is the parent/guardian of S.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide S.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #63, R.N. is the parent/guardian of M.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide M.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #64, M.B. is the parent/guardian of F.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide F.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, F.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #65, K.T. is the parent/guardian of K.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide K.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, K.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #66, D.G. is the parent/guardian of A.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #67, D.G. is the parent/guardian of A.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #68, S.G. is the parent/guardian of S.G. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide S.G. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.G. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #69, B.H. is the parent/guardian of C.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide C.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #70, S.L. is the parent/guardian of G.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide G.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, G.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #71, M.P. is the parent/guardian of R.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide R.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, R.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #72, N.B. is the parent/guardian of A.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #73, R.B. is the parent/guardian of G.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide G.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, G.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #74, M.M. is the parent/guardian of P.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide P.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, P.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #75, K.P. is the parent/guardian of R.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide R.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, R.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #76, C.F. is the parent/guardian of Z.F. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide Z.F. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, Z.F. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #77, E.S. is the parent/guardian of S.O. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Middletown, NY. As such, the LEA, Middletown City School District, is obligated to provide S.O. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.O. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #78, C.G. is the parent/guardian of H.G. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide H.G. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, H.G. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #79, B.H. is the parent/guardian of E.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide E.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, E.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #80, B.S. is the parent/guardian of E.D.S. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide E.D.S. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, E.D.S. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #81, A.R. is the parent/guardian of A.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide A.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #82, E.P. is the parent/guardian of R.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide R.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, R.C. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #83, N.K. is the parent/guardian of S.H. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide S.H. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, S.H. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #84, S.C. is the parent/guardian of both N.C. and S.C. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide N.C. and S.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.C. and S.C. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #85, J.L. is the parent/guardian of J.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide J.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #86, H.D. is the parent/guardian of J.D. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide J.D. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.D. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #87, L.W. is the parent/guardian of both J.W. and E.W. who are classified as students with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide J.W. and E.W. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.W. and E.W. are qualified individuals with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #88, F.R. is the parent/guardian of C.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of New York City, NY. As such, the LEA, NYC DOE, is obligated to provide C.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #89, S.M. is the parent/guardian of P.C. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Babylon, NY. As such, the LEA, Babylon Union Free School District, is obligated to provide P.C. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, P.C. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #90, J.F. is the parent/guardian of G.P. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Copiague, NY. As such, the LEA, Lindenhurst School District, is obligated to provide G.P. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, G.P. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #91, D.L. is the parent/guardian of M.L. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Lydenhurst, NY. As such, the LEA, Lindenhurst Union Free School District, is obligated to provide M.L. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.L. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #92, A.S. is the parent/guardian of J.S. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Massapequa, NY. As such, the LEA, Massapequa Union Free School District, is obligated to provide J.S. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.S. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #93, A.F. is the parent/guardian of R.F. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of East Patchogue, NY. As such, the LEA, South Country Central School District, is obligated to provide R.F. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, R.F. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #94, D.R. is the parent/guardian of M.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Hicksville, NY. As such, the LEA, Hicksville Union Free School District, is obligated to provide M.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, M.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #95, J.L. is the parent/guardian of C.A. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Oxford, NY. As such, the LEA, Oxford Academy And Central School District, is obligated to provide C.A. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, C.A. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #96, T.H. is the parent/guardian of T.W. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Corfu, NY. As such, the LEA, Pembroke Central School District, is obligated to provide T.W. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, T.W. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**OHIO**

Plaintiff #97, P.S.B. is the parent/guardian of G.B. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Vermilion, OH. As such, the LEA, Vermilion Local School District, is obligated to provide G.B. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, G.B. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**PENNSYLVANIA**

Plaintiff #98, A.R. is the parent/guardian of J.R. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Gouldsboro, PA. As such, the LEA, North Pocono School District, is obligated to provide J.R. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.R. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #99, K.W. is the parent/guardian of N.W. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Pittsburgh, PA. As such, the LEA, Pittsburgh School District, is obligated to provide N.W. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, N.W. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #100, A.S. is the parent/guardian of E.S. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Phoenixville, PA. As such, the LEA, Phoenixville Area School District, is obligated to provide E.S. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, E.S. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**SOUTH CAROLINA**

Plaintiff #101, J.J. is the parent/guardian of Z..J. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Charleston, SC. As such, the LEA, Unified School District, is obligated to provide Z..J. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, Z..J. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

Plaintiff #102, C.F. is the parent/guardian of A.F. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Longs, SC. As such, the LEA, Horry County Schools, is obligated to provide A.F. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, A.F. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**VIRGINIA**

Plaintiff #103, L.T. is the parent/guardian of B.T. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Williamsburg, VA. As such, the LEA, York County School District, is obligated to provide B.T. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, B.T. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

**WASHINGTON**

Plaintiff #104, J.M. is the parent/guardian of J.M. who is classified as a student with a disability as per the IDEA, 20 U.S.C. § 1401(3), and a resident of Ocean Park, WA. As such, the LEA, Ocean Park School District, is obligated to provide J.M. a Free Appropriate Public Education ("FAPE") pursuant to IDEA for every school year. Pursuant to both Section 504 and the ADA, J.M. is a qualified individual with a disability who was denied benefits as per their IEP from the LEA solely because of their disability. Such denial of educational benefits was in bad faith or a gross misjudgment.

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KOLEY JESSEN

August 31, 2020

**LITIGATION HOLD DIRECTIVE**

**VIA EMAIL madler@ralstonschools.org**

Dr. Mark Adler
Superintendent
Ralston Public Schools
8545 Park Dr.
Ralston, NE 68127

Re: Litigation Hold Directive: Required Preservation of Electronic Data
*J.T. et al v. de Blasio et al, Case No. 1:20-cv-05878-CM (S.D.N.Y.)*
Our File No.: 17323-0000

Dear Dr. Adler:

In light of the class action litigation filed in New York, you should take steps to ensure that all electronic data that is potentially relevant to this matter is preserved. To satisfy your obligations, please preserve all electronic data that relates to the matter including, but not limited to:

- Email
- PDF Files
- TXT Files
- Calendars
- Internet Usage Logs
- Payroll Systems
- Personal Data Devices
- Text Messages
- Microsoft Office documents
- TIFF Files
- Databases
- Computer Usage Logs
- Accounting Systems
- Electronic Records
- Cell Phones (and their cameras)
- Caller ID Records

Such electronic information or data may reside on workstations, laptops, network servers, removable media, handheld devices, voicemail, and backup tapes. If Company outsources the storage of its electronic information, please immediately notify Company's provider that its direct assistance is required to ensure that electronic information is safeguarded and preserved to the same degree as if it was under Company's control.

**MARGARET C. HERSHISER**
*DIRECT.* 402.343.3711
ALYSSA.PETERSON@KOLEYJESSEN.COM

Any question or doubt about the relevance of a particular file, email, or other electronic data should be resolved in favor of preserving and retaining information. Failure to preserve relevant information can potentially result in significant penalties and sanctions.

At the network and systems administration level, this directive requires Company or its service provider to preserve and retain all potentially relevant files stored on servers and to refrain from doing any administrative work that has any potential to destroy potentially relevant files. In addition, all automatic deletion functions should disabled on both the network and individual workstation level. All back-up tapes must be preserved and pulled from the recycling rotation and all appropriate staff should be informed to cease and suspend any personal activities and practices that could result in the destruction or modification of relevant electronic documents. Forensically sound and complete images of mailboxes, hard drives and network drives should be created upon receipt of this directive so as to preserve potentially relevant meta-data.

It is equally important that all hard copies of documents and records also be preserved and retained. These documents and records may be in locations that include, but are not limited to, offices, file cabinets, common spaces, employees' homes, employees' briefcases and employees' cars. Steps should be taken on an organizational level to ensure that these documents are not inadvertently discarded or destroyed.

To communicate the importance of retaining electronic data and hard copy documents, the attached Document Hold Notice should be issued to those employees that may have relevant information.

If you have any questions or comments, please free to contact me. I understand that this process may be cumbersome, so please let me know if there is anything I can do to help make this run smoothly. It is important that you preserve all information that could be relevant to the dispute.

Very truly yours,

*Margaret C. Hershiser*

**A T T O R N E Y - C L I E N T  P R I V I L E G E D**

**THIS IS A MATTER OF UTMOST IMPORTANCE THAT REQUIRES YOUR COOPERATION AND ASSISTANCE.**

**YOUR RESPONSE IS REQUIRED.**

TO: _____

FROM: Dr. Mark Adler, Superintendent, Ralston Public Schools

RE: **DOCUMENT HOLD NOTICE**

This Document Hold Notice ("Notice") is to inform you about an class action filed in New York which purports to include as a defendant every public school district in the United States. Ralston Public Schools ("the School") is required by law to preserve all documents and records, including electronic data, relevant to this matter in any way. You have been identified as a person that may have relevant documents and electronic data. Your assistance is required so that we can preserve all information related to this matter.

The purpose of this Notice is to provide information and direction regarding the preservation of hard copy documents and electronically stored information that may be relevant to the matter, and therefore must be preserved.

**This Notice is important. Please read it carefully.**

All electronic records, electronically stored information and hard copy documents relating to the following categories must be preserved and not destroyed, altered or deleted:

a. Records related to IEPs or PPT for disabled students in the School;

b. Any changes or requested changes to those disabled students' educations plans, especially during the COVID-19 pandemic; and

c. Any complaints made by parents of students regarding the services available to students during the time that schools were closed during the pandemic.

School is under a legal obligation to take steps to preserve all hard copy documents and electronically stored information ("ESI") that may be relevant to the issues identified above. The ESI that must be preserved includes, but is not limited to: email; electronic files of all types (e.g., Microsoft Word documents, Microsoft Excel spreadsheets); any audio recordings; voicemail messages; photographs; video tapes; Internet usage logs; and database entries. The ESI that must be preserved may be on sources which include, but are not limited to: your work computer, laptop, home computer, phone, Blackberry, cell phone, tablet, PDA, USB drives, CDs, DVDs, digital cameras, and backup tapes. Hard copy documents include, but are not limited to: files, letters, memos, notes, and calendars. The hard copy documents that must be preserved may be in locations that include but are not limited to: your office, file cabinets, home, briefcase, common areas, or car.

You must take steps to prevent the automatic, intentional or accidental destruction or deletion of this information and data. Therefore, immediately halt all routine housekeeping or automatic deletion efforts. If you keep your own personal backup copies of any documents or ESI, please preserve those backups.

You must preserve all ESI in the form in which it currently exists until further written notice. Information must be kept in its original electronic form. It is not sufficient to print ESI and simply retain hard copies. Do not attempt to copy the ESI yourself.

Please be advised that any new hard copy documents or ESI created after the date of delivery of this Notice that relate to the categories listed above must be preserved under this Notice in the same manner as existing documents as ESI.

If hard copy documents and ESI must be collected from you, you will be notified by the School as to how the School will be collecting the information. At this point, all you need to do is to identify and preserve relevant documents and ESI. Please do not sort, categorize, index or summarize any documents and ESI that are responsive to this Notice, but rather merely identify them and preserve them intact in the way that they were collected or created and filed in the ordinary course of business.

The School must arrange for preservation of ESI and collection of relevant hard copy documents, so all employees in receipt of this Notice must inform _____ ("School Representative") about their impending departure from the School.

The School understands that the categories listed above are broad, but we do not know at this time what specific documents and ESI will be needed in the future. As a result, the School must ensure all documents and ESI with any potential relevance are preserved. If you are not sure whether particular information should be preserved, please err on the side of caution and contact the School Representative.

**This Notice is confidential.** If you have questions about this Notice, please direct them to the School Representative. If there is any other person you believe may have relevant documents and ESI relating to the issues identified above, please let the School Representative know. You must not forward this document on to anyone else.

**The School's legal obligation is continuing and you should NOT delete or modify any relevant documents or ESI until you have received written notice from the School that there is no longer a need to preserve these records pursuant to this Notice.**

Please acknowledge that you have received this Notice and understand the instructions that you have received by sending a reply to the email attaching this Notice, acknowledging your receipt and understanding.

# 9-12 Student in Quarantine: Academic Procedures for Staff

**Overview**

If a student is in quarantine, we will be providing students the opportunity to stay current on learning that is occurring in the classroom through a webinar-like experience. This option is a short term way to navigate students falling behind in quarantine and alleviate the burden on teachers and students in trying to catch up. It is not intended to be a method to engage students at home fully into the classroom experience.

**Before Class**

- The teacher would share with the student a Zoom link to provide them the option to listen to the class when quarantined as well as the information sheet on what to expect when distance learning during quarantine.
- The teacher should continue to share assignments on Google Classroom like normal.
- Charge bluetooth microphone.
- Pair bluetooth microphone with computer before initial use (see bluetooth directions on how to pair a device).

**During Class**

- Students would Zoom in for their assigned class and the teacher would have access to a bluetooth microphone so the student could hear if the teacher is moving around the classroom.
- The Zoom would either display the presentation or the whiteboard.
- The student would listen to the content similar to how one would listen to an audio-recording.
- The teacher should mute students learning from home and turn off their video.
- The Zoom screen of students quarantined should not be projected.

**After Class**

- The student who is quarantined is expected to reach out to staff if they have questions or need follow-up support.

# 9-12 Student in Quarantine: Academic Procedures for Staff

**A Few Notes**

- If a student is sick and cannot engage in this, they are not expected to Zoom into the classroom. If students become ill during quarantine and cannot do this, they should communicate with their teacher.
- If a student has an interpreter, the Zoom would focus on the interpreter.
- There may be certain courses or times within a course where this is not feasible to do given the content (i.e. Team Sports) or environment (i.e. Construction class). If this is the case, the teacher is expected to work with the student to navigate catching up when they return or modifying assignments.

# Extended Campus Learning Plan Counts

| School | Grade | Staff Ratio in Person | Total | In Person as of 9/4/2020 | Extended Campus Learning Requests as of 7/26/2020 (unconfirmed) | Confirmed Extended Campus Learning Requests as of 9/4/2020 | Confirmed Extended Campus Learning Requests as of 9/14/2020 | Waiting for Replies |
|---|---|---|---|---|---|---|---|---|
| **Blumfield** | PreKindergarten | 1 | 12 | 12 | | | | |
| | Kindergarten | 2 | 37 | 30 | 7 | 6 | 7 | 0 |
| | 1st Grade | 2 | 39 | 31 | 11 | 7 | 8 | 0 |
| | 2nd Grade | 2 | 49 | 40 | 5 | 9 | 9 | 0 |
| | 3rd Grade | 2 | 50 | 40 | 7 | 11 | 10 | 0 |
| | 4th Grade | 2 | 51 | 39 | 10 | 12 | 12 | 0 |
| | 5th Grade | 2 | 48 | 29 | 14 | 19 | 19 | 0 |
| | 6th Grade | 2 | 48 | 33 | 6 | 15 | 15 | 0 |
| **Karen Western** | PreKindergarten | 1 | 11 | 11 | | | | |
| | Kindergarten | 1 | 32 | 24 | 8 | 8 | 8 | 0 |
| | 1st Grade | 1 | 17 | 13 | 2 | 4 | 4 | 0 |
| | 2nd Grade | 1 | 30 | 21 | 9 | 10 | 9 | 0 |
| | 3rd Grade | 1 | 24 | 21 | 2 | 2 | 3 | 0 |
| | 4th Grade | 1 | 35 | 28 | 4 | 7 | 7 | 0 |
| | 5th Grade | 1 | 25 | 20 | 1 | 3 | 5 | 0 |
| | 6th Grade | 1 | 30 | 24 | 4 | 6 | 6 | 0 |
| **Meadows** | PreKindergarten | 2 | 19 | 19 | | | | |
| | Kindergarten | 2 | 35 | 24 | 11 | 11 | 11 | 0 |
| | 1st Grade | 2 | 39 | 26 | 8 | 13 | 13 | 0 |
| | 2nd Grade | 2 | 40 | 26 | 15 | 14 | 14 | 0 |
| | 3rd Grade | 2 | 45 | 32 | 6 | 13 | 13 | 0 |
| | 4th Grade | 2 | 41 | 33 | 9 | 8 | 8 | 0 |
| | 5th Grade | 1 | 36 | 24 | 9 | 12 | 12 | 0 |
| | 6th Grade | 2 | 45 | 37 | 6 | 8 | 8 | 0 |
| **Mockingbird** | PreKindergarten | 1 | 12 | 12 | | | | |
| | Kindergarten | 3 | 58 | 48 | 9 | 11 | 10 | 0 |
| | 1st Grade | 2 | 44 | 34 | 8 | 9 | 10 | 0 |
| | 2nd Grade | 2 | 50 | 38 | 6 | 11 | 12 | 0 |
| | 3rd Grade | 2 | 50 | 35 | 17 | 16 | 15 | 0 |
| | 4th Grade | 2 | 48 | 35 | 7 | 13 | 13 | 0 |
| | 5th Grade | 2 | 48 | 39 | 6 | 9 | 9 | 0 |
| | 6th Grade | 2 | 43 | 33 | 2 | 10 | 10 | 0 |
| **Seymour** | PreKindergarten | 1 | 10 | 10 | | | | |
| | Kindergarten | 2 | 40 | 38 | 2 | 2 | 2 | 0 |
| | 1st Grade | 1.5 | 31 | 26 | 5 | 5 | 5 | 0 |
| | 2nd Grade | 1.5 | 31 | 27 | 5 | 4 | 4 | 0 |
| | 3rd Grade | 1.5 | 37 | 33 | 4 | 4 | 4 | 0 |
| | 4th Grade | 1.5 | 34 | 28 | 3 | 5 | 6 | 0 |
| | 5th Grade | 1.5 | 34 | 30 | 5 | 4 | 4 | 0 |
| | 6th Grade | 1.5 | 32 | 26 | 7 | 6 | 6 | 0 |
| **Wildewood** | PreKindergarten | 2 | 21 | 21 | | | | |
| | Kindergarten | 2 | 42 | 39 | 7 | 4 | 3 | 0 |
| | 1st Grade | 2 | 37 | 32 | 4 | 7 | 5 | 0 |
| | 2nd Grade | 2 | 39 | 31 | 6 | 7 | 8 | 0 |
| | 3rd Grade | 2 | 33 | 27 | 4 | 6 | 6 | 0 |
| | 4th Grade | 1 | 31 | 25 | 6 | 6 | 6 | 0 |
| | 5th Grade | 2 | 42 | 34 | 4 | 10 | 8 | 0 |
| | 6th Grade | 2 | 47 | 40 | 4 | 7 | 7 | 0 |
| **Ralston Middle** | 7th Grade | | 247 | 221 | 26 | 39 | 40 | 0 |
| | 8th Grade | | 242 | 209 | 33 | 49 | 51 | 2 |
| **Ralston High** | 9th Grade | | 228 | 207 | 21 | 33 | 34 | 2 |
| | 10th Grade | | 236 | 205 | 31 | 51 | 43 | 4 |
| | 11th Grade | | 246 | 223 | 23 | 41 | 41 | 2 |
| | 12th Grade | | | | 24 | 41 | 42 | 0 |
| | Super Seniors & Young Adult | | 278 | 254 | 7 | 12 | 12 | 0 |
| **Total** | | | **3209** | **2697** | **440** | **620** | **617** | **10** |
| | | | | **84%** | **14%** | **19%** | **19%** | **0%** |

| | 9/4 | 9/14 | Waiting |
|---|---|---|---|
| Kindergarten | 42 | 41 | 0 |
| 1st Grade | 45 | 45 | 0 |
| 2nd Grade | 55 | 56 | 0 |
| 3rd Grade | 52 | 51 | 0 |
| 4th Grade | 51 | 52 | 0 |
| 5th Grade | 57 | 57 | 0 |
| 6th Grade | 52 | 52 | 0 |
| 7th Grade | 39 | 40 | 0 |
| 8th Grade | 49 | 51 | 2 |
| 9th Grade | 33 | 34 | 2 |
| 10th Grade | 51 | 43 | 4 |
| 11th Grade | 41 | 41 | 2 |
| 12th Grade | 41 | 42 | 0 |
| Super Seniors & Young Adult | 12 | 12 | 0 |

| | In Person | Extended Campus | Extended Campus % | Total Students |
|---|---|---|---|---|
| BL | 242 | 80 | 25% | 323 |
| KW | 151 | 42 | 22% | 192 |
| ME | 202 | 79 | 28% | 279 |
| MB | 262 | 79 | 23% | 348 |
| SY | 208 | 31 | 13% | 241 |
| WW | 228 | 43 | 16% | 266 |
| RMS | 430 | 91 | 18% | 492 |
| RHS | 889 | 160 | 16% | 996 |

# Ralston Public Schools
# COVID-19 Communications Dashboard

## Definitions

**Active Cases:** The number of confirmed positive cases of students and staff within that building who have not yet been deemed as recovered. Those considered 'Active Cases' are required to **self-isolate**.

**Recovered Cases:** At least 10 days have passed since symptoms first appeared and have had no fever for at least 24 hours without using fever reducers, and other symptoms have improved.

**Quarantined Cases:** The number of cases that might have been exposed or in close contact with an individual who has tested positive. This count **DOES NOT** include Active Cases who are required to **self-isolate** due to testing positive.

**Cumulative Confirmed Cases:** Running total of the confirmed RPS staff/student cases from day-to-day.

**All data recorded beginning August 11, 2020

| Ralston High School | | Ralston Public Schools | | Ralston Middle School | |
|---|---|---|---|---|---|
| Active | Recovered | Active | Recovered | Active | Recovered |
| 0 | 4 | 0 | 11 | 0 | 0 |
| **Ralston Elementary Schools (Six Campus Locations)** | | Quarantined | Cumulative Confirmed | **Ralston Schools Foundation (Lil' and Tiny Rams Programs)** | |
| Active | Recovered | 77 | 11 | Active | Recovered |
| 0 | 4 | | | 0 | 3 |

The information in this dashboard is updated regularly with data from RPS and the DCHD.

Ralston PUBLIC SCHOOLS

# 9-12 EXTENDED CAMPUS LEARNING - TERM 2

- *The Program follows an everyday schedule*
- *Minimum of 2 courses should be with a Ralston teacher*

**Request window: September 21 - October 2**

***8:00 a.m. - 2:00 p.m. Zoom with Teacher and On Your Own Learning****

**Daily attendance is required*

## TO REGISTER:

1. Enroll at RalstonPublicSchools.org
2. School counselor will reach out and discuss schedule options
3. Enrollment change will be processed and schedule will be finalized *(may take 2 days)*
4. Family will review schedule in R-Kids
5. Course instructor will email a start date and Zoom links

**Technology Help:**
**https://www.ralstonschools.org/domain/2237**

# K-8 Student(s)/Staff in Quarantine: Academic Procedures for Staff

**Overview - Student Quarantine**

If a student or teacher is in quarantine and healthy, we will be providing students the option to stay connected and current on learning. This option is a short term way to navigate students falling behind in quarantine and alleviate the burden on teachers and students in trying to catch up. It is not intended to be a method to engage students at home fully into the classroom experience.

- **K-6**. The District Nurse/ Health Office informs the Administration, Building Secretary, and Classroom Teacher of students that are being placed on quarantine. The teacher and principal should coordinate a way to support the family based on the students individual circumstances. The following considerations should be made if a student is able to engage in this work.
    - Students may Zoom into the classroom and participate in Morning Meeting.
    - It is recommended that K-2 focus on phonological awareness
    - If possible, schedule a short window of time to connect with the student either through having the student listen to the class lesson or meeting with the student individually/ in a small group for a period of time (i.e. 10 minutes to deliver direct instruction on a major component needed to complete asynchronous work)
    - Have the student complete the asynchronous work (it is not recommended to create additional asynchronous work for the student)
    - Intervention, EL, and Special Education services should continue
- **7-8.** The District Nurse/ Health Office informs Administration, Attendance Secretary and School Counselor of students that are being placed on quarantine. The School Counselor then will communicate with staff regarding what students are on quarantine.
    - A teacher will be identified as being the primary communicator with a family.
    - Students should continue to complete asynchronous work.
    - Staff should work with families to navigate whether Zoom, connecting via email, or finding a time to meet virtually is appropriate.
    - Intervention, EL, and Special Education services should continue
    - Flexibility will be provided if assignments are completed late.

# K-8 Student(s)/Staff in Quarantine: Academic Procedures for Staff

**Other Considerations**

- This is not intended for students who are ill.
- This is an option, and not required. Families all navigate quarantine differently, so connecting with the family to see what works is recommended.
- Students should NOT be on Zoom all day and the teacher is not expected to navigate running two classrooms (online and in person).
- This option is only for students on quarantine due to COVID-19 and is not to continue beyond the quarantine end date.
- Staff are not expected to meet with a student during plan time. Consideration of meeting with a student during the reading block or math block on their in person day is recommended.
- Staff are not expected to make significant alterations to the class schedule.

**Overview - Teacher Quarantine Options for Teaching & Learning**

- If a teacher is quarantined (not sick) and students are also quarantined the teacher would teach normal lessons from home via Zoom and include all students who are quarantined.
- If a teacher is quarantined (not sick) and students are not quarantined, the teacher teaches normal lessons via Zoom and a para/specialist monitors the room.
- If the teacher is quarantined (not sick), and some students are quarantined but others at school. Teacher teaches normal lessons via Zoom. Quarantined students view lessons at home via Zoom. In-class students learn via Zoom while a para/specialist monitors the classroom.
- If the same grade has one teacher who is sick, and another who is quarantined (not sick) in addition to some students being quarantined and some are at school the teacher who is not sick teaches via Zoom to both sections of students. Quarantined students learn from home via Zoom and in person students learn at school via Zoom while para/specialist monitors.
    - Note: Based on the negotiated contract this option would meet the coverage of two classrooms, meaning the teacher covering would be compensated accordingly.

# HOW TO NAVIGATE RHS CLASSES WHILE IN QUARANTINE

If you are healthy, you can continue to participate in class from home by listening to the classroom instruction in a live webinar-like audio recording. Your teacher will wear a microphone so you can hear no matter where in the room they are. If you become ill during quarantine, please let your teacher know as you are not expected to be on Zoom if you are ill.

## How do I get started?

- If you are quarantined, your teacher will connect with you to see if you are healthy enough to join class to listen to instruction.
- On your designated day and time for class, you will log into the Zoom link provided by your teacher.

## What will it look like being in class during quarantine?

- Your video and audio will be turned off
- Your teacher will project a presentation, screen, or the whiteboard for you to view
- Other students won't see you on quarantine and you won't see them, you will just be listening and viewing what is projected on the whiteboard or shared via a presentation

## What if I have questions?

- You are encouraged to check in with your teacher via email if you have any questions

## How will I participate in class?

- Participation will be limited to listening during this time. You will not be engaging in the activities with your classmates, you will just be listening so you can stay caught up in your classes.

## Can I Zoom into all courses?

- Certain courses are not conducive to video conferencing due to the noise or the activities that students are doing in the classroom. If this is the case, your teacher will let you know that Zoom is not an option for the course.

Ralston PUBLIC SCHOOLS

# 7-8 EXTENDED CAMPUS LEARNING

*The Program follows the Red Square, Blue Triangle schedule and includes English Language Arts, Math, Science, & Social Studies.*

## TO REGISTER:

1. Enroll at RalstonPublicSchools.org
2. School will reach out and set up a time to get materials *(if needed)*
3. Enrollment change will be processed and schedule will be developed *(may take 2 days)*
4. Family will review schedule in R-Kids
5. Administrator will email a start date and Zoom links

**Technology Help:**
**https://www.ralstonschools.org/domain/2237**

***8:00 a.m. - 2:00 p.m.***
***Day 1 - Zoom with Teacher***
***Day 2 - On Your Own Learning****

**Daily attendance is required, both on Zoom days, and on self-directed learning days*

Ralston PUBLIC SCHOOLS

# APRENDIZAJE EXTENDIDO DEL CAMPUS DE 7-8

*El programa sigue el horario del Cuadro Rojo, el Triángulo Azul e incluye Artes del Lenguaje de Inglés, Matemáticas, Ciencias, y Estudios Sociales.*

## Para Inscribirse

1. Inscríbase en RalstonPublicSchools.org
2. La escuela se comunicará y establecerá un horario para obtener materiales (si es necesario)
3. Se procesará el cambio de inscripción y se desarrollará un horario (puede demorar 2 días)
4. La familia revisará el horario en R-Kids
5. El administrador enviará por correo electrónico una fecha de inicio y enlaces de Zoom

**Ayuda tecnológica:**
**https://www.ralstonschools.org/domain/2237**

***8:00 a.m. - 2:00 p.m.***
***Día 1 - Zoom con el maestro***
***Día 2 - *Aprendizaje por su propia cuenta***

**Se requiere asistencia diaria, tanto en los días de Zoom como en los días de aprendizaje autodirigido*

Ralston PUBLIC SCHOOLS

# K-6 EXTENDED CAMPUS LEARNING

*The Program follows the Red Square, Blue Triangle schedule and includes Reading, Writing, Math, and Morning Meetings*

**8:00 a.m. - 2:00 p.m.**
**Day 1 - Zoom with Teacher**
**Day 2 - On Your Own Learning***

**Daily attendance is required, both on Zoom days, and on self-directed learning days*

## TO REGISTER:

1. Enroll at RalstonPublicSchools.org
2. School will reach out and set up a time to get materials *(if needed)*
3. Enrollment change will be processed *(may take 2 days)*
4. Extended Campus teacher will send an email and set a start day *(will also provide a daily schedule)*

**Technology Help:**
**https://www.ralstonschools.org/domain/2237**

Ralston PUBLIC SCHOOLS

# APRENDIZAJE EXTENDIDO DEL CAMPUS DE GRADOS K-6

*El programa sigue el horario del Cuadro Rojo, el Triángulo Azul, e incluye lectura, escritura, matemáticas y una reunión matutina*

## Para Inscribirse

1. Inscríbase en RalstonPublicSchools.org

2. La escuela se comunicará y establecerá un horario para obtener materiales
(si es necesario)

3. Se procesará el cambio de la inscripción
(puede demorar 2 días)

4. El maestro de Extended Campus enviará un correo electrónico y establecerá un día de inicio (también proporcionará un horario diario)

**Ayuda tecnológica:**
**https://www.ralstonschools.org/domain/2237**

***8:00 a.m. - 2:00 p.m.***
***Día 1 - Zoom con el maestro***
***Día 2 - *Aprendizaje por su propia cuenta***

**Se requiere asistencia diaria, tanto en los días de Zoom como en los días de aprendizaje autodirigido*

# Athletic COVID-19 Contest Protocols

Ralston Public Schools will follow guidance from the Nebraska Schools Activity Association, Nebraska Department of Education, and local public health officials for all extracurricular activities.

## Pre-Screening

- Parents will screen their children at home for fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea.

- If symptomatic, students will not report to school/practice/contest and parents will consult a medical professional.

- Temperature checks will be performed by coach/sponsor before students leave for away games. Students with a temperature above 100.4˚ will not be allowed to participate and should not be allowed to travel to the away site.

## Spectators

- Each RPS student athlete in football, volleyball, and softball will be given a game voucher allowing for four (4) immediate family members to purchase tickets. All four people need to be present when the tickets are purchased. The vouchers are numbered and the number will be crossed off when tickets associated with the particular voucher are purchased. Families will use the game voucher for each home game in the sport in which their student participates. RPS does not host cross country or golf matches. For tennis, RPS is asking only four family members to attend, and the fans need to social distance around the courts.

- For visiting fans, RPS will use the game roster sent by the opposing team for attendance. Visiting fans will state which player they are related to and will then be allowed to purchase up to four tickets. All fans associated with one specific player should be present when tickets are purchased as that player's name will

be crossed off and no other purchases would be allowed under that player's name. We ask only immediate family members to attend the events.

- Student sections are not permissible.
- Media may attend games.
- Social distancing is expected at all times at all venues.
- Family units will sit six-feet apart from non-family members.
- Both indoor and outdoor venues will be marked, indicating which rows of seating are open, and which are prohibited.

## Entering Building or Field

- Social distancing practices will be in place.
- Use of designated home and visitor entry and departure points when possible to prevent intermixing of participants and spectators. Ralston Public Schools will send specific information for all visiting teams to their Activities/Athletic Director prior to each athletic event.

## Masks

- Players are not expected to wear masks during actual physical competition.
- Players will be encouraged to wear masks while sitting on benches, standing or sitting on the sidelines or in dugouts. Coaches of indoor activities are encouraged to wear masks at all times.
- Masks are expected of any spectator attending activities at inside venues. For outside venues, masks are expected if social distancing is not possible.

## Hand Washing/Hand Sanitizing

- Players and staff will wash or sanitize their hands upon arrival, during and throughout the contests as is practical.

## Cleaning and Disinfecting Surface

- District cleaning procedures will be followed.
- Surfaces will be cleaned and disinfected before and after each competition.

## Water Fountains

- Only water bottles will be allowed.  No drinking from water fountains.
- Players are to bring their own water bottles.

## Officials

- All officials are encouraged to wear masks.
- Social distancing may not be possible in the official's locker room.  This will be communicated prior to the contest.
- Social distancing rules are in effect for coach/official interactions.

## Training Room

- Ralston Public Schools will communicate training room procedures to visiting schools.
- Signage will be posted indicating training room procedures.
- Masks are to be worn by athletes, coaches, and trainers in the training room.

## Social Distancing

- Coaches and players will be asked to practice proper social distancing as much as possible.  Visiting teams may not be provided a locker room.  Teams should arrive prepared for competition.
- When possible, six-foot social distancing is expected in the locker room.
- Masks are to be worn in the locker room/training room.

- Coaches are responsible for supervision.
- No loitering in locker rooms. A team may have to use the locker room in shifts.

## Exiting the Building/Competition Area

- Social distancing should remain in place.
- Spectators and players are expected to leave campus/facility after competitions have finished.

## Student Groups

- Marching band may perform at halftime.
- Varsity Cheer and Varsity Dance are both allowed with social distancing. This is for home teams only. Visitor cheer/dance/band are prohibited.
- No Student Section.

## Workers

- Workers are to follow internal safety protocols.
- While on duty, ticket takers will be expected to wear masks and gloves when handling money.

## Concessions

- Concessions will be offered as conditions permit. Changes to our community's health status may affect the offering of concessions.

## Handshaking

- Not permitted. Teams are to leave the competition site as soon as possible.

# Protocolos del Concurso Atlético Durante el COVID-19

Las Escuelas Públicas de Ralston seguirán la guía de la Asociación de Actividades de las Escuelas de Nebraska, el Departamento de Educación de Nebraska, y los funcionarios de salud pública locales para todas las actividades extracurriculares.

## Evaluación Previa

- Los padres examinarán a sus estudiantes en casa para detectar fiebre o escalofríos, tos, falta de aire o dificultad para respirar, fatiga, dolores musculares o corporales, dolor de cabeza, nueva pérdida del gusto u olfato, dolor de garganta, congestión o secreción nasal, náuseas o vómitos y diarrea.

- Si es sintomático, los estudiantes no se reportarán a la escuela / práctica / concurso y los padres consultarán a un profesional de medicina.

- El entrenador / patrocinador realizará controles de temperatura antes de que los estudiantes se vayan a los partidos fuera de casa. Los estudiantes con una temperatura por encima de los 100.4 no podrán participar y no se les debe permitir viajar al sitio alejado.

## Espectadores

- A cada atleta estudiante de RPS en fútbol, voleibol y softbol se le dará un cupón para el juego que permite que cuatro (4) miembros de la familia inmediatas compren boletos. Las cuatro personas deben estar presentes cuando se compran las entradas. Los cupones están numerados y el número se tachará cuando se compren los boletos asociados con el cupón en particular. Las familias utilizarán el cupón para cada partido local en el deporte en el que participa su estudiante. RPS no recibirá partidos de carreras a campo traviesa o del golf. Para el tenis, RPS está pidiendo que solo cuatro miembros de la familia asistan y los aficionados necesitan distanciarse socialmente alrededor de las canchas de tenis.

- Para los aficionados visitantes, RPS usará la lista de juegos enviada por el equipo contrario para la asistencia. Los aficionados visitantes indicarán con cual jugador están relacionados y luego se les permitirá comprar hasta cuatro boletos. Todos los aficionados asociados con un jugador específico deben estar presentes cuando se compren los boletos, ya que el nombre de ese jugador será tachado y no se permitirían otras compras bajo el nombre de ese jugador. Solo pedimos a los familiares inmediatos que asistan a los eventos.

- Secciones de estudiantes no están permitidos.

- Los medios de comunicación pueden asistir a los juegos.

- Se espera el distanciamiento social en todo momento en todos los lugares.

- Las unidades familiares se sentarán a 6 pies de distancia de los miembros que no sean familiares.

- Se marcarán tanto los lugares interiores como los exteriores, indicando qué filas de asientos están abiertas y cuáles están prohibidas.

## Entrando al Edificio o al Campo del Juego

- Se implementarán prácticas de distanciamiento social.

- Uso de puntos de entrada y salida designados para los de nuestra escuela y visitantes cuando sea posible para evitar la mezcla de participantes y espectadores. Las Escuelas Públicas de Ralston enviarán información específica para todos los equipos visitantes a su Director de Actividades / Deportes antes de cada evento deportivo.

## Máscaras (Cubrebocas)

- No se espera que los jugadores usen máscaras (cubrebocas) durante la competencia física real.

- Se alentará a los jugadores a que usen máscaras (cubrebocas) mientras estén sentados en los bancos, de pie o sentados al margen o en las casetas. Se les pide a los entrenadores de actividades de adentro a que usen máscaras (cubrebocas)  en todo momento.

- Se espera que los aficionados usen máscaras (cubrebocas) en los eventos interiores y en los eventos al aire libre si el distanciamiento social no es posible.

## Lavado de Manos / Desinfección de Manos

- Los jugadores y el personal se lavarán o desinfectarán las manos al llegar, durante y entre el tiempo de los concursos, según sea práctico.

## Limpieza y Desinfección de Superficies

- Se seguirán los procedimientos de limpieza del Distrito.
- Las superficies se limpiarán y desinfectarán antes y después de cada competición.

## Fuentes de Agua

- Solo se permitirán botellas de agua. No pueden beber de las fuentes de agua.
- Los jugadores deben traer sus propias botellas de agua.

## Oficiales

- Se alienta a todos los oficiales a usar máscaras (cubrebocas).
- Es posible que el distanciamiento social no sea posible en el vestuario de los oficiales. Esto se comunicará antes del concurso.
- Las reglas de distanciamiento social están vigentes para las interacciones entre el entrenador y el oficial.

## Salón de Entrenamiento

- Las Escuelas Públicas de Ralston comunicarán los procedimientos del salón de entrenamiento a las escuelas visitantes.
- Se colocarán carteles indicando los procedimientos del salón de entrenamiento.
- Los atletas, entrenadores y personal deben usar máscaras (cubrebocas) en el salón de entrenamiento.

## Distanciamiento Social

- Se les pedirá a los entrenadores y jugadores que practiquen el distanciamiento social adecuado tanto como sea posible. A los equipos visitantes no se les puede proporcionar un vestuario. Los equipos deben llegar preparados para la competencia.
- Cuando sea posible, se espera un distanciamiento social de seis pies en el vestuario.
- Las máscaras (cubrebocas) se deben usar en el vestuario / salón de entrenamiento.
- Los entrenadores son responsables de la supervisión.
- Ninguna holgazanería en los vestuarios, ya que un equipo necesitará usar el vestuario en turnos.

## Salida del Edificio / Área de Competencia

- El distanciamiento social debe permanecer en su lugar.
- Se espera que los espectadores y los jugadores salgan del campus / instalación después de que las competiciones hayan terminado.

## Grupos de Estudiantes

- La banda de marcha puede tocar durante el descanso.
- Varsity Cheer y Varsity Dance están permitidos con distanciamiento social. Esto es solo para el equipo local, está prohibido el cheer / dance / banda de los visitantes.
- No habrá una sección de estudiantes

## Trabajadores

- Los trabajadores deben seguir los protocolos de seguridad internos.
- Mientras están de servicio, se espera que los tomadores de boletos usen máscaras (cubrebocas) y guantes cuando tomen el dinero.

## Puestos Alimentarios

- Los puestos de comida se ofrecerán como lo permitan las condiciones. Los cambios en el estado de salud de nuestra comunidad pueden afectar la oferta de los puestos.

## Apretón de Manos

- No será permitido. Los equipos deben salir del lugar de la competencia lo antes posible.

Nebraska Medical Association

Advocating for Physicians and the Health of all Nebraskans

June 22, 2020

John Spatz, J.D.
Executive Director
Nebraska Association of School Boards
1311 Stockwell Street
Lincoln, NE 68502

Dear John,

The Nebraska Medical Association (NMA) represents almost 4,000 physicians, residents, and medical students across the state of Nebraska. On behalf of our members, the NMA would like to commend you and the NASB members on its' thoughtful and creative approach to re-open schools safely.

Global research continues to show that social distancing, hand washing, and the use of face coverings at all times are important interventions in reducing the spread of COVID-19 in our communities. We strongly support the use of masks or cloth face coverings at all times in enclosed settings in order to reduce the chance of spread of the virus. Following these guidelines will not only keep our students safe, but also the community they interact with.

Thank you for your leadership and your commitment to keeping children and the community safe.

Sincerely,

Todd E. Hlavaty, MD
NMA President

233 South 13th Street, Ste. 1200, Lincoln, NE 68508
P: 402 474 4472 + F: 402 474 2198 + www.NebMed.org

Final 6/9/20

# Ralston Public Schools 2020-2021
# Kindergarten – 12th Grade Calendar

## JULY '20

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

3-5 New Teachers
6-10 Pre-Service
11 First Day PK, Kg, 7 & 9 1:30 dismissal
12 All Students

## AUGUST '20

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

7 Labor Day
18 District In-Service

## SEPTEMBER '20

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

14 End of 1st Quarter
15 District In-Service/ Collaborative Planning
16 Comp Day for Conferences

## OCTOBER '20

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

2 District In-Service
26-27 Thanksgiving Break

## NOVEMBER '20

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

21 End of 2nd Quarter & 1st Semester
22 Collaborative Planning
23-31 Winter Break

## DECEMBER '20

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

## JANUARY '21

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

1 Winter Break

## FEBRUARY '21

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

12 District In-Service
15 Comp Day for Conferences

## MARCH '21

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

12 End of 3rd Quarter
15 In-Service/Collaborative Planning
29-31 Spring Break

## APRIL '21

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

1-2 Spring Break

## MAY '21

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

16 Graduation
25 Last Student Day/End of 4th Quarter
26 Last Staff Day/ Collaborative Planning (or possible makeup day)

## JUNE '21

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

No School for Students/Staff Report

No School for Students or Staff

No School for Students or Staff or Possible Makeup Day due to Pandemic or Snow Day

Note: Quarter end dates may be adjusted if closure occurs.

In response to the COVID-19 pandemic, and with the safety and health of our students, staff, and community as our focus, the following guidelines will be strictly followed while working at or visiting the Ralston Public Schools District Office.

**Visitors to Ralston Public Schools Buildings**

- Masks must be worn by any visitor to a Ralston Public Schools building
- Social distancing is expected of all visitors and staff (stay at least 6 ft away from others at all times)
- All visitors and staff must review screening questions prior to entering any Ralston Public Schools facility each day
- Outside visitors to the schools or district office are encouraged to be limited to individuals who have critical school business to complete
- Masks will be worn by receptionists, secretaries, and other school staff when working with visitors
- Hand sanitizer will be readily available in all office areas and is encouraged to be used regularly
- Sneeze guards will be implemented in all high contact areas
- All regulatory DHHS policies and procedures will be followed

**Screening Questions**

Prior to entering any Ralston Public Schools facility, visitors and staff are asked to review the following screening questions. If anyone answers yes to any of these questions they will not be allowed into any Ralston Public Schools facility.

- In the last 14 days have you been exposed to anyone with COVID-19?
- Do you currently exhibit any symptoms: Cough, Shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, fatigue, new loss of taste or smell?
- Other less common symptoms include gastrointestinal symptoms like nausea, vomiting, or diarrhea?
- Have you traveled outside of the country in the last 14 days?

**District and Building Office Staff**

- Masks will be worn by receptionists, secretaries, and other school staff when working with visitors
- All staff must have a mask readily available at all times
- All staff must wear a mask while moving around the building or away from their desk
- All staff must review screening questions prior to entering any RPS facility each day
- Social distancing is expected at all times (stay at least 6 ft away from others at all times)
- Virtual meetings will be encouraged to be used whenever possible
- Hand sanitizer will be readily available in all office areas and is encouraged to be used regularly

- Sneeze guards will be implemented in all high contact areas
- Hand washing will be expected at least every two hours
- If you answer yes to any of the screening questions please stay home and consult a physician
- Cleaning materials will be provided and ALL staff are encouraged to assist with keeping their work area cleaned, particularly high touch areas and computer devices
- Thorough cleaning will be completed at the end of each day
- All regulatory DHHS policies and procedures will be followed

Ralston PUBLIC SCHOOLS

# COVID-19 EXPOSURE DETERMINATION

**When students and staff are exposed to a person who is positive for COVID-19, determine close contact and follow the guidance outlined below.**

## Was anyone in direct contact with the positive individual?

(Direct contact is anyone who was closer than 6ft for longer than 15 cumulative minutes without a mask on)

**Yes**

### Individuals in Direct Contact

- Self-quarantine for 14 days from the date of last exposure.
- Schedule a COVID-19 test at least five (5) days after last exposure.

**No**

If anyone was exposed less than 15min or further than 6ft or the exposure was a contact of a contact, the exposure is indirect and the individual should self-monitor for 14 days.

### Exposed Individuals Who Test Positive

- Exclude for 10 days from symptom onset.
- Allow to return after 10 days and at least 3 of those days being without fever and improved respiratory and/or other symptoms.
- A COVID-19 "negative test" and/or a doctor's note is NOT required for return to school.

### Exposed Individuals Who are Asymptomatic or Symptomatic Who Test Negative

- Exclude for 24 hours and follow schools readmission criteria.
- A doctor's note is NOT required for return to school.

### Exposed Individuals Who are Symptomatic and Not Tested

- Exclude for 10 days from symptoms onset.
- Allow return after 10 days and at least 3 days without fever and improved respiratory and/or other symptoms.
- May return if a medical doctor determines an alternate diagnosis related to their symptoms and they meet school readmission requirements to include the doctor's note.

### Please Note: Non-Exposed Individuals Who are Symptomatic

- Normal health room and COVID-19 screening procedures shall be followed when a student is simply ill not related to COVID-19.

### COVID-19 Screening Symptoms

- Two of the following: Fever, Chills, Muscle Pain, Headache, Sore Throat, Nausea, Vomiting, Diarrhea, or
- One of the following: New Cough, Shortness of Breath, Difficulty Breathing, Loss of Taste/Smell

Developed in Partnership with the Douglas County Health Dept.

Rev. 7/21/20

# Public Health Recommendations for the Screening, Exclusion, and Re-Admittance of Ill Students and Staff for COVID-19 in Schools

DOUGLAS COUNTY Health Department
Healthy. Vibrant. Everyone. Everywhere.

The following symptom screening criteria for ill students and staff is based on the most current research. Because people with COVID-19 have reported a wide range of symptoms – ranging from mild symptoms to severe illness, the following criteria has been developed to assist schools in identifying presumptive positive COVID-19 cases.

Students with two of the following: fever (measured or subjective), chills, rigors, myalgia, headache, sore throat, nausea, vomiting, diarrhea

OR

At least one of the following: new cough, shortness of breath, difficulty breathing, loss of taste and smell

→

Students and staff who screen positive should be immediately isolated in the designated area and sent home as soon as possible. Require the symptomatic person to wear a cloth or surgical mask while waiting, if tolerable.

## Re-Admittance to School

| Symptomatic staff/student who tests positive: | Symptomatic staff/student not tested: | Symptomatic staff/student who tests negative: |
|---|---|---|
| Exclude for 10 days from symptom onset AND only allow to return 3 days after fever resolution (if present) AND improved respiratory symptoms | Exclude for 10 days from symptom onset AND only allow to return 3 days after fever resolution (if present) AND improved respiratory symptoms. May return to school if a doctor establishes an alternative diagnosis, presents a doctor's note to confirm the presence of an alternative diagnosis that explains the symptoms, and meets the schools requirements for readmission. | Exclude until afebrile for 24 hours (or meets the schools requirements for readmission) AND improved respiratory symptoms |

**There is no reason for a student or staff member to get a "negative test" to be cleared for the return to school**. A COVID-19 positive individual does not need a repeat COVID-19 test or a doctor's note in order to return.

If a student or staff member tests positive for COVID-19, please call the Douglas County Health Department at 402.444.7214.

# Return to Learn Protocol

In response to the COVID-19 pandemic, and with the safety and health of our students, staff, and community as our focus, Ralston Public Schools has outlined the following return to learn protocol for the 2020/2021 school year.

**Protocol Overview**

Outlined in the chart below are three options or levels for the return to learning for Ralston Public Schools for the 2020-2021 school year. Flexibility between options will be important and will be based upon the current health of the school and our local community. In all cases, the health and safety of our students, staff, and community will remain a priority. Health and safety measures have been established and will be followed within each level. School calendars and daily schedules have been developed for each level of operation. Movement between levels will be driven by the current health of the school and our local community.

## Calendar, Time Management, and Learning Environment Considerations

| | **Calendar, Time Management, and Learning Environment Considerations** | **Notes** |
|---|---|---|
| Low Level - Virus<br><br>• *Flexibility between levels will be key.*<br>• *DCHD Green and Yellow* | • Start school on time with current daily schedule<br>• Limit large group gatherings when possible<br>• Social distance when possible<br>• Consider the adoption of a flexible calendar to include identified | • Wash hands/focus on Hygiene<br>• Daily symptom check<br>• Random temperature checks<br>• Social distance as much as possible<br>• Remote teaching and learning options for vulnerable populations<br>• Follow established |

| | | |
|---|---|---|
| | make up days in the event of required school closure<br>• Consider accelerated school calendar options advancing between quarters more quickly | health and safety measures outlined in the RPS Return to Learn Protocol<br>• Blended learning options available |
| Medium Level - Virus<br>• *Flexibility between levels will be key.*<br>• *DCHD Orange* | • Follow all elements in green as well as items listed below<br>• Start school on time based upon adopted calendar<br>• De-densify population<br>• Adjust daily instructional time at each campus<br>• Limit large group gatherings when possible | • Follow established health and safety measures outlined in the RPS Return to Learn Protocol<br>• A/B Instructional Days or 50% student population<br>• Five day week with adjusted instructional time at each campus<br>• Blended learning with technology support<br>• Remote teaching and learning options for vulnerable populations<br>• Consider restricting PE/Choir/Band classes. Limit physical contact in any educational environment |
| High Level - Virus<br>• *Flexibility between levels will be key.*<br>• *DCHD Red* | • Discontinue daily attendance and move to remote learning<br>• Established daily learning and teacher support schedules | • Teaching and learning provided through technology resources<br>• Scheduled daily video conference instruction |

## Health and Safety Measures

| | Elementary PK-6 | Secondary 7-12 |
|---|---|---|
| Low Level - Virus | • Wash hands/focus on Hygiene<br>• Daily symptom check<br>• Limit large groups when possible<br>• Random temperature checks<br>• Limit visitors to school<br>• Social distance when possible | • Wash hands/focus on Hygiene<br>• Daily symptom check<br>• Limit large groups when possible<br>• Random temperature checks<br>• Limit visitors to school<br>• Social distance when possible |
| Medium Level - Virus | • De-densify population 50%<br>• A/B Days<br>• Lunch/Breakfast in the classroom or limit group size in lunchroom<br>• Wash hands/focus on Hygiene<br>• Daily symptom check<br>• Limit large groups<br>• Random temperature checks<br>• No visitors to school<br>• Social distancing<br>• Stagger arrival and dismissal<br>• Stagger hallway movement<br>• Blended learning with technology support<br>• No out of state travel<br>• Limit in state travel and field trips | • De-densify population 50%<br>• A/B Days<br>• Social distance breakfast and lunch possibly by limiting group size in lunchroom<br>• Wash hands/focus on Hygiene<br>• Daily symptom check<br>• Limit large groups<br>• Random temperature checks<br>• No visitors to school<br>• Social distancing as much as possible<br>• Stagger arrival and dismissal<br>• Stagger hallway movement<br>• Blended learning with technology support<br>• No out of state travel<br>• Limit in state travel<br>• Limit assemblies/pep rallies |

| | | |
|---|---|---|
| | | • Reconsider athletics/activities at all levels |
| High Level - Virus | • Fully remote learning<br>• Scheduled daily video conference instruction<br>• All students assigned a technology device | • Fully remote learning<br>• Scheduled daily video conference instruction<br>• All students assigned a technology device<br>• Use of Edgenuity for extended credit earning opportunities |

**Student and Employee Daily Pre-Screening Guide**

- Parents screen children at home for temperature, runny nose, cough, and other symptoms.
- Staff screen at home for temperature, runny nose, cough, and other symptoms.
- Students and staff do not report to school if symptomatic, call medical professional

**Masks**

- Students, staff, and visitors will be required to wear masks while on any campus while school is in session.
- Periodic mask breaks will be conducted when social distancing can be achieved.
- Masks will be expected to be worn in a manner that covers the mouth and nose area.
- Exceptions to wearing a mask could be documented through medical, behavioral, or developmental issues or concerns causing impairment.
- All students and staff will be provided at least two masks per person.
- Students and staff may use personal masks as long as they cover the mouth and nose area.
- Disposal masks will be available at every campus location as needed.

## Social Distancing at School

- Social Distancing is defined as creating physical space between individuals.
- Try to stay at least 6 feet (about 2 arms' length) from other people when possible
- Try to limit large group gathering or crowded spaces when possible

## Protocol for Cleaning at All Levels--CDC Guidelines will be followed

- Custodians and/or staff are to clean all high touch surfaces including door knobs, restrooms, light switches, classroom sink handles, keyboards, and countertops on a regular basis.
- Toys and shared materials are to be sanitized, cleaning materials are to be kept out of the reach of children
- Children and Staff are to wash their hands before handling any food and after helping students eat
- Students are to wash or sanitize their hands every two hours.

## Positive Cases and Response from Douglas County Health Department

- Information will be obtained about a positive case of COVID-19 or a positive assessment of symptoms outlined by the DCHD
- School Nurse will make immediate contact with the DCHD
- School nurse and DCHD will evaluate the situation and begin contract tracing
- School nurse and DCHD officials will establish a plan to address the situation
- School nurse and administration will execute the plan and communicate to all appropriate parties
- Please see the guidance document from DCHD entitled: Public Health Recommendations for the Screening, Exclusion, and Re-Admittance of Ill Students and Staff for COVID-19 in Schools

## Special Topics and Considerations (DRAFT from Supt. Council)

| Topic | High Level - Virus | Medium Level - Virus | Low Level - Virus |
|---|---|---|---|
| Temperature and Symptom Check | • Students not in attendance. | • Students, parents, and staff are asked to do a daily temperature and symptom check before coming to school<br>• Please see the pre-screening guide<br>• Do not report if symptomatic or with a temperature above 100º F) | • Students, parents, and staff are asked to do a daily temperature and symptom check before coming to school<br>• Please see the pre-screening guide<br>• Do not report if symptomatic or with a temperature above 100º F) |
| Travel | • No in state or out of state travel. | • No field trips or assemblies<br>• Limited in state travel for students and staff with prior administrative approval<br>• No out of state student or staff travel without prior administrative approval. | • Limited field trips and assemblies permitted with prior administrative approval<br>• In state travel permitted for students and staff with prior administrative approval<br>• No out of state student or staff travel without prior administrative approval. |
| Hand Washing Hand Sanitizing | • Students not in attendance. | • Students and staff sanitize their | • Students and staff sanitize their |

| | | | |
|---|---|---|---|
| | | hands upon entering the building (i.e.- first classroom a student enters), entering and exiting individual classrooms, entering & exiting cafeteria, and exiting building. (70% alcohol)<br>• Staff are responsible for ensuring the sanitizer is utilized for all students upon entering and exiting their classroom | hands upon entering the building (i.e.- first classroom a student enters), entering and exiting individual classrooms, entering & exiting cafeteria, and exiting building. (70% alcohol) |
| Passing Periods | • Students not in attendance. | • Longer or flexible passing periods throughout the day to ensure enough time for touch-surface cleaning protocols to occur.<br>• Staggered passing periods may be necessary | • Longer or flexible passing periods throughout the day to ensure enough time for touch-surface cleaning protocols to occur. |
| Busing | • Students not in attendance. | • Students are assigned seats and wear masks, staff also required to wear masks.<br>• Surfaces are | • Students are assigned seats and wear masks, staff also required to wear masks..<br>• Surfaces are wiped down |

| | | | |
|---|---|---|---|
| | | wiped down between routes<br>• Staggered routes to limit the number of students on a bus at one time (limited one per seat or 50% capacity)<br>• Buses will be “fogged” at the conclusion of the day’s route | between routes<br>• **If needed, staggered routes to limit number of students on a bus at one time (% based on Health Department recommendations)<br>• Buses will be “fogged” at the conclusion of the day’s route |
| Cafeteria/Lunch | • Students not in attendance. | • Sanitize hands upon entering cafeteria line<br>• Placement of distancing marks on the floor for cafeteria lines.<br>• Social distancing when possible.<br>• Served or box meals only--no offering bars.<br>• Meals may be served in classrooms when necessary<br>• Staggered or extended lunch periods as necessary | • Sanitize hands upon entering cafeteria line<br>• Placement of distancing marks on the floor for cafeteria lines.<br>• Social distancing when possible.<br>• Served or box meals only--no offering bars.<br>• Meals may be served in classrooms when necessary |
| Entering and Exiting School | • Students not in attendance. | • Social distancing practices will be in place for entering / exiting the building as much as possible<br>• Straight will | • Social distancing practices will be in place for entering / exiting the building as much as possible<br>• Straight will |

| | | | |
|---|---|---|---|
| | | progress to first period class<br>• Sanitize hands as students enter their first classroom.<br>• Staggered arrival and dismissal may be required. | progress to first period class<br>• Sanitize hands as students enter their first classroom. |
| Pick-up / Drop Off of Students | • No students in attendance. | • No congregating at entrance or exit area while waiting for students, Social distancing practices should be followed<br>• Parents are encouraged to stay in their vehicle during pick-up and drop off | • No congregating at entrance or exit area while waiting for students, Social distancing practices should be followed<br>• Parents are encouraged to stay in their vehicle during pick-up and drop off |
| Signage and Communication | • Students not in attendance.<br>• District Communication again on Thursdays every two weeks or when necessary.<br>• Page on District website dedicated to virus info.<br>• Important information posted on District social media pages. | • Signage/protocol: Displayed at entrance, restrooms, cafeteria, media center, computer lab, locker rooms, & hallways.<br>• Reminders of healthy habits (handwashing, stay home if exhibiting symptoms, etc.) in school newsletters & | • Signage/protocol: Displayed at entrance, restrooms, cafeteria, media center, computer lab, locker rooms, & hallways.<br>• Reminders of healthy habits (handwashing, stay home if exhibiting symptoms, etc.) in school newsletters & social media.<br>• Handwashing |

| | | | |
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| | | social media.<br>• Handwashing signs in bathrooms<br>• District level communication on policy/procedures communicated early to families. Review or highlights of certain topics either on social media or directed through Blackboard | signs in bathrooms<br>• District level communication on policy/procedures communicated early to families. Review or highlights of certain topics either on social media or directed through Blackboard |
| Co/Extra Curricular Activities | • Students not in attendance. | • NSAA Guidelines will be followed for all extracurricular activities<br>• RPS health and safety measures and expectations will also apply.<br>• May limit attendance at activities to only immediate family.<br>• Consider intramurals at the middle school level | • NSAA Guidelines will be followed for all extracurricular activities<br>• RPS health and safety measures and expectations will also apply. |
| Drinking Fountains | • Students not in attendance. | • No mouth drinking from fountains<br>• Water bottles are provided by students and families or made | • No mouth drinking from fountains<br>• Water bottles are provided by students and families or made available by |

| | | | |
|---|---|---|---|
| | | available by school building | school building |
| | | | |
| Visitors | • No outside visitors on | • No outside visitors on | • Standard district protocols apply |

| | | | |
|---|---|---|---|
| | campus.<br>• Limited building and campus use. | campus without an advanced appointment.<br>• Pre screening of visitors is required. | • Pre screening of visitors is required. |
| Teacher Breakroom | • Students and staff not in attendance. | • Social distancing when possible<br>• Table cleaned before and after use<br>• Like groups encouraged | • Social distancing when possible<br>• Table cleaned before and after use<br>• Like groups encouraged |
| Common Space Use (i.e. hallways, commons, restrooms, cafeteria, playground) | • Students not in attendance. | • Utilization of common space needs to be scheduled to ensure social distancing and proper cleaning<br>• Assigned restroom utilization (i.e. by class, locations, grade, etc.)<br>• Increase level of cleaning in all common spaces | • Utilization of common space needs to be scheduled to ensure social distancing and proper cleaning<br>• Assigned restroom utilization (i.e. by class, locations, grade, etc.)<br>• Increase level of cleaning in all common spaces |
| Touch Surface Cleaning | • Students not in attendance. Deep building cleaning by school staff. | • Desks cleaned between each period, (i.e. elementary transition or 45 minute blocks - MS and HS blocks of time between 45 to 90 | • Desks cleaned between each period, (i.e. elementary transition or 45 minute blocks - MS and HS blocks of time between 45 to 90 minutes), |

| | | | |
|---|---|---|---|
| | | minutes), restrooms cleaned during the day and in the evening. (EPA standard) | restrooms cleaned during the day and in the evening. (EPA standard) |
| Facility usage by outside organizations | • No outside facility use. | • Daycares that operate in school facilities will follow state DHM guidance (Ex. Tiny and Lil Rams)<br>• Limited to no facility use by outside organizations. | • Daycares that operate in school facilities will follow state DHM guidance (Ex. Tiny and Lil Rams)<br>• Staggered start times for practices, only two coaches and participants will be allowed in the facility |

# Calendar Revisions Due to COVID-19 Pandemic

**Overview**
Include in this revised calendar are a few additions and revisions to the initial 2020-2021 school calendar. These revisions allow for flexibility in scheduling to provide an opportunity to adapt and navigate the potential unknowns as the 2020-2021 school year unfolds. These additions and revisions will allow the District to serve, communicate, and adapt to the needs of our school community better amidst a public health crisis.

**Recommendation: Build possible make-up days into the calendar.**
Make-up days would provide flexibility within our school calendar. It will allow the District the opportunity to communicate early on regarding our potential make-up plans if we have no school days in the school building or remotely. These days are spread throughout the year, allowing the District the opportunity to make timely situational decisions related to when we should make up these dates.

**Recommendation: End of quarter flexibility.**
Creating flexible quarter-end dates allows the District to address meeting the instructional hour requirements and the unknown timing implications of the virus. By having minimum and maximum end dates for each quarter, it allows us to make decisions to transition between quarters at a faster or slower pace based on what is happening with the health status of our community as we move through the year.

| | |
|---|---|
| 1st Quarter | Scheduled: 10/14/2020<br>Earliest end date: 10/8/2020<br>Latest end date: 11/3/2020 |
| 2nd Quarter | Scheduled: 12/21/2020<br>Earliest end date: 12/14/2020<br>Latest end date: 1/21/2021 |
| 3rd Quarter | Scheduled: 3/12/2021<br>Earliest end date: 3/1/2021<br>Latest end date: 3/24/2021 |
| 4th Quarter | Scheduled: 5/25/2021<br>Earliest end date: 5/5/2021<br>Latest end date: last student day |

*without makeups

# Board of Education Legislative Goals
# 2019/2020
## Ralston Public Schools Non-negotiables

- **RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.**
- **RPS will continue to provide the programs and services that support the defined strategic priorities as well as AdvancED School Improvement (Cognia) and District Communications.**
- **RPS will continue to refine and grow our academic programs to meet the needs of all of our students.**
- **RPS will continue to deliver outstanding activity programs to allow our students a well rounded school experience.**
- **RPS will continue to evaluate the effectiveness and efficiency of all programs and services to meet the demands of a changing society.**
- **RPS will refine and grow our outreach programs and service expectations to all stakeholders to include a focus on Social Emotional Learning**
- **RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.**
- **RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.**

## Board of Education Legislative Goals

- **Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.**
- **Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.**
- **Oppose tax cuts that endanger any part of the State's revenue stream.**
- **Monitor any legislation that adjusts property valuation.**
- **Increase Special Education Funding.**
- **Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.**
- **Support legislation or the infusion of more funding for early childhood programs specifically programs serving students in high poverty high need areas. This may include the adjustment of the needs formula for pre-school students within TEEOSA**
- **Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty. Are the current needs calculations in these areas addressing the increasing needs students and schools encounter?**
- **Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas.**
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- **Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.**

# TENTATIVE* 2020 Legislative Session

## January

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 DAY 1 | 9 DAY 2 | 10 DAY 3 | 11 |
| 12 | 13 DAY 4 | 14 DAY 5 | 15 DAY 6 | 16 DAY 7 | 17 RECESS | 18 |
| 19 | 20 HOLIDAY | 21 DAY 8 | 22 DAY 9 | 23 DAY 10 | 24 DAY 11 | 25 |
| 26 | 27 DAY 12 | 28 DAY 13 | 29 DAY 14 | 30 DAY 15 | 31 DAY 16 | |

## February

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 DAY 17 | 4 DAY 18 | 5 DAY 19 | 6 DAY 20 | 7 RECESS | 8 |
| 9 | 10 DAY 21 | 11 DAY 22 | 12 DAY 23 | 13 DAY 24 | 14 RECESS | 15 |
| 16 | 17 HOLIDAY | 18 DAY 25 | 19 DAY 26 | 20 DAY 27 | 21 DAY 28 | 22 |
| 23 | 24 DAY 29 | 25 DAY 30 | 26 DAY 31 | 27 DAY 32 | 28 RECESS | 29 |

## March

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| 1 | 2 RECESS | 3 DAY 33 | 4 DAY 34 | 5 DAY 35 | 6 DAY 36 | 7 |
| 8 | 9 DAY 37 | 10 DAY 38 | 11 DAY 39 | 12 DAY 40 | 13 RECESS | 14 |
| 15 | 16 RECESS | 17 DAY 41 | 18 DAY 42 | 19 DAY 43 | 20 DAY 44 | 21 |
| 22 | 23 DAY 45 | 24 DAY 46 | 25 DAY 47 | 26 DAY 48 | 27 RECESS | 28 |
| 29 | 30 RECESS | 31 DAY 49 | | | | |

## April

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1 DAY 50 | 2 DAY 51 | 3 DAY 52 | 4 |
| 5 | 6 DAY 53 | 7 DAY 54 | 8 DAY 55 | 9 DAY 56 | 10 RECESS | 11 |
| 12 | 13 RECESS | 14 DAY 57 | 15 DAY 58 | 16 DAY 59 | 17 RECESS | 18 |
| 19 | 20 RECESS | 21 RECESS | 22 RECESS | 23 DAY 60 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### Federal & State Holidays

January 20 – Martin Luther King Jr. Day
February 17 - Presidents' Day

### Legislative Recess Days

January 17
February 7, 14, 28
March 2, 13, 16, 27, 30
April 10, 13, 17, 20, 21, 22

*The Speaker reserves the right to revise the session calendar.

# 2020 LEGISLATIVE COMMITTEES

**Committee on Committees Final Report**
**Standing Committees**

*Updated 1/1/20*

**Agriculture (8)**
***Rm. 1524 - Tuesday***
Halloran (C), Brandt (VC), Blood, Chambers, Hansen, B., Lathrop, Moser, Slama

**Appropriations (9)**
***Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday***
Stinner (C), Bolz (VC), Clements, Dorn, Erdman, Hilkemann, McDonnell, Vargas, Wishart

**Banking, Commerce and Insurance (8)**
***Rm. 1507 - Monday & Tuesday***
Williams (C), Lindstrom (VC), Gragert, Howard, Kolterman, La Grone, McCollister, Quick

**Business and Labor (7)**
***Rm. 1524 - Monday***
Hansen, M. (C), Hansen, B. (VC), Chambers, Crawford, Halloran, Lathrop, Slama

**Education (8)**
***Rm. 1525 - Monday & Tuesday***
Groene (C), Walz (VC), Brewer, Kolowski, Linehan, Morfeld, Murman, Pansing Brooks

**General Affairs (8)**
***Rm. 1510 - Monday***
Briese (C), Lowe (VC), Arch, Blood, Brandt, Hunt, Moser, Wayne

**Government, Military and Veterans Affairs (8)**
***Rm. 1507 - Wednesday, Thursday, & Friday***
Brewer (C), La Grone (VC), Blood, Hansen, M., Hilgers, Hunt, Kolowski, Lowe

**Health and Human Services (7)**
***Rm. 1510 - Wednesday, Thursday, & Friday***
Howard (C), Arch (VC), Cavanaugh, Hansen, B., Murman, Walz, Williams

**Judiciary (8)**
***Warner Chamber - Wednesday, Thursday, & Friday***
Lathrop (C), Pansing Brooks (VC), Brandt, Chambers, DeBoer, Morfeld, Slama, Wayne

**Natural Resources (8)**
***Rm. 1525 - Wednesday, Thursday, & Friday***
Hughes (C), Bostelman (VC), Albrecht, Geist, Gragert, Halloran, Moser, Quick

**Nebraska Retirement Systems (6)**
***Rm. 1507 - At call of Chair***
Kolterman (C), Lindstrom (VC), Bolz, Groene, Kolowski, Stinner

**Revenue (8)**
***Rm. 1524 - Wednesday, Thursday, & Friday***
Linehan (C), Friesen (VC), Briese, Crawford, Groene, Kolterman, Lindstrom, McCollister

**Transportation and Telecommunications (8)**
***Warner Chamber - Monday & Tuesday***
Friesen (C), Geist (VC), Albrecht, Bostelman, Cavanaugh, DeBoer, Hilgers, Hughes

**Urban Affairs (7)**
***Rm. 1510 - Tuesday***
Wayne (C), Hunt (VC), Arch, Briese, Crawford, Hansen, M., Lowe

## Select Committees

**Committee on Committees (13)**
Hilkemann (C)

| *District 1:* | *District 2:* | *District 3:* |
|---|---|---|
| Bostelman | Howard | Erdman |
| Hilgers | Lathrop | Friesen |
| Pansing Brooks | Lindstrom | Groene |
| Morfeld (VC) | Vargas | Murman |

**Enrollment and Review (1)**
Slama (C)

**Reference (9)**
Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

**Rules (6)**
Crawford (C), Erdman (VC), Howard, Hansen, M., Lathrop, Scheer (ex officio)

## Special Committees

**Building Maintenance (6)**
Erdman (C), Lowe (VC), Bostelman, Brandt, McDonnell, Stinner

**Education Commission of the States (3)**
Groene, Morfeld, Murman

**Executive Board of the Legislative Council (9)**
Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

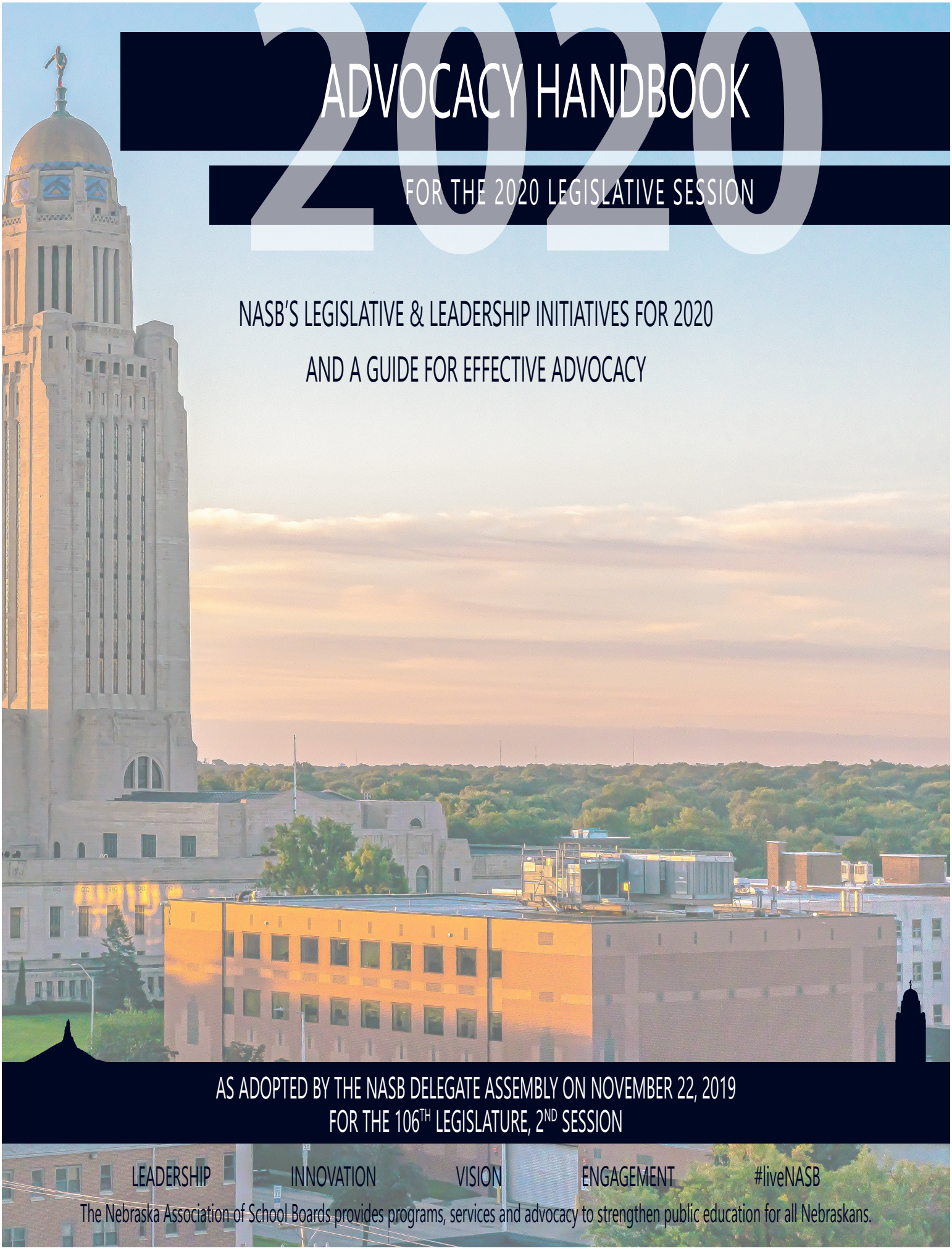
**Justice Reinvestment Oversight (5)**
Lathrop (C), DeBoer, McCollister, Pansing Brooks, Wayne

**Legislative Performance Audit (7)**
Geist (C), Crawford (VC), Friesen, Hansen, B., Hilgers, Scheer, Stinner

**Legislature's Planning (9)**
Vargas (C), McCollister (VC), Clements, DeBoer, Hansen, M., Hilgers, Scheer, Stinner, Williams

**Midwestern Higher Education Commission (Midwest Compact) (2)**
Kolowski, Slama

**State-Tribal Relations (7)**
Hilkemann (C), Wishart (VC), Albrecht, Brewer, Gragert, Hunt, Walz



# ADVOCACY HANDBOOK 2020

## FOR THE 2020 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2020

AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 22, 2019
FOR THE 106TH LEGISLATURE, 2ND SESSION

LEADERSHIP INNOVATION VISION ENGAGEMENT #liveNASB

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.

# WELCOME - KNOW YOUR ROLE

## 106TH LEGISLATURE, 2ND SESSION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## NO ONE IS MORE QUALIFIED TO TALK ABOUT YOUR SCHOOL DISTRICT, YOUR COMMUNITY, AND YOUR NEEDS RELATED TO PROVIDING A QUALITY EDUCATION THAN YOU!

## With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature

As NASB represents the state's 260+ member districts and ESUs, relationships and communication are the keys to the success of the Association's advocacy work. NASB advocates for the standing positions and legislative resolutions approved by delegates all from member boards at the annual NASB Delegate Assembly held in conjunction with the State Education Conference each November. It is here, and throughout the year where our focus is to work for and with you on all of the issues that impact public education.

## Can YOU really make a difference? YES YOU CAN!

You are an elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district. We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information with key individuals in the community. Remember that advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBonline.org for updates and information, and make sure to utilize *NASB's Legislative Notes*, summarizing all of the pertinent items related to public education in Nebraska. Another great resource is www.NebraskaLegislature.gov.

## WHAT CAN NASB DO FOR YOU?

ASSIST YOU IN PREPARING TESTIMONY, TALKING POINTS, EMAILS, OR OP-ED'S
FACILITATE SENATOR INTRODUCTIONS, MEETINGS AND/OR VISITS AT HOME OR THE CAPITOL
FEATURE YOUR DISTRICT VISITS WITH SENATORS
BRIEF YOUR BOARD AT A MEETING IN YOUR COMMUNITY

### 2019 LEGISLATIVE SESSION HIGHLIGHTS

NASB took a position on 57 bills this session, and were closely following another 49.

NASB was represented in testimony in 12 of the 14 Committees.

School Board Members Came to Lincoln to Testify on the Following Bills on NASB's Behalf:
LB 147, LB 149, LB 314, LB 346, LB 506, LB 614, LB 634, LB 670, LB 727, LR 3 CA & LR 8 CA

NASB facilitated 1-on-1's with each member of the Revenue Committee and a school board member from their district.

NASB hosted calls with several senators throughout the session.

Legislative Lunches were held in Falls City, Fremont, Lincoln, O'Neill & Wayne.

NASB had 1-on-1 meetings with 38 of the 49 Senators this Session.

NASB produced a number of quick videos updating members on recent news or events that had just taken place at the Capitol, and posted on Facebook and Twitter.

*We truly appreciate the level of engagement from local school board members this year. It has definitely made a difference, and has been recognized by your senators.*

# ADVOCACY, ENGAGEMENT & #liveNASB

## 106TH LEGISLATURE, 2ND SESSION

## School Boards Make Nebraska a Great Place to LIVE!

Through Leadership, Innovation, Vision and Engagement Nebraska's School Boards are making a difference for students across the state.

**LEADERSHIP**
NASB will provide leadership to groups, individuals, and organizations and facilitate efforts to improve student achievement.

**INNOVATION**
Through innovation of programs and services, NASB will add value for our members and generate revenue to support growth.

**VISION**
NASB will develop a vision with other groups, individuals, and organizations to address how we fund schools and provide opportunities to bring a quality education to all children.

**ENGAGEMENT**
With engagement of its board and members, NASB will provide opportunities for school boards to be advocates for public education.

## Advocacy is on-going. Stay up to speed on the Legislature year-round.

- Become Familiar With Your Senator & Their Staff -- Don't take for granted the access we have as Nebraskans to our Senators & Federal Representatives. It is not like that everywhere. Take advantage of it! Be involved. Build the relationship. Be ENGAGED!
- Have a "legislative update" agenda item at each board meeting, and share key legislative information with your board, and your community.
- Pass board policy specific to how you deal with legislative issues.
- Utilize NASB's Legislative links, communication, the *Legislative Notes* newsletter, track specific bills, follow along on social media, and study the annual Advocacy Handbook.
- Reach out to NASB's Legislative Team, and/or a member of the NASB Legislation Committee. Attend the various Legislative Lunches throughout the year across Nebraska.
- Stay up to speed with your local newspaper, social media, senator emails/newsletters, etc.

## ASK YOURSELF: WHAT ARE YOU DOING FOR YOUR DISTRICT/COMMUNITY?

THE LEGISLATURE NEEDS TO KNOW SCHOOL BOARD MEMBERS WANT TO BE INVOLVED!

NASB LEGISLATIVE TEAM: JOHN SPATZ, COLBY COASH, MATT BELKA & VICKI WALTER-WINTERS

# ADVOCACY, ENGAGEMENT & #liveNASB

## 106TH LEGISLATURE, 2ND SESSION

## SHARE YOUR STORY ... KNOW YOUR DISTRICT'S DATA

**UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE**

Below are examples of the data you should know from your schools to help tell your district's story:

NUMBER OF KIDS IN FREE/REDUCED LUNCH
SCHOOL LANDS PER PUPIL REIMBURSEMENT
CENSUS VS ENROLLMENT
NUMBER OF LANGUAGES SPOKEN IN YOUR DISTRICT
NUMBER OF ELL STUDENTS
TRANSPORTATION NUMBERS … IF SEAT BELTS IN BUSSES, IMPACT ($)
WHAT PERCENTAGE OF YOUR BUDGET IS SPED
AVERAGE CLASS SIZE
STUDENT DISCIPLINE PROCEDURES
RETIREMENT OBLIGATION
SAFETY & SECURITY MEASURES IN THE PAST FEW YEARS
NUMBER OF OPTION KIDS
PERCENTAGE OF ADMINISTRATIVE COSTS

**YOU HAVE POWER & VOICE!**

The Legislature needs to know school board members want to be involved!
Remind them; You are their neighbor.
Voters also put you in office.
You are guardians for the States most precious resource … Children.
You have an influential role in your community.
You know better than anyone the effect of a decision.

## NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org

John Spatz - Executive Director - jspatz@NASBonline.org

Vicki Walter-Winters - Legal Administrative Assistant - vwinters@NASBonline.org

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NASB Twitter: www.twitter.com/NASBonline NASB Facebook: www.facebook.com/NASBonline
NASB Videos: www.vimeo.com/NASBonline Key Hashtags: #liveNASB #neleg

Nebraska Legislature: www.nebraskalegislature.gov
Senators Web Pages: www.nebraskalegislature.gov/senators
National School Board Association Advocacy: www.nsba.org/advocacy

# YOUR NASB LEGISLATION COMMITTEE

## 106TH LEGISLATURE, 2ND SESSION

Brad Wilkins, Chair
NASB President-Elect
Ainsworth

Stacie Higgins
NASB President
Nebraska City

Kim Burry
NASB Vice President
Bayard

Member 1
Lou Ann Goding
Omaha

Member 2
Ben Perlman
Omaha

Member 3
Marque Snow
Omaha

Member 4
Connie Duncan
Lincoln

Member 5
Kathy Danek
Lincoln

Member 6
Linda Poole
Millard

Member 7
Sarah Centineo
Bellevue

Member 8
Beth Morrissette
Westside

Member 9
Skip Altig
North Platte

Member 10
Patti Gubbels
Norfolk

Member 11
Laura Schneider
Hastings

Member 12
Ryne Seaman
Seward

Member 13
Suzanne Sapp
Ashland-Greenwood

Member 14
Lisa Wagner
Central City

Member 15
Steve Koch
Hershey

Member 16
Jim Vlach
Lyons-Decatur

Member 17
Christopher Waddle
Giltner

Member 18
Ron Pearson
ESU 3

Appointed Member
Lisa Albers
Grand Island

Appointed Member
Jayson Bishop
Perkins County

Appointed Member
Linda Richards
Ralston

Appointed Member
Stephanie Summers
David City

Appointed Member
Annette Weise
Tri County

# YOUR 2019-20 SENATORS

## 106TH LEGISLATURE, 2ND SESSION

Sen. Julie Slama
District 1
Peru

Sen. Robert Clements
District 2
Elmwood

Sen. Carol Blood
District 3
Bellevue

Sen. Robert Hilkemann
District 4
Omaha

Sen. Mike McDonnell
District 5
Omaha

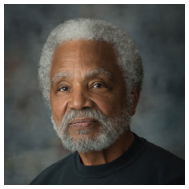
Sen. Machaela Cavanaugh
District 6
Omaha

Sen. Tony Vargas
District 7
Omaha
Former School Board Member

Sen. Megan Hunt
District 8
Omaha

Sen. Sara Howard
District 9
Omaha

Sen. Wendy DeBoer
District 10
Omaha



Sen. Ernie Chambers
District 11
Omaha

Sen. Steve Lathrop
District 12
Omaha

Sen. Justin Wayne
District 13
Omaha
Former School Board Member

Sen. John Arch
District 14
Papillion

Sen. Lynne Walz
District 15
Fremont

Sen. Ben Hansen
District 16
Blair

Sen. Joni Albrecht
District 17
Thurston

Sen. Brett Lindstrom
District 18
Omaha

Speaker Jim Scheer
District 19
Norfolk
Former School Board Member

Sen. John McCollister
District 20
Omaha

Sen. Mike Hilgers
District 21
Lincoln

Sen. Mike Moser
District 22
Columbus

Sen. Bruce Bostelman
District 23
Brainard

Sen. Mark Kolterman
District 24
Seward
Former School Board Member

Sen. Suzanne Geist
District 25
Lincoln

# YOUR 2019-20 SENATORS

## 106TH LEGISLATURE, 2ND SESSION

Sen. Matt Hansen
District 26
Lincoln

Sen. Anna Wishart
District 27
Lincoln

Sen. Patty Pansing Brooks
District 28
Lincoln

Sen. Kate Bolz
District 29
Lincoln

Sen. Myron Dorn
District 30
Adams

Sen. Rick Kolowski
District 31
Omaha

Sen. Tom Brandt
District 32
Plymouth

Sen. Steve Halloran
District 33
Hastings

Sen. Curt Friesen
District 34
Henderson

Sen. Dan Quick
District 35
Grand Island

Sen. Matt Williams
District 36
Gothenburg

Sen. John Lowe
District 37
Kearney

Sen. Dave Murman
District 38
Glenvil
Former School Board Member

Sen. Lou Ann Linehan
District 39
Elkhorn

Sen. Tim Gragert
District 40
Creighton
Former School Board Member

Sen. Tom Briese
District 41
Albion
Former School Board Member

Sen. Mike Groene
District 42
North Platte

Sen. Tom Brewer
District 43
Gordon

Sen. Dan Hughes
District 44
Venango
Former School Board Member

Sen. Sue Crawford
District 45
Bellevue

Sen. Adam Morfeld
District 46
Lincoln

Sen. Steve Erdman
District 47
Bayard
Former School Board Member

Sen. John Stinner
District 48
Gering
Former School Board Member

Sen. Andrew La Grone
District 49
Gretna

Gov. Pete Ricketts

# MARK YOUR CALENDARS

## 106TH LEGISLATURE, 2ND SESSION

| | |
|---|---|
| January 8 | 2020 Legislative Session begins |
| January 23 | Day 10: All new bills must be introduced by this date |
| February 9 | NASB Legislation Committee Meeting |
| February 9-10 | Legislative Issues Conference \| Cornhusker Marriott-Lincoln |
| February 19-20 | Priority Bill Designation |
| April 23 | Day 60: Final Day of the 2020 Legislative Session |
| July 1 | Call for Legislative Submissions for 2021 consideration due |
| July 18 | Legislation Committee Meeting |
| November 20 | 2020 Delegate Assembly \| Omaha |

# NASB POSITIONS ENCLOSED

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members. Your Association's legislative agenda is initiated each year with the submission of local board proposals. The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors. The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly. The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB. This publication represents the final agenda, set by the Delegate Assembly, for the 2020 Legislative Session. Standing Positions remain in effect until they are repealed by the Assembly. Legislative Resolutions are in effect for one year only.

## WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C. While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

# YOUR 2019 LEGISLATIVE RESOLUTIONS

## 106TH LEGISLATURE, 2ND SESSION

. . . as approved by the Legislation Committee on July 20, 2019
. . . and approved by the Board of Directors on August 10, 2019
. . . and adopted by the Delegate Assembly on November 22, 2019

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

LEADERSHIP INNOVATION VISION ENGAGEMENT #liveNASB

### CREATING A VISION FOR NEBRASKA'S FUTURE

NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

### EDUCATION PROGRAM OPPORTUNITIES

NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

### EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security.

### HEALTHY CULTURES & RESILIENCY IN SCHOOLS

NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop "resilient" school districts with programs to support both staff and students.

### MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

### SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.

### SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

# YOUR NASB STANDING POSITIONS

## 106TH LEGISLATURE, 2ND SESSION

. . . as approved by the Legislation Committee on July 20, 2019
. . . and approved by the Board of Directors on August 10, 2019
. . . and adopted by the Delegate Assembly on November 22, 2019

Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

LEADERSHIP INNOVATION VISION ENGAGEMENT

## BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT
NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — BOARD RECOGNITION
NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS
NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — COLLABORATIVE SERVICES TO YOUTH
NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — LEADERSHIP TEAM
NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — PARENT INVOLVEMENT
NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — POLICY
NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

## CONDITIONS OF CHILDREN

S-8 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS
NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

S-9 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP
NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

# YOUR NASB STANDING POSITIONS

## 106TH LEGISLATURE, 2ND SESSION

S-10 — EARLY CHILDHOOD EDUCATION
NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-11 — ENROLLMENT OPTION; HOMEBOUND STUDENTS
NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-12 — ENROLLMENT OPTION LIMITATION
NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-13 — LIABILITY FOR MEDICATION ADMINISTRATION
NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-14 — NUTRITION EDUCATION/STUDENT WELLNESS
NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-15 — SAFE SCHOOL ENVIRONMENT
NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-16 — STATEWIDE POVERTY/TRAUMA FUNDING
NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-17 — STUDENT DISCIPLINE
NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

## CURRICULUM & INSTRUCTION

S-18 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES
NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-19 — ACHIEVEMENT TEST SCORE USE
NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-20 — ASSESSMENT OF STUDENT LEARNING
NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-21 — CULTURAL DIVERSITY
NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-22 — CURRICULUM ADOPTION
NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-23 — RESPONDING TO SPECIAL EDUCATION COSTS
NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-24 — STUDENT EXPRESSION
NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-25 — TECHNOLOGY
NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

# YOUR NASB STANDING POSITIONS

## 106TH LEGISLATURE, 2ND SESSION

## FUNDING & FINANCE

S-26 — ACCOUNTING OF FUNDS
NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-27 — BUDGET LID: GROWTH FACTOR
NASB supports legislation which would establish an education expenditures "growth factor" which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-28 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS
NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-29 — ELIMINATION OF BUDGET RESERVE LIMITS
NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-30 — ELIMINATION OF EXPENDITURE LIMITATION
NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-31 — ESU CORE SERVICES FUNDING
NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-32 — FINANCING CAPITAL IMPROVEMENTS
NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-33 — FISCAL POLICY
NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-34 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES
NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-35 — FUNDING OF MANDATED PROGRAMS
NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-36 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES
NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-37 — GENERAL FUND RESERVE LIMIT EXCEPTION
NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-38 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES
NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-39 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND
NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

S-40 — LEGISLATION IMPLEMENTATION
NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources,

is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-41 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES
NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-42 — PROPERTY TAX REFORM/RELIEF
Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-43 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES
NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-44 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES
NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-45 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION
NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to seven cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007)

S-46 — STATE FUNDING SYSTEM
NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy.

(1997, amended 2009, 2018)

S-47 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID
NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-48 — VOUCHERS AND TAX CREDITS
NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools. (prior to 1995)

## GOVERNANCE & STRUCTURE

S-49 — ACCOUNTABILITY
NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-50 — ALLIED SCHOOLS
NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-51 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS
NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

# YOUR NASB STANDING POSITIONS

## 106TH LEGISLATURE, 2ND SESSION

S-52 — AUTHORITY OF SCHOOL BOARDS
NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-53 — CHARTER SCHOOLS
NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-54 — DUTIES OF SCHOOLS
NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-55 — EDUCATIONAL SERVICE UNIT GOVERNANCE
NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-56 — EDUCATIONAL SERVICE UNIT REORGANIZATION
NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-57 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)
NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-58 — ORGANIZATION
NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-59 — PERSONAL LIABILITY
NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-60 — RESTRICTION OF RESOURCES AND BOARD RESPONSIBILITIES
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-61 — SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-62 — SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

## PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-63 — ACTIVITY ASSIGNMENTS
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-64 — COMPENSATION
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-65 — CRIMINAL BACKGROUND CHECKS
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

# YOUR NASB STANDING POSITIONS

## 106TH LEGISLATURE, 2ND SESSION

S-66 — EMPLOYEE BONUSES AND INCENTIVES
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-67 — MEDICAL INSURANCE
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-68 — RECOGNITION
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-69 — RETIREMENT
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-70 — SCOPE OF BARGAINING
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-71 — STAFF DEVELOPMENT AND EVALUATION
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

## STATE POLICY

S-72 — ADVISORY GROUPS
NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-73 — CHOICE AND AFFILIATION
NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-74 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES
NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-75 — CORPORATE SPONSORSHIPS IN SCHOOLS
NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-76 — EDUCATIONAL SERVICE UNITS
NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-77 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS
NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
c) Engages the assets of the full community;
d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;

g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and

h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options.

(2009, amended 2016)

S-78 — INDEPENDENT SCHOOL DISTRICTS
NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-79 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS
NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-80 — LOCAL DISTRICT ADVOCACY
NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-81 — NDE AUTHORITY
NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-82 — NONPUBLIC SCHOOLS STANDARDS
NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-83 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS
NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

# 2020 NEBRASKA UNICAMERAL LEGISLATURE
## Alphabetical List

***Capitol Mailing Address:*** Senator _____
District # State Capitol
PO Box 94604
Lincoln NE 68509-4604

*As of 1/1/2020*

| Senator | District | Capitol Phone | Room | City |
|---|---|---|---|---|
| **Albrecht**, Joni | 17 | (402) 471-2716 | 1404 | Thurston |
| **Arch**, John | 14 | (402) 471-2730 | 1306 | La Vista |
| **Blood**, Carol | 3 | (402) 471-2627 | 1021 | Bellevue |
| **Bolz**, Kate | 29 | (402) 471-2734 | 1015 | Lincoln |
| **Bostelman**, Bruce | 23 | (402) 471-2719 | 1118 | Brainard |
| **Brandt**, Tom | 32 | (402) 471-2711 | 1528 | Plymouth |
| **Brewer**, Tom | 43 | (402) 471-2628 | 1101 | Gordon |
| **Briese**, Tom | 41 | (402) 471-2631 | 1019 | Albion |
| **Cavanaugh**, Machaela | 6 | (402) 471-2714 | 11th Floor | Omaha |
| **Chambers**, Ernie | 11 | (402) 471-2612 | 1302 | Omaha |
| **Clements**, Robert | 2 | (402) 471-2613 | 1120 | Elmwood |
| **Crawford**, Sue | 45 | (402) 471-2615 | 1012 | Bellevue |
| **DeBoer**, Wendy | 10 | (402) 471-2718 | 1114 | Bennington |
| **Dorn**, Myron | 30 | (402) 471-2620 | 11th Floor | Adams |
| **Erdman**, Steve | 47 | (402) 471-2616 | 1124 | Bayard |
| **Friesen**, Curt | 34 | (402) 471-2630 | 1110 | Henderson |
| **Geist**, Suzanne | 25 | (402) 471-2731 | 2000 | Lincoln |
| **Gragert**, Tim | 40 | (402) 471-2801 | 11th Floor | Creighton |
| **Groene**, Mike | 42 | (402) 471-2729 | 1107 | North Platte |
| **Halloran**, Steve | 33 | (402) 471-2712 | 1022 | Hastings |
| **Hansen**, Ben | 16 | (402) 471-2728 | 11th Floor | Blair |
| **Hansen**, Matt | 26 | (402) 471-2610 | 2010 | Lincoln |
| **Hilgers**, Mike | 21 | (402) 471-2673 | 2108 | Lincoln |
| **Hilkemann**, Robert | 4 | (402) 471-2621 | 2028 | Omaha |
| **Howard**, Sara | 9 | (402) 471-2723 | 1402 | Omaha |
| **Hughes**, Dan | 44 | (402) 471-2805 | 1117 | Venango |
| **Hunt**, Megan | 8 | (402) 471-2722 | 1523 | Omaha |
| **Kolowski**, Rick | 31 | (402) 471-2327 | 1018 | Omaha |
| **Kolterman**, Mark | 24 | (402) 471-2756 | 2004 | Seward |
| **La Grone**, Andrew | 49 | (402) 471-2725 | 11th Floor | Gretna |
| **Lathrop**, Steve | 12 | (402) 471-2623 | 1103 | Omaha |
| **Lindstrom**, Brett | 18 | (402) 471-2618 | 2015 | Omaha |
| **Linehan**, Lou Ann | 39 | (402) 471-2885 | 1116 | Elkhorn |
| **Lowe**, John S., Sr. | 37 | (402) 471-2726 | 2011 | Kearney |
| **McCollister**, John S. | 20 | (402) 471-2622 | 1017 | Omaha |
| **McDonnell**, Mike | 5 | (402) 471-2710 | 2107 | Omaha |
| **Morfeld**, Adam | 46 | (402) 471-2720 | 1008 | Lincoln |
| **Moser**, Mike | 22 | (402) 471-2715 | 1529 | Columbus |
| **Murman**, Dave | 38 | (402) 471-2732 | 1522 | Glenvil |
| **Pansing Brooks**, Patty | 28 | (402) 471-2633 | 1016 | Lincoln |
| **Quick**, Dan | 35 | (402) 471-2617 | 1406 | Grand Island |
| **Scheer**, Jim | 19 | (402) 471-2929 | 2103 | Norfolk |
| **Slama**, Julie | 1 | (402) 471-2733 | 11th Floor | Peru |
| **Stinner**, John P. | 48 | (402) 471-2802 | 1004 | Gering |
| **Vargas**, Tony | 7 | (402) 471-2721 | 1000 | Omaha |
| **Walz**, Lynne | 15 | (402) 471-2625 | 1403 | Fremont |
| **Wayne**, Justin T. | 13 | (402) 471-2727 | 1115 | Omaha |
| **Williams**, Matt | 36 | (402) 471-2642 | 1401 | Gothenburg |
| **Wishart**, Anna | 27 | (402) 471-2632 | 1308 | Lincoln |

# 2020 NEBRASKA UNICAMERAL LEGISLATURE

***Capitol Mailing Address:*** Senator _____
District # State Capitol
PO Box 94604
Lincoln NE 68509-4604

*As of 1/1/2020*

| District | Senator | Capitol Phone | Room | City |
|---|---|---|---|---|
| 1 | **Slama**, Julie | (402) 471-2733 | 11th Floor | Peru |
| 2 | **Clements**, Robert | (402) 471-2613 | 1120 | Elmwood |
| 3 | **Blood**, Carol | (402) 471-2627 | 1021 | Bellevue |
| 4 | **Hilkemann**, Robert | (402) 471-2621 | 2028 | Omaha |
| 5 | **McDonnell**, Mike | (402) 471-2710 | 2107 | Omaha |
| 6 | **Cavanaugh**, Machaela | (402) 471-2714 | 11th Floor | Omaha |
| 7 | **Vargas**, Tony | (402) 471-2721 | 1000 | Omaha |
| 8 | **Hunt**, Megan | (402) 471-2722 | 1523 | Omaha |
| 9 | **Howard**, Sara | (402) 471-2723 | 1402 | Omaha |
| 10 | **DeBoer**, Wendy | (402) 471-2718 | 1114 | Bennington |
| 11 | **Chambers**, Ernie | (402) 471-2612 | 1302 | Omaha |
| 12 | **Lathrop**, Steve | (402) 471-2623 | 1103 | Omaha |
| 13 | **Wayne**, Justin T. | (402) 471-2727 | 1115 | Omaha |
| 14 | **Arch**, John | (402) 471-2730 | 1306 | La Vista |
| 15 | **Walz**, Lynne | (402) 471-2625 | 1403 | Fremont |
| 16 | **Hansen**, Ben | (402) 471-2728 | 11th Floor | Blair |
| 17 | **Albrecht**, Joni | (402) 471-2716 | 1404 | Thurston |
| 18 | **Lindstrom**, Brett | (402) 471-2618 | 2015 | Omaha |
| 19 | **Scheer**, Jim | (402) 471-2929 | 2103 | Norfolk |
| 20 | **McCollister**, John S. | (402) 471-2622 | 1017 | Omaha |
| 21 | **Hilgers**, Mike | (402) 471-2673 | 2108 | Lincoln |
| 22 | **Moser**, Mike | (402) 471-2715 | 1529 | Columbus |
| 23 | **Bostelman**, Bruce | (402) 471-2719 | 1118 | Brainard |
| 24 | **Kolterman**, Mark | (402) 471-2756 | 2004 | Seward |
| 25 | **Geist**, Suzanne | (402) 471-2731 | 2000 | Lincoln |
| 26 | **Hansen**, Matt | (402) 471-2610 | 2010 | Lincoln |
| 27 | **Wishart**, Anna | (402) 471-2632 | 1308 | Lincoln |
| 28 | **Pansing Brooks**, Patty | (402) 471-2633 | 1016 | Lincoln |
| 29 | **Bolz**, Kate | (402) 471-2734 | 1015 | Lincoln |
| 30 | **Dorn**, Myron | (402) 471-2620 | 11th Floor | Adams |
| 31 | **Kolowski**, Rick | (402) 471-2327 | 1018 | Omaha |
| 32 | **Brandt**, Tom | (402) 471-2711 | 1528 | Plymouth |
| 33 | **Halloran**, Steve | (402) 471-2712 | 1022 | Hastings |
| 34 | **Friesen**, Curt | (402) 471-2630 | 1110 | Henderson |
| 35 | **Quick**, Dan | (402) 471-2617 | 1406 | Grand Island |
| 36 | **Williams**, Matt | (402) 471-2642 | 1401 | Gothenburg |
| 37 | **Lowe**, John S., Sr. | (402) 471-2726 | 2011 | Kearney |
| 38 | **Murman**, Dave | (402) 471-2732 | 1522 | Glenvil |
| 39 | **Linehan**, Lou Ann | (402) 471-2885 | 1116 | Elkhorn |
| 40 | **Gragert**, Tim | (402) 471-2801 | 11th Floor | Creighton |
| 41 | **Briese**, Tom | (402) 471-2631 | 1019 | Albion |
| 42 | **Groene**, Mike | (402) 471-2729 | 1107 | North Platte |
| 43 | **Brewer**, Tom | (402) 471-2628 | 1101 | Gordon |
| 44 | **Hughes**, Dan | (402) 471-2805 | 1117 | Venango |
| 45 | **Crawford**, Sue | (402) 471-2615 | 1012 | Bellevue |
| 46 | **Morfeld**, Adam | (402) 471-2720 | 1008 | Lincoln |
| 47 | **Erdman**, Steve | (402) 471-2616 | 1124 | Bayard |
| 48 | **Stinner**, John P. | (402) 471-2802 | 1004 | Gering |
| 49 | **La Grone**, Andrew | (402) 471-2725 | 11th Floor | Gretna |

**NASB Monthly Update for Board Meetings - Agenda Item: September 2020**

***View the Monthly Update in video form now at: https://vimeo.com/453336372***

**"NASB Update"**

As a board, some items you should be focused on during September include:

- Monitor progress of district goals, link goals to discussion and action items
- Strategic Plan Progress Report
- Review Summer School Programs; Review School Improvement Plan
- Negotiations contract dispute decision (year of contract, if needed) due September 15
- Personnel Report to the Department of Education due September 15
- Negotiations board must respond to agent request due October 1
- Annual Emergency Safety Plan – Annual Adoption
- Annual District Report
- Tax Request Hearing for Fund Levies due October 13
- Poverty Plan due October 15
- Superintendent file Membership Report due October 15
- Limited English Proficiency Plan due October 15
- Elementary Site Allowance due October 15; Distance Education Incentives Denial Appeal (through 2020) due October 1

**Networking & Events:**

- ***http://members.nasbonline.org/index.php/events***
- The first of 3 **Candidate Webinars** was July 27, look for two more in Sept & Oct!
- **Area Membership Meetings** registration is now open! Make your virtual viewing plans now … AMM will premier September 30th and be available through October 14th!
- **The Facilities & Construction Workshop** will be held in person in Kearney on September 23, as well as virtually. More to come!
- Is this year's Board Member of the Year on your Board? Nominations for the annual Ann Mactier Award are due Sept 30th at http://members.nasbonline.org/index.php/board-leadership/ann-mactier-school-board-member-of-the-year-award
- ***Update on the 2020 State Education Conference*** – This conference will be held November 18-20 in hybrid fashion. ***That means you will have the opportunity to attend in-person OR virtually***. Details are still being worked out, so watch your email for registration information by the end of September.

**Advocacy/2020 Legislative Session:**

- The 2020 legislative session has wrapped up. Keep tabs with all things pertinent to your school at NASB's Govt Relations page at http://members.nasbonline.org/index.php/government-relations

- The 2020 Delegate Assembly will be virtual this year in early November, start thinking of who your boards Delegate will be now. Look for more info shortly!
- Stay engaged during the Session and follow along with the bills NASB is tracking at: https://nasb.enviseams.com/legislative-bills and through NASB's ***Legislative Notes*** e-updates.

**NASB COVID-19 RESOURCE LINKS**

- http://members.nasbonline.org/index.php/news-resources/covid-19-resources
- We are continuing to add items & updates as they arise

Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBonline

Watch all of the NASB videos at http://members.nasbonline.org/index.php/news-resources/videos

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the ***Board Notes newsletter*** for "This Month In …" To access the latest newsletter, click here:
http://members.nasbonline.org/index.php/news-resources/board-notes

# NASB BOARD QUICKS

Nebraska Association of SCHOOL BOARDS

A monthly e-update from the Nebraska Association of School Boards

SEPTEMBER 2020 | www.NASBonline.org | #liveNASB

## http://members.nasbonline.org/index.php/events

*To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.*

THANKS FOR ALL YOU DO FOR YOUR BOARD, YOUR COMMUNITY AND THE ENTIRE STATE BY SERVING PUBLIC EDUCATION IN NEBRASKA. NOW MORE THAN EVER, WE ARE SEEING THE IMPORTANCE OF SCHOOL BOARD MEMBERS STEPPING UP AS LEADERS OF THEIR COMMUNITIES!

Access NASB's Covid-19 Resources page at: http://members.nasbonline.org/index.php/news-resources/covid-19-resources

## SEPTEMBER

### YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINK FOR SEPTEMBER

http://members.nasbonline.org/index.php/news-resources/videos

### LEGISLATIVE CANDIDATE Q&A'S | THROUGHOUT SEPTEMBER

BEGINS NEXT WEEK!

SEPTEMBER 8 - 12:00 PM - HELEN RAIKES - DISTRICT 23
SEPTEMBER 9 - 12:00 PM - RITA SANDERS - DISTRICT 45
SEPTEMBER 9 - 4:00 PM - JACOB CAMPBELL - DISTRICT 29
SEPTEMBER 15 - 4:00 PM - ELIOT BOSTAR - DISTRICT 29
SEPTEMBER 16 - 4:00 PM - SUSAN HESTER - DISTRICT 45
SEPTEMBER 17 - 12:00 PM - SENATOR CAROL BLOOD - DISTRICT 3
SEPTEMBER 17 - 12:30 PM - RICK HOLDCROFT - DISTRICT 3
SEPTEMBER 22 - 12:00 PM - JANET PALMTAG - DISTRICT 1
SEPTEMBER 22 - 12:30 PM - SENATOR JULIE SLAMA - DISTRICT 1
SEPTEMBER 22 - 4:00 PM - SENATOR ANDREW LAGRONE - DISTRICT 49
SEPTEMBER 22 - 4:30 PM - JEN DAY - DISTRICT 49
MORE TO BE ADDED AS WE GET CONFIRMATION ...

### BUFFETT EARLY CHILDHOOD THRIVING CHILDREN, FAMILIES & COMMUNITIES CONFERENCE | SEPTEMBER 14

### NASB CANDIDATE WEBINAR #2 | SEPTEMBER 21

### FACILITIES & CONSTRUCTION WORKSHOP | SEPTEMBER 23 | KEARNEY & VIRTUAL

### ANN MACTIER/SCHOOL BOARD MEMBER OF THE YEAR NOMINATIONS DUE | SEPTEMBER 25

### AREA MEMBERSHIP MEETINGS: HOME INVASION! | PREMIERING SEPTEMBER 30

http://members.nasbonline.org/index.php/area-membership-meetings

## OCTOBER

### NASB CANDIDATE WEBINAR #2 | OCTOBER 12

### LABOR RELATIONS | OCTOBER | VIRTUAL

### 2020 STATE EDUCATION CONFERENCE | NOVEMBER 18-20 | OMAHA & VIRTUAL

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda. Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

LEADERSHIP INNOVATION VISION ENGAGEMENT #liveNASB

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.

# Student / Staff Count
# 2020-2021 School Year

| Elem. School | Grade | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PS | | KG | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | otal *Student / Staff | |
| | All Student Counts Are Actual SIMS Enrollment Figures | | | | | | | | | | | | | | | | | |
| | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Students * |
| BLUM | 2 | 17 | 2 | 36 | 2 | 39 | 3 | 49 | 2 | 50 | 2 | 51 | 3 | 48 | 2 | 48 | 19 | 321 |
| KW | 2 | 16 | 2 | 32 | 1.5 | 17 | 1.5 | 30 | 1.5 | 24 | 1.5 | 35 | 1.5 | 25 | 1.5 | 30 | 11 | 193 |
| MEAD | 2 | 19 | 2 | 35 | 2 | 39 | 2 | 40 | 2 | 43 | 2 | 40 | 2 | 35 | 2 | 44 | 14 | 276 |
| MOCK | 1 | 12 | 3 | 57 | 2 | 44 | 3 | 50 | 3 | 50 | 2 | 48 | 2 | 48 | 2 | 43 | 17 | 340 |
| SEY | 1 | 10 | 2 | 40 | 1.5 | 29 | 1.5 | 31 | 1.5 | 34 | 1.5 | 31 | 1.5 | 30 | 1.5 | 30 | 11 | 225 |
| WW | 2 | 21 | 2 | 42 | 2 | 37 | 2 | 39 | 2 | 33 | 2 | 31 | 2 | 42 | 2 | 47 | 14 | 271 |
| Totals By Gr | 10 | 95 | 13 | 242 | 11 | 205 | 13 | 239 | 12 | 234 | 11 | 236 | 12 | 228 | 11 | 242 | 86 | 1626 |

*Does not include PS

Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total

| Sec. School | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud |
| RMS | | 248 | | 242 | | | | | | | | | 0 | 490 |
| RHS | | | | | | 228 | | 236 | | 245 | | 278 | 0 | 987 |

| Totals | Staff | *Stud | Ratio | *Stud 19-20 | Change for 20-21 |
|---|---|---|---|---|---|
| BLUM | 21 | 338 | 16/1 | 366 | -28 |
| KW | 13 | 209 | 16/1 | 203 | 6 |
| MEAD | 16 | 295 | 18/1 | 338 | -43 |
| MOCK | 18 | 352 | 20/1 | 383 | -31 |
| SEY | 12 | 235 | 20/1 | 253 | -18 |
| WW | 16 | 292 | 18/1 | 315 | -23 |
| Totals | 96 | 1721 | 18/1 | 1858 | -137 |
| RMS | 36 | 490 | 14/1 | 467 | 23 |
| RHS | 70 | 987 | 14/1 | 917 | 70 |
| Sec. Total | 106 | 1477 | 14/1 | 1384 | 93 |
| Dist. Tota | 202 | 3198 | 16/1 | 3242 | -44 |

*Includes PS

Sept 10 2020
2:35 PM

# 6005
# Academic Credits and Graduation Requirements
# COVID-19 Adjustments

As a result of the COVID-19 pandemic, the items outlined in red will apply to students wishing to graduate in the Class of 2021. These COVID-19 adjustments will be in effect for the 2020-2021 school year only.

The district shall accept credits toward graduation that were awarded by an accredited school district, and shall award a diploma to an option enrollment or open enrollment student if the student meets the district's graduation requirements.

Course credit is allowed only for grades 9, 10, 11, 12. Students may repeat courses in which they made failing grades, but it is not necessary to repeat courses not required for graduation.

The responsibility for determining when students are eligible to be graduated from high school is delegated by the Board of Education to the building principal.

Specific Requirements - Each student is expected to successfully complete course work in each of the following areas as listed:

**Graduation Requirements Beginning with the Class of 2015**

l. English: 35 credits (English I - 10 credits, English II - 10 credits, English III – 10 credits, Composition – 5 credits)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (World Cultures & Geography - 5 credits, US History – 10 credits, US Government – 5 credits)
4. Mathematics: 30 credits (Algebra I or higher 10 credits)
5. Science: 30 credits (Life Science – 10 credits, Physical Science – 10 credits)
6. Physical Education: 20 credits (Swim – 2.5 credits and Family Life Education – .5 credits)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Consumer Finance – 5 credits and Career Exploration – 5 credits)
9. Elective Courses: 55 credits

**Graduation Requirements Beginning with the Class of 2021**

1. English: 35 credits (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (including 10 above pre-Algebra level)
5. Science: 30 credits. (Must pass Life Science & Chem/Physics 1)
6. Physical Education: 20 credits (Must pass Family Life Education and Fitness & Swim Foundations) (Swim PE requirement will be suspended for the Class of 2021. Students will still need 20 credits in Physical Education)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Must pass Consumer Finance and Career Exploration)
8. Elective Courses: 55 credits (45 for the Class of 2021)

All students except 2021 Seniors must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters.

Students in the Class of 2021 must successfully complete 200 hours of credit in grades 9-12 and must attend more than six semesters.

All students must function within the guidelines of an Individual Learning Plan.

**Community Service**

All students must complete 10 hours of community service for each year of attendance at Ralston High School (40 total). The community service requirement will be suspended for the Class of 2021.

**Physical Education Waiver for students through 2020**

Students may waive up to 5 credits of the physical education requirement if they begin and complete 1 full season of the following activities: pom, cheer, football, cross country, volleyball, soccer, tennis, swim, basketball, wrestling, golf, track and field, baseball, or softball. This does not change the minimum number of credits required for graduation.

**Early Graduation**

Students may graduate at mid-term of their senior year if they make a formal application to the Senior Counselor prior to September 15th of the Senior Year.

Students in the Class of 2021 may apply for early graduation after they have completed more than six semesters. To apply for early graduation, students must complete an application form and submit it to the principal. The principal will inform the superintendent of each completed application.

The High School Principal will review any unique circumstances related to these graduation requirements for any student and make appropriate recommendations to the Superintendent.

**Pupil Progress-Secondary**

Pupils in grades 9-12, with approval of the superintendent or their designee, may earn credit by correspondence from an accredited school approved by the Nebraska Department of Education, provided work is supervised by a teacher with valid Nebraska certification.

Pupils may enroll in approved night school courses that meet Nebraska Department of Education specifications, and thereby earn credit toward secondary school graduation requirements provided that approval has been granted by the superintendent or their designee.

Adopted on: August 24, 2020
Revised on:
Reviewed on: August 10, 2020

To whom it may concern:

My name is Saodat Bobodzhanova and I am a junior at Ralston High School for the 2020-2021 school year. I am writing this letter to put in a request for early graduation for the upcoming year. I want to assure you that this decision has been thoroughly evaluated and analyzed with my teachers and family. I have been in touch with my counselors as well as my principal to fulfill the requirements of this process.

In the past two years, I have completed 170 credits of the 240 minimum credits that are required to graduate with a 4.29 GPA. In the next year, I plan on taking 80 more credits which would go beyond the graduation requirement. Outside of academics, I am involved in many extracurricular activities such as HOSA, DECA, student council, class officers, and tennis. I have been president of class officers twice and an officer of DECA once. All of these clubs played a great role in shaping me into the person that I am today.

The past few years of my academic career in high school have given me tremendous amounts of knowledge and opportunities that I will forever be grateful for. I have been lucky enough to meet incredible teachers who have supported my academics and only pushed me forward. As a result of their support and devotion to my academics, I have become more mature, persevering, and hungry for more knowledge.

Learning new things and being challenged are things that I have always strived for and things that I will never have enough of. However, I strongly believe that being challenged at a higher level in college will benefit me far greater than being challenged at a high school level. For that reason, I truly believe that I am ready to move forward and further develop my knowledge.

Right after high school, I plan on going to college to complete my bachelor's degree. This step would allow me to further develop my learning and intelligence at a level that challenges me and allows me to grow. After college, I am hoping to go to medical school where I can get my M.D. and become a doctor. Becoming a doctor has been my lifelong dream; therefore, graduating early would allow me to have a jumpstart on the path of achieving this dream.

I realize that this is a big decision to make and you may probably think of developmental problems that may arise due to missing out on certain things in high school, but I would like to assure you that I truly believe this is the best decision for me considering that my sister who has gone through this process, has benefited greatly from early graduation.

It would be an honor to have you consider my request and I look forward to hearing from you.

Sincerely,
Saodat Bobodzhanova

To:  Dr. Mark Adler, Superintendent

From:  Jesse Tvrdy, Principal

Date:  June 8, 2017

Subject:  Early Graduation Request

Please accept this request on behalf of Saodat Bobodzhanova, an 11th grade student at Ralston High School, to graduate at the end of the 20-21 school year. Saodat has indicated in writing to me that she would like to graduate early.  I have communicated with Saodat and her parents to confirm this request last year when she made her original request.

The request to graduate early is based upon academic matters and feeling ready at this point in her life to start college.  As of September 8,  2020 Saodat has completed well over her hours of community service and will complete all of her graduation requirements by the end of her junior year in May of 2021. She has never earned anything but an A on a course including a long list of AP and AR courses.  Saodat has been very active in school and school activities, while taking rigorous, college prep classes.

Sincerely,

Jesse Tvrdy

I have scanned to email her letter written to me to your email address.

Cc:  Dr. Wilken Director of Curriculum and Instruction

**1. I move we approve the 2020-21 Budget, as presented.**

Approval of the 2020-2021 General Fund Total Budget of $40,713,060 the Activities Fund of $887,060; the School Nutrition Fund of $2,003,816; the Bond Fund of $3,700,000; the Special Building Fund of $281,299 the Qualified Capital Purpose Undertaking Fund of $1,097,344; the Cooperative Fund of $1,600,000; and the Student Fee Fund of $40,000.

The 2020-2021Ralston Public Schools budget reflects a General Fund Operating Budget of $37,552,029 with an additional $3,161,031 budgeted for grants, short term loans and voluntary separation.

The current levy for this budget is of $1.05 for general fund expenses. The combined levy for all funds for 2020-2021 is $1.2547 which represents a decrease from the previous year. Hearings for public comment regarding the proposed budget were held at 5:30 p.m. and 5:45p.m. prior to this board meeting.

| INCOME TOTALS | 2012-13 | 2012-13 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 18-19 Act. | 2019-2020 | 19-20 Act. | 2020-2021 | Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Local District Taxes | $1,276,500 | $1,501,600 | $1,472,772 | $1,498,962 | $1,547,819 | $1,550,181 | $16,593,696 | $17,242,180 | $17,474,815 | $18,100,535 | $16,519,832 | $19,481,802 | 7.6% |
| Common Levy Proceed | $10,221,918 | $9,859,938 | $9,220,924 | $10,168,587 | $10,723,924 | $11,346,236 | $0 | $0 | | $0 | | $0 | 0.0% |
| Pro-Rata Motor Vehicle Tax | $33,000 | $33,000 | $35,000 | $8,000 | $25,000 | $25,000 | $25,000 | $25,000 | $41,996 | $30,000 | $40,071 | $30,000 | 0.0% |
| Motor Vehicle Tax | $1,500,000 | $2,000,000 | $2,000,000 | $2,100,000 | $2,164,822 | $2,175,000 | $2,300,000 | $2,600,000 | $3,082,128 | $2,628,594 | $3,344,359 | $2,365,735 | -10.0% |
| Homestead Exemption Tax | $253,000 | $253,000 | $240,000 | $240,000 | $235,000 | $210,000 | $200,000 | $225,000 | $419,794 | $235,000 | $812,710 | $250,000 | 6.4% |
| Tuition From Individuals | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | | $0 | $0 | $0 | 0.0% |
| Tuition From Other Districts | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $547 | $0 | $0 | $0 | 0.0% |
| Interest On Investments | $25,000 | $12,000 | $0 | $9,000 | $9,000 | $9,000 | $10,000 | $10,000 | $14,137 | $10,000 | $13,005 | $6,000 | -40.0% |
| Local Fees & Fines | $65,000 | $65,000 | $60,000 | $60,000 | $45,000 | $35,000 | $44,000 | $40,675 | $43,992 | $40,000 | $44,789 | $36,000 | -10.0% |
| Other Local Revenue | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $12,000 | $10,000 | | $10,000 | | $8,000 | -20.0% |
| County Fines & Licenses | $140,000 | $140,000 | $125,000 | $140,000 | $120,000 | $110,000 | $95,000 | $90,000 | $99,127 | $83,000 | $90,046 | $70,550 | -15.0% |
| State Aid | $10,971,246 | $10,926,337 | $11,192,422 | $11,746,714 | $13,143,209 | $13,623,218 | $10,723,037 | $11,425,321 | $11,425,321 | $12,267,825 | $12,160,961 | $11,164,498 | -9.0% |
| Special Education Program | $2,350,000 | $2,500,000 | $2,230,749 | $2,200,000 | $2,346,236 | $2,451,291 | $2,300,000 | $2,200,000 | $2,320,056 | $2,100,000 | $2,487,509 | $2,100,000 | 0.0% |
| Special Education Transportati | $170,000 | $160,000 | $204,053 | $155,000 | $175,000 | $175,000 | $230,000 | $225,000 | $240,687 | $220,000 | $251,133 | $165,000 | -25.0% |
| Federal Grant Reimbursement | | | | | | | | | | | | | 0.0% |
| State Apportionment | $390,000 | $365,000 | $425,555 | $405,000 | $410,000 | $410,000 | $425,000 | $430,000 | $406,281 | $400,000 | $438,160 | $400,000 | 0.0% |
| Public Power Sales Tax | $395,000 | $395,000 | $341,099 | $340,000 | $325,000 | $305,000 | $305,000 | $340,000 | $468,139 | $365,000 | $473,188 | $425,000 | 16.4% |
| EduJobs Funding | $626,929 | $0 | | | $0 | $0 | $0 | $0 | $0 | $0 | | $0 | 0.0% |
| Income from Cash Balance | $2,279,292 | $2,666,355 | $1,936,280 | $1,454,869 | $255,569 | $0 | $521,449 | $6,060 | $0 | $0 | | $1,049,445 | 0.0% |
| Tax Anticipation Notes | $0 | $0 | 0 | 0 | 0 | $0 | $0 | $0 | $0 | $0 | | $0 | 0.0% |
| | | | | | | | | | | | | | |
| **Total** | **$30,706,885** | **$30,887,230** | **$29,493,854** | **$30,536,132** | **$31,535,579** | **$32,434,926** | **$33,784,182** | **$34,869,236** | **$36,037,020** | **$36,489,954** | **$36,675,763** | **$37,552,029** | 2.9% |

| DISBURSEMENTS | 2012-13 | 2012-13 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 18-19 Act | 2019-2020 | 19-20 Act. | 2020-2021 | Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instruction | $16,284,647 | $15,680,286 | $15,445,874 | $15,217,445 | $15,666,026 | $15,692,946 | $16,530,056 | $17,152,498 | $18,360,405 | $18,418,537 | $17,882,672 | $19,104,896 | 3.7% |
| Special Education | $5,205,889 | $5,297,708 | $4,479,586 | $5,172,462 | $5,143,217 | $5,058,535 | $5,164,136 | $5,593,252 | $5,680,133 | $5,693,360 | $5,551,142 | $5,655,708 | -0.7% |
| Pupil Support Services | $602,126 | $791,445 | $749,623 | $789,323 | $802,974 | $1,067,837 | $1,081,358 | $1,244,128 | $921,913 | $1,248,591 | $1,218,846 | $1,288,014 | 3.2% |
| Staff Support Services | $1,276,330 | $1,596,976 | $1,457,255 | $1,550,179 | $1,849,068 | $2,034,568 | $2,163,431 | $2,230,089 | $1,846,648 | $2,131,233 | $1,771,465 | $2,170,096 | 1.8% |
| Board of Education | $170,000 | $170,000 | $195,200 | $197,500 | $199,000 | $269,000 | $214,000 | $218,500 | $194,059 | $218,500 | $198,632 | $237,626 | 8.8% |
| General Administration | $551,569 | $504,295 | $505,646 | $510,187 | $549,461 | $690,106 | $702,111 | $642,703 | $833,768 | $749,337 | $905,493 | $779,242 | 4.0% |
| Building Administration | $1,939,977 | $1,946,249 | $1,735,340 | $1,883,020 | $1,941,514 | $2,063,174 | $2,120,211 | $2,130,108 | $2,180,184 | $2,193,284 | $2,250,266 | $2,308,941 | 5.3% |
| Business | $641,440 | $633,756 | $636,459 | $679,566 | $670,107 | $743,837 | $766,859 | $729,241 | $560,119 | $739,887 | $642,504 | $763,375 | 3.2% |
| Operation Of Plant | $2,579,548 | $2,573,533 | $2,578,489 | $2,647,021 | $2,720,032 | $2,770,526 | $2,928,495 | $2,908,987 | $2,792,198 | $2,947,665 | $2,701,049 | $3,048,939 | 3.4% |
| Maintenance Of Plant | $831,501 | $867,994 | $841,477 | $848,189 | $888,455 | $879,458 | $870,092 | $837,106 | $853,671 | $908,587 | $973,176 | $937,107 | 3.1% |
| Transportation | $518,858 | $719,987 | $753,906 | $926,240 | $990,726 | $1,049,939 | $1,128,433 | $1,182,624 | $1,052,268 | $1,240,973 | $939,536 | $1,258,085 | 1.4% |
| | | | | | | | | | | | | | |
| **Total** | **$30,706,885** | **$30,887,230** | **$29,493,854** | **$30,536,132** | **$31,420,580** | **$32,319,926** | **$33,784,182** | **$34,869,236** | **$35,275,366** | **$36,489,954** | **$35,034,781** | **$37,552,029** | 2.9% |

**Appendix B**

1. **I move we approve the 2020-21 property tax requests as described in the Tax Request Resolution.**

The 2020/2021 budget requires the following property tax request.

| | | | |
|---|---|---|---|
| General Fund | $ | 19,879,388 | 1.05000 |
| Building Fund | $ | 0 | .000000 |
| Voluntary Separation | $ | 105,000 | 0.00549 |
| Unlimited Bond Fund | $ | 3,737,000 | 0.19541 |
| Limited Bond Fund | $ | 73,079 | 0.0038 |
| Total All Funds | $ | 23,592,749 | 1.2547 |

**2020/2021 TAX REQUEST RESOLUTION**
**FOR**
**DOUGLAS COUNTY SCHOOL DISTRICT #54**

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District's Tax Requests for the 2020/2021 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Douglas County School District #54; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Douglas School District #54 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total assessed value of the property differs from last year's total assessed value by 6.68%, the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be $1.1767 per $100 of assessed value; the Ralston Public Schools proposes to adopt a property tax requests that will cause its tax rate to be $1.2492 per $100 of assessed value.

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of the Ralston Public Schools will exceed last year's by 2.9%.

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2020/2021 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at $19,879,388; (2) the Tax Request for the Bond Fund should be, and hereby is set at $3,700,000; (3) the Tax Request for the Special Building Fund should be, and hereby is set at $0 and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at $72,356.

It is so moved by (Name of Board Member) and seconded by (Name of Board Member) this 14th day of September, 2020.

Roll Call vote as follows:

| | | |
|---|---|---|
| Linda Richards | YES | NO |
| Heather Johnson | YES | NO |
| Jay Irwin | YES | NO |
| Robin Richards | YES | NO |
| Elizabeth Kumru | YES | NO |
| Mary Roarty | YES | NO |

The undersigned herewith certifies, as Secretary of the Board of Education of Douglas County School District #54, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

Elizabeth Kumru, Board Secretary

_____

~~**3057**~~
**3034**

# Compensation of Board Members

No member of the Board except the Secretary shall accept or receive any compensation for services performed in discharging the duties of ~~his/her~~ their office.

Members of the Board may participate in the school district's hospitalization, medical, surgical, accident, sickness, or term life insurance coverage, or any one or more of such coverages, with the participating Board members paying both the employee and employer portions of the premium for such coverage.

Members of the board may be reimbursed for their actual and necessary expenses incurred while attending authorized conferences or other activities whose purpose is related to instructional or related operational improvement in the district.

Adopted on: July 22, 2019
Revised on:
Reviewed on: July 8, 2019

# 4014

## ~~Employment-Related Sexual Harassment~~

~~It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.~~

~~The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:~~

> ~~Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:~~
>
> ~~(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,~~
>
> ~~(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or~~
>
> ~~(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.~~

~~A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with~~

~~the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.~~

~~Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.~~

~~Sexual harassment of students is addressed in a separate policy.~~

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

**4014**
**[Intentionally Left Blank]**

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

# 5026

## ~~Sex Equality in the Education Program~~

~~The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy and the subsequent rules and regulations, as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.~~

~~The district's Title IX Coordinator is the Executive Director of Human Resources. The Title IX Coordinator may be contacted at 402-331-4700 or in person at the Virginia Moon Administrative Center located at 8545 Park Drive, Ralston, NE 68127.~~

~~The Title IX Coordinator shall administer, coordinate, and publish this policy, together with any rules and regulations, to all students, parents, and other interested groups and associations. The Title IX Coordinator shall report annually to the board of education on the district's compliance with this policy and shall recommend such changes as he or she deems necessary.~~

~~Any individual who believes he or she is being discriminated against on the basis or race, color, national origin, gender, martial status, disability, or age may seek relief by filing a complaint pursuant to Board Policy 2006 – Complaint Policy.~~

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

**5026**
**[Intentionally Left Blank]**

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

**2006**
**Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX".

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

**Complaint and Appeal Process.**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.

a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, ~~gender~~ sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in ~~his or her~~ their sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce ~~his or her~~ their concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint ~~he or she~~ they may appeal the decision to the superintendent.

a) This appeal must be in writing.

b) This appeal must be received by the superintendent no later than ten (10) ~~business~~ calendar days from the date the administrator or Title IX/504 coordinator communicated ~~his/her~~ their decision to the complainant.

c) The superintendent will investigate as ~~he or she~~ the superindentent deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) Upon completion of this investigation, the superintendent will inform the complainant in writing of ~~his or her~~ their decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint ~~he or she~~ they may appeal the decision to the board.

a) This appeal must be in writing.

b) This appeal must be received by the board president no later than ten (10) ~~business~~ calendar days from the date the superintendent communicated ~~his/her~~ their decision to the complainant.

c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.

e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president or a designee of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the superintendent.

1) If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in ~~his or her~~ their sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce ~~his or her~~ their concerns to writing.

c) Determine, in ~~his or her~~ their sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

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

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

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

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

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

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

Adopted on: July 22, 2019
Revised on:
Reviewed on: July 8, 2019

**2006**
**Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX".

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

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a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in their sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce their concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint they may appeal the decision to the superintendent.

a) This appeal must be in writing.

b) This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated their decision to the complainant.

c) The superintendent will investigate as the superindentent deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) Upon completion of this investigation, the superintendent will inform the complainant in writing of their decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint they may appeal the decision to the board.

a) This appeal must be in writing.

b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated their decision to the complainant.

c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.

e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president or a designee of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the superintendent.

1) If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in their sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce their concerns to writing.

c) Determine, in their sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

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

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

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

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

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

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

Adopted on: July 22, 2019
Revised on:
Reviewed on: July 8, 2019

# 3057
# Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

## 1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator**." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

## 2. Definitions.

As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly

situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for their safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

## 3. Discrimination Not Involving Sexual Harassment.

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

## 4. Response to Sexual Harassment

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that

information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to

modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. Grievance Process for Formal Complaints of Sexual Harassment.

### 5.1. General Requirements.

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train

these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members**. All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. **Range of Supportive Measures**. The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a format complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals**. The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the

respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

## 5.7. **Determination Regarding Responsibility**

5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.7.2.3. Findings of fact supporting the determination;

5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. **Appeals**. The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. **Recordkeeping**.

5.10.1. The district will maintain for a period of seven years records of:

5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools**.

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey,

football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of

sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances**.

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred

to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

# 4051
# Staff and District Social Media Use

Social media is an important tool for communicating, keeping up to date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. This policy is intended to ensure (1) appropriate use of social media by staff and (2) appropriate control of social media accounts belonging to or affiliated with the district (each, a "School-Affiliated Account"). Staff should also refer to the district's policy on Staff Computer and Internet Usage. Violations of this policy may result in disciplinary action.

**I. Personal Versus School-Affiliated Social Media Use**

**II. Personal Social Media Use**

**III.** The school district will not require staff members or applicants for employment to provide the district with their username and password to personal social media accounts (each, a "Personal Account").

**IV.** Staff members should not post photos of students to any Personal Account to prevent confusion about the purpose of that account/page.

**V.** Staff should refrain from 'tagging' or prominently listing Ralston Public Schools or their individual school on any Personal Account to prevent confusion about the purpose of that account/page.

**VI.** Staff should refrain from accepting student friends or followers on any Personal Account until after that student has graduated. Likewise, staff should refrain from accepting parent(s)/family members of students on any Personal Account unless a previously established personal relationship exists outside of professional, school-related interactions.

**VII. Use of School-Affiliated Accounts**

**VIII.** Any account which purports to be an "official" account of the school district (e.g., "Ralston Football" ), or any of its programs, classes or entities will be considered to be a School-Affiliated Account that is used exclusively for the school district's business purpose. Staff members may not use School-Affiliated Accounts for personal use.

**IX.** If a staff member's Personal Account shares school-related information and updates for students and families, prominently lists their position with Ralston Public Schools, or otherwise indicates a connection between the view expressed on such account and Ralston Public Schools, such account will be considered a School-Affiliated Account and subject to the restrictions provided herein.

**X.** Staff should not use School-Affiliated Accounts to 'like, 'favorite,' or share content that is inappropriate, political in nature, or otherwise fails to uphold RPS' professional standards.

**XI.** Staff may be required to provide their supervising administrator with the username and password to School-Affiliated Accounts.

**XII.** Staff may be required to interact with specified individuals on School-Affiliated Accounts.

**XIII.** When staff use School-Affiliated Accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections.

**XIV.** Staff must ensure that all School-Affiliated Account activity involving student-related information is in compliance with all applicable restrictions regarding such information, including, but not limited to, the Family Educational Rights and Privacy Act (e.g. staff must confirm that students shown in photographs and/or videos displayed on School-Affiliated Accounts have a current and properly-completed Media Release on file with the District). Staff must also comply with all applicable state and federal record retention requirements.

**XV. Staff Expectations in Use of Social Media – Applicable to Both Personal and School-Affiliated Accounts**

**XVI. General Use and Conditions**

**XVII.** Staff must comply with all board policies, applicable laws, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board's policy on professional boundaries between staff and students at all times and in both physical and digital environments.

**XVIII.** Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about appropriate content should be referred to the staff member's supervising administrator.

**XIX.** Staff members who wish to begin using or to continue using the school district name, programs, mascot, image or likeness as part of any Personal or School Affiliated Account must notify their supervising administrator of the use, and must secure the administrator's permission to do so.

**XX.** Staff members whose social media use (whether on a Personal Account or otherwise) interferes with the orderly operation of the school, including, without limitation, disruption of the learning environment or disruption of relationships with and between students,

families, or colleagues; or who use such social media in ways that are not protected by the First Amendment may be subject to discipline by the district.

**XXI. Acceptable Use**

**XXII.** Staff may use social media for instructional purposes with prior approval of the staff member's supervising administrator.

**XXIII.** Staff may use School-Affiliated Accounts for school-related communication with fellow educators, students, parents, and patrons.

**XXIV.** Teachers should integrate the use of electronic resources, which may include social media, into the classroom. As the quality and integrity of content on social media, and other internet content, is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter.

**XXV. Unacceptable Use**

**XXVI.** Staff shall not access obscene, political, or pornographic material while at school, on school-owned device or on School-Affiliated Accounts.

**XXVII.** Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.

**XXVIII. School-Affiliated Digital Content**

**XXIX. General Use and Conditions for School-Affiliated Accounts**

Staff must obtain the permission of their supervising administration prior to creating, publishing, or using any school-affiliated internet content including, but not limited to, School-Affiliated Accounts, web pages, microblogs, social media pages or handles, or any other digital content which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any content which identifies the school district by name in the account name or which uses the school's mascot name or image. Staff may be required to provide administrators with the username and password for all School-Affiliated Accounts and must only publish content appropriate for the school setting. Staff may not provide the username and password to School-Affiliated Accounts to any unauthorized individual, including students and volunteers.

**XXX. Moderation of Third Party Content**

The purpose of School-Affiliated Accounts is to disseminate information. Posts, comments, or any other content made on such account's pages may be removed

when the content meets any of the following conditions:

**XXXI.** Is obscene, lewd, or appeals to prurient interests;

**XXXII.** Contains information relating to a student matter or personnel matter which is protected under or prohibited by state or federal law;

**XXXIII.** Contains threatening, harassing, or discriminatory words or phrases;

**XXXIV.** Incites or is reasonably anticipated to incite violence, illegal activity, or a material and substantial disruption to school operations or activities; or

**XXXV.** Contains any other threat to the safety of students and staff.

Every account administrator must keep a copy of any removed content and must provide a copy to the superintendent along with written notification for the reason the post has been removed to the Director of External Relations. All questions about the appropriateness of removal must be directed to the Director of External Relations.

Adopted on:
Revised on: October 9, 2017
Reviewed on: September 25, 2017

**Bill Review Schedule for 2020**

**January 13**
Jay
Mary

**February 10**
Heather
Linda

**March 9**
Robin
Liz

**April 13**
Mary
Heather

**May 11**
Linda
Liz

**June 8**
Robin
Jay

**July 13**
Mary
Heather

**August 10**
Jay
Liz

**September 14**
Heather
Linda

**October 12**
Robin
Liz

**November 9**
Mary
Jay

**December 14**
Robin
Linda

MOODY'S INVESTORS SERVICE

ISSUER COMMENT
31 August 2020

RATING

**General Obligation (or GO Related)** [1]

| | |
|---|---|
| Aa3 | No Outlook |


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# Douglas County School District 54 (Ralston), NE

## Annual Comment on Ralston Public Schools

### Issuer Profile

Douglas County School District 54 (Ralston) is located in east central Nebraska. The district is headquartered in the City of Ralston, a suburb within the southwestern Omaha metro area. The county has a population of 554,992 and a high population density of 1,677 people per square mile. The county's median family income is $80,423 (1st quartile) and the June 2020 unemployment rate was 8.7% (1st quartile) [2]. The largest industry sectors that drive the local economy are health services, retail trade and finance/insurance.

We regard the coronavirus outbreak as a social risk under our environmental, social and governance framework, given the substantial implications for public health and safety and the economy. We do not see any material immediate credit risks for Ralston Public Schools. However, the situation surrounding coronavirus is rapidly evolving and the longer term impact will depend on both the severity and duration of the crisis. If our view of the credit quality of Ralston Public Schools changes, we will update our opinion at that time.

### Credit Overview

Ralston Public Schools' credit position is high quality, and its Aa3 rating is on par with the US school districts median of Aa3. Key credit factors include a strong financial position, a manageable debt burden, a somewhat inflated pension liability, a solid tax base and a sound wealth and income profile.

**Finances:** The district has a strong financial position, which is favorable when compared to the assigned rating of Aa3. The cash balance as a percent of operating revenues (31.1%) is consistent with the US median. Also, Ralston Public Schools' fund balance as a percent of operating revenues (33.5%) is notably above the US median.

**Debt and Pensions:** The debt burden of the district is affordable and is favorable in relation to its Aa3 rating position. The net direct debt to full value (0.9%) is lower than the US median. That said, the district has a somewhat inflated pension liability and is unfavorable in comparison to the assigned rating of Aa3. Ralston Public Schools' Moody's-adjusted net pension liability to operating revenues (2.1x) is unfavorably above the US median.

**Economy and Tax Base:** The coronavirus is driving an unprecedented economic slowdown. We currently forecast US GDP to decline significantly during 2020 with a gradual recovery commencing toward the end of the year. Local governments with the highest exposure to tourism, hospitality, healthcare, retail, and oil and gas could suffer particularly severe impacts.

The economy and tax base of the district are quite healthy and are aligned with its Aa3 rating. The full value per capita ($77,822) approximates the US median, and increased slightly from 2015 to 2019. The total full value ($1.7 billion) is also near the US median. Lastly, the median family income equals 89% of the US level. The district benefits from its proximity to the Offutt Air Force Base, University of Nebraska - Omaha and Creighton University.

**Management and Governance:** Nebraska school districts have an institutional framework score [3] of "A," or moderate. Revenues are moderately predictable as districts are dependent on property taxes and state aid. Schools have moderate revenue-raising ability. Districts typically levy to the statutory property tax cap ($1.05 per $100 of taxable value) but can seek voter approval to exceed the cap. Expenditures mainly consist of personnel costs and are therefore highly predictable. Districts have a moderate ability to reduce expenditures given a limited union presence.

## Sector Trends - Nebraska School Districts

Nebraska school districts will continue to benefit from increasing tax base valuations that positively affect property tax revenues, which are the primary revenue source for schools. Stagnation in the agriculture sector could lead to negative valuation and financial pressures in ag-reliant areas. The state's fiscal 2017-2019 biennium budget includes a 1.7% increase in 2018 and a 2.4% increase in 2019 for general state aid and special education. Enrollment is a key determinant of state aid, and while enrollment trends vary throughout the state, districts in the Omaha and Lincoln regions have generally experienced enrollment growth. Competition from charter schools is not a credit pressure for Nebraska public school districts. Pensions are not a credit pressure for Nebraska school districts as they participate in the Nebraska Schools Retirement System.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moodys.com for the most updated credit rating action information and rating history.

EXHIBIT 1

**Key Indicators [4] [5] Ralston Public Schools**

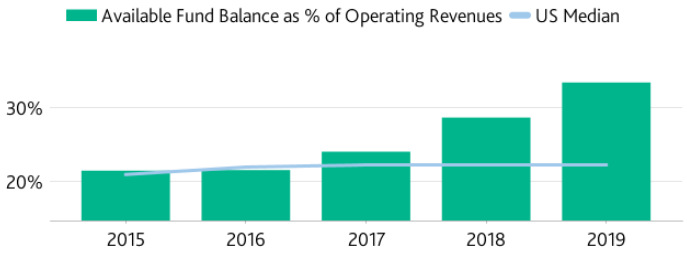
| | 2015 | 2016 | 2017 | 2018 | 2019 | US Median | Credit Trend |
|---|---|---|---|---|---|---|---|
| **Economy / Tax Base** | | | | | | | |
| Total Full Value | $1,514M | $1,563M | $1,573M | $1,612M | $1,658M | $1,919M | Improved |
| Full Value Per Capita | $75,104 | $72,763 | $74,623 | $75,652 | $77,822 | $87,328 | Stable |
| Median Family Income (% of US Median) | 90% | 90% | 88% | 89% | 89% | 101% | Stable |
| **Finances** | | | | | | | |
| Available Fund Balance as % of Operating Revenues | 21.5% | 21.6% | 24.1% | 28.7% | 33.5% | 22.3% | Improved |
| Net Cash Balance as % of Operating Revenues | 22.3% | 21.7% | 24.3% | 29.8% | 31.1% | 27.2% | Improved |
| **Debt / Pensions** | | | | | | | |
| Net Direct Debt / Full Value | 1.3% | 1.3% | 1.3% | 1.1% | 0.9% | 1.6% | Stable |
| Net Direct Debt / Operating Revenues | 0.58x | 0.54x | 0.52x | 0.44x | 0.37x | 0.73x | Stable |
| Moody's-adjusted Net Pension Liability (3-yr average) to Full Value | 4.4% | 4.0% | 4.6% | 4.9% | 5.0% | 3.3% | Weakened |
| Moody's-adjusted Net Pension Liability (3-yr average) to Operating Revenues | 1.97x | 1.73x | 1.90x | 2.03x | 2.07x | 1.48x | Stable |

| | 2015 | 2016 | 2017 | 2018 | 2019 | US Median |
|---|---|---|---|---|---|---|
| **Debt and Financial Data** | | | | | | |
| Population | 20,160 | 21,487 | 21,090 | 21,314 | 21,314 | N/A |
| Available Fund Balance ($000s) | $7,254 | $7,807 | $9,122 | $11,206 | $13,519 | $9,391 |
| Net Cash Balance ($000s) | $7,506 | $7,854 | $9,185 | $11,612 | $12,559 | $11,164 |
| Operating Revenues ($000s) | $33,709 | $36,137 | $37,855 | $39,023 | $40,391 | $42,583 |
| Net Direct Debt ($000s) | $19,490 | $19,570 | $19,835 | $17,330 | $14,795 | $29,872 |
| Moody's Adjusted Net Pension Liability (3-yr average) ($000s) | $66,330 | $62,407 | $71,749 | $79,081 | $83,442 | $62,410 |

*Source: Moody's Investors Service*

EXHIBIT 2

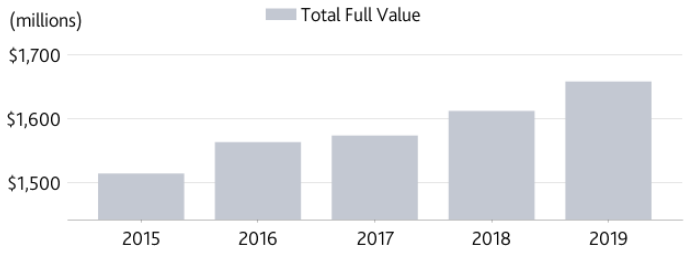
**Available fund balance as a percent of operating revenues increased from 2015 to 2019**




*Source: Issuer financial statements; Moody's Investors Service*

EXHIBIT 3

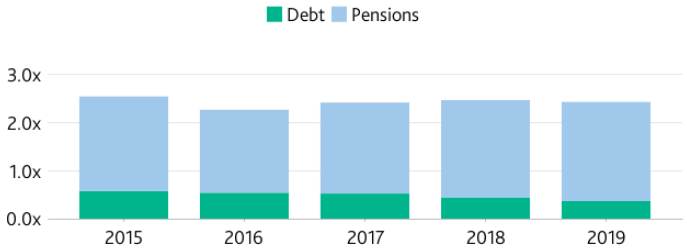
**Full value of the property tax base increased from 2015 to 2019**




*Source: Issuer financial statements; Government data sources; Offering statements; Moody's Investors Service*

EXHIBIT 4

**Moody's-adjusted net pension liability to operating revenues increased from 2015 to 2019**




*Source: Issuer financial statements; Government data sources; Offering statements; Moody's Investors Service*

## Endnotes

1 The rating referenced in this report is the issuer's General Obligation (GO) rating or its highest public rating that is GO-related. A GO bond is generally backed by the full faith and credit pledge and total taxing power of the issuer. GO-related securities include general obligation limited tax, annual appropriation, lease revenue, non-ad valorem, and moral obligation debt. The referenced ratings reflect the government's underlying credit quality without regard to state guarantees, enhancement programs or bond insurance.

2 The demographic data presented, including population, population density, per capita personal income and unemployment rate are derived from the most recently available US government databases. Population, population density and per capita personal income come from the American Community Survey while the unemployment rate comes from the Bureau of Labor Statistics.

The largest industry sectors are derived from the Bureau of Economic Analysis. Moody's allocated the per capita personal income data and unemployment data for all counties in the US census into quartiles. The quartiles are ordered from strongest-to-weakest from a credit perspective: the highest per capita personal income quartile is first quartile, and the lowest unemployment rate is first quartile.

3 The institutional framework score assesses a municipality's legal ability to match revenues with expenditures based on its constitutionally and legislatively conferred powers and responsibilities. See US Local Government General Obligation Debt (December 2016) methodology report for more details.

4 For definitions of the metrics in the Key Indicators Table, US Local Government General Obligation Methodology and Scorecard User Guide (July 2014) . Metrics represented as N/A indicate the data were not available at the time of publication.

5 The medians come from our most recently published local government medians report, Medians - Tax base growth underpins sector strength, while pension challenges remain (May 2019) which is available on Moodys.com. The medians presented here are based on the key metrics outlined in Moody's GO methodology and the associated scorecard.

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