

September Regular Meeting
Monday, September 12, 2022 6:00 PM
Boardroom at 1700 14th Avenue
1700 14th Ave
Nebraska City, NE 68410

1. Call to Order
 - 1.1. Roll Call
 - 1.2. Pledge of Allegiance
 - 1.3. Requests from Board Members to be Absent from this meeting.
 - 1.4. Welcome to Visitors and Public
 - 1.5. Approval of Agenda
 - 1.6. Public Comment Time
 - 1.7. Approval of Minutes
 - 1.8. Claims and Accounts
 - 1.9. Financial Report
 - 1.10. Principal's Comments – “What’s Happening With The PIONEERS!”
2. Old Business
3. New Business
 - 3.1. Committee Reports
 - 3.1.1. Education, Americanism and Civics
 - 3.1.2. Buildings and Grounds
 - 3.1.3. Finance
 - 3.1.4. Policy
 - 3.2. Policy Review
 - 3.3. Policy Revisions; Policy 5002.1 Admission of Students Who Reside Out of the State of Nebraska
 - 3.4. Policy Revision; Removal of Policy 5026 - Sex Discrimination and Sexual Harassment of Students
 - 3.5. Snow Removal RFP
 - 3.6. HVAC / Air Quality Phase II Project utilizing ESSER funds
 - 3.7. Superintendents Report
4. Adjournment

Public Participation at Board Meetings Form
Nebraska City Public Schools 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 five (5) minutes. In the event more than six 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: _____

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

UNAPPROVED MINUTES
Board of Education Work Session
Monday, August 29, 2022 5:00 PM
Boardroom at Central Office
1700 14th Avenue
Nebraska City, NE 68410

The News Press and B103 were notified.

Notice was published in the Nebraska City News Press on Friday, August 19, 2022 and on the Nebraska City Public Schools website on Tuesday, August 9, 2022, stating the time and place of the meeting and stating that the known subjects on the agenda were on file and available for public inspection at the District Central Office, 1700 14th Avenue, Nebraska City, Nebraska. Copies of the postings from Friday, August 19, 2022 and Tuesday, August 9, 2022 are attached to these minutes.

This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the Agenda is available.

1.0. Call to Order

President Jim Nemec called the meeting to order at 5:00 PM.

1.1. Roll Call

Kent Blum: Present
Lisa Chaney: Present
Don Loseke: Present
Jeff Frields: Present
Stacie Higgins: Present
Stephen Luther: Present
Jim Nemec: Present
Nick Schmitz: Absent
Teri Stukenholtz: Present
Present: 8, Absent: 1

2.0. Discussion of District 2022-2023 Budget

Superintendent Fritch and Business Manager, Brenda Wieckhorst, led the board through discussions regarding the proposed 2022-2023 budget. Proposed revenue and possible expenditures for the district were reviewed with an emphasis on the General Obligation Bonds, Qualified Capitol Purpose Undertaking Fund, General Fund and Building Fund. Superintendent Fritch also shared with the board about future needs of the district.

3.0. Adjournment Order #16778-Motion Passed: Motion to adjourn at 6:05 PM passed with a motion by Kent Blum and seconded by Don Loseke. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Frields: Yea
Stacie Higgins: Yea
Jim Nemec: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

Submitted by Mark Fritch, Secretary

UNAPPROVED MINUTES
Board of Education Special Meeting
Monday, August 29, 2022
Boardroom at Central Office
1700 14th Avenue
Nebraska City, NE 68410

The Nebraska City News Press and B103 were notified.

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This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the agenda is available.

1. Call to Order

Board President, Jim Nemec, called the meeting to order at 6:10 PM.

1.1. Roll Call

Kent Blum: Present
Lisa Chaney: Present
Don Loseke: Present
Jeff Fields: Present
Stacie Higgins: Present
Jim Nemec: Present
Nick Schmitz: Absent
Teri Stukenholtz: Present
Stephen Luther: Present
Present: 8, Absent: 1

1.2. Pledge of Allegiance

1.3. Requests from Board Members to be Absent from this meeting

Order #16779-Motion Passed: Motion to approve the request to be absent from this meeting from Nick Schmitz passed with a motion by Jim Nemec and a second by Kent Blum. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemec: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

1.4. Welcome to Visitors and Public

1.5. Approval of Agenda

Order #16780-Motion Passed: Motion to approve the agenda for August 29, 2022 passed with a motion by Kent Blum and a second by Teri Stukenholtz. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemecek: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

1.7. Approval of Minutes

Order #16781-Motion Passed: Motion to approve the minutes from the Regular Meeting on August 8, 2022 passed with a motion by Stephen Luther and a second by Teri Stukenholtz. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemecek: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

DRAFT

2.0. New Business

2.1. Anticipated Fiscal Year End-Financial Report

Order #16782-Motion Passed: Motion to approve the financial report as presented passed with a motion by Jim Nemecek and a second by Stacie Higgins. Board President Nemecek gave the financial report. He highlighted that 2021-2022 revenue in the form of collected tax receipts exceeding historical trends and ESSER dollars, combined with reduced expenditures, allows for budget authority and cash reserves to end the 2021-2022 fiscal year.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemecek: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

2.2. Fiscal year End Claims and Accounts

Order #16783-Motion Passed: Motion to approve the claims and accounts as presented passed with a motion by Jim Nemec and a second by Jeff Fields. Questions regarding a couple of specific bills were clarified.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemec: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

2.3. Depreciation Fund Transfer

Order #16784-Motion Passed: Motion to approve the transfer of \$1,425,000 from the General Fund to the Depreciation Fund to be used for curriculum, technology, building operations, facility equipment/maintenance, and student activities passed with a motion by Kent Blum and a second by Lisa Chaney. Superintendent Fritch also shared that this transfer aligns with the board's goal of maintaining a Depreciation Fund balance equivalent to one month of payroll. The purpose is that this allows the district to interfund borrow during the fiscal year, if necessary, instead of borrowing from the line of credit.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemec: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

3.0. Adjournment

Order #16785-Motion Passed: Motion to adjourn at 6:25 PM passed with a motion by Kent Blum and a second by Jim Nemec. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Don Loseke: Yea
Jeff Fields: Yea
Stacie Higgins: Yea
Jim Nemec: Yea
Nick Schmitz: Absent
Teri Stukenholtz: Yea
Stephen Luther: Yea
Yea: 8, Nay: 0, Absent: 1

Submitted by
Mark Fritch, Secretary



NOTICE OF BUDGET WORK SESSION - AUGUST 29TH, 2022

Damien Bertwell

AUG 09, 2022

NOTICE IS HEREBY GIVEN that a **2022-2023 Budget Work Session** of the Board of Education of Otoe County School District 111, in the State of Nebraska, will be held at **5:00** o'clock P.M., August 29, 2022 at **Central Office, 1700 14th Avenue**, Nebraska City, Nebraska, in the Boardroom, which meeting will be open to the public. An agenda for such meetings, kept continuously current, is available for public inspection at the office of the Superintendent.

Mark Fritch

Superintendent of Schools

NEWS-PRESS
109 SOUTH 9TH STREET
NEBRASKA CITY, NEBRASKA

PROOF OF PUBLICATION

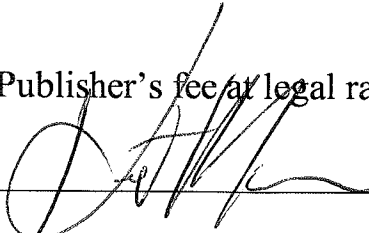
The State of Nebraska, } SS.
County of Otoe,

Kirt Manion... being first duly sworn, says that he is Editor for the NEWS-PRESS, a legal newspaper which is published and is in general circulation in Otoe County, Nebraska, and is printed Bi-weekly at its office in Nebraska City, Nebraska; that said newspaper has been so published for more than fifty-two consecutive weeks prior to the publication of the annexed notice, and has a bona fide circulation of more than three hundred copies each issue. That to affiant's personal knowledge the annexed notice was published in said newspaper 1 consecutive weeks, beginning with the issue of August 19, 2022, and in every subsequent issue of said newspaper up to and including the issue of August 19, 2022

**NOTICE OF MEETING
OTOE COUNTY SCHOOL
DISTRICT 111
IN THE STATE OF
NEBRASKA**

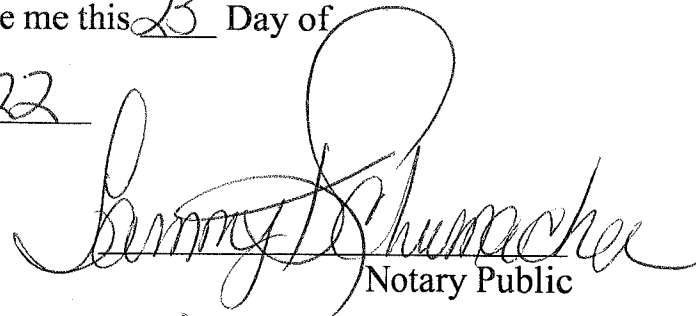
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Superintendent of Schools
Published in the News-Press
August 19, 2022.
#353950 ZNEZ

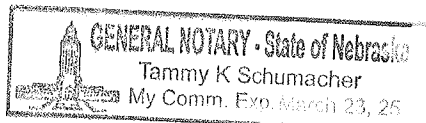
Publisher's fee at legal rate is \$. 14.76



Subscribed and sworn to before me this 23rd Day of

August, 2022


Notary Public





NOTICE OF SPECIAL MEETING - AUGUST 29TH, 2022

Damien Bertwell

AUG 09, 2022

NOTICE IS HEREBY GIVEN that a **Special Meeting** of the Board of Education of Otoe County School District 111, in the State of Nebraska, will be held at **6:00 o'clock P.M., August 29, 2022 at Central Office, 1700 14th Avenue**, Nebraska City, Nebraska, in the Boardroom, which meeting will be open to the public. An agenda for such meetings, kept continuously current, is available for public inspection at the office of the Superintendent.

Mark Fritch

Superintendent of Schools

NEWS-PRESS
109 SOUTH 9TH STREET
NEBRASKA CITY, NEBRASKA

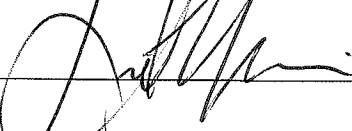
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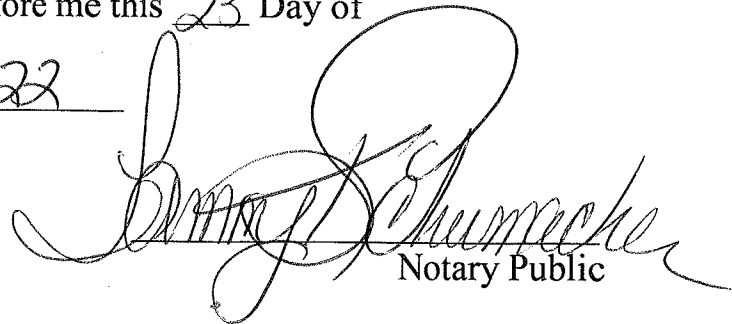
NOTICE OF MEETING
OTOE COUNTY SCHOOL
DISTRICT 111
IN THE STATE OF
NEBRASKA
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the Board of Education of
Otoe County School District
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2022 at Central Office,
1700 14th Avenue, Ne-
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Superintendent.
Mark Fritch
Superintendent of Schools
Published in the News-Press
August 19, 2022.
#318500 ZNEZ

Kirt Manion... being first duly sworn, says that he is
Editor for the NEWS-PRESS, a legal newspaper which is published
and is in general circulation in Otoe County, Nebraska, and is printed
Bi-weekly at its office in Nebraska City, Nebraska; that said
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weeks prior to the publication of the annexed notice, and has a bona
fide circulation of more than three hundred copies each issue.
That to affiant's personal knowledge the annexed
notice was published in said newspaper 1 consecutive
weeks, beginning with the issue of August 19, 2022,
and in every subsequent issue of said newspaper up to
and including the issue of August 19, 2022

Publisher's fee at legal rate is \$. 14.74



Subscribed and sworn to before me this 23rd Day of
August, 2022


Notary Public

GENERAL NOTARY - State of Nebraska
Tammy K Schumacher
My Comm. Exp. March 23, 2025

Aug-22

Vendor Name	Description	Check Total
Checking Account ID	1 Fund Number	01 General Fund
AMERICAN RECYCLING AND SANITATION	TRASH SERVICE	1,952.08
ARBOR LANES	BOWLING CLUB	507.00
CAPITAL BUSINESS SYSTEMS	COPIER LEASE	2,260.51
CAPITAL ONE	CLUB SUPPLIES	9.00
CONCRETE INDUSTRIES, INC.	NS CONCRETE WORK	349.02
DECKER, INC.	DISTRICT SUPPLIES	175.81
DEPRECIATION FUND	YEAR END BUDGET TRANSFER	1,425,000.00
DOUGLAS TIRE	TIRE REPAIRS	12.00
FIRST CLASS FLOWERS	STAFF FUNERAL	40.00
GROWING WORDS THERAPY	CONTRACTED SERVICES	577.85
Home Depot Pro	PLUMBING SUPPLIES	394.65
JENNA HENRICHS	CONTRACTED SERVICES	5,300.56
KSB SCHOOL LAW, PC, LLO	LEGAL SERVICES	330.00
LIMINEX	GO GUARDIAN LICENSE	9,144.32
MEAD LUMBER	CA SUPPLIES	18.42
MECHANICAL SALES PARTS, INC.	MS UNIT REPAIRS	52.95
MERCER'S DO IT BEST	MISC CHARGES	424.96
MULLENAX AUTO SUPPLY	VEHICLE PARTS	420.97
NACIA	REGISTRATION	200.00
NAT'L ASSOC. FOR MUSIC EDUCATION	2022-23 NCPS MEMBER	135.00
O'REILLY AUTO PARTS	VEHICLE PARTS	234.22
ONE SOURCE	BACKGROUND CHECKS	199.00
PAPER TIGER SHREDDING, INC.	SHREDDING SERVICE	35.00
PAYROLL ACCOUNT-NC PUBLIC SCH	AUGUST PAYROLL	982,897.16
RANDY WARREN	CUSTODIAL SERVICES	236.25
RIVERSIDE CONSTRUCTION INC	NS SKYLIGHT REPLACEMENT	1,697.88
SARAH ROBERTS	CONTRACTED SERVICES	2,597.06
SCHMIDT SPEECH LANGUAGE PATHOLOGY	CONTRACTED SERVICES	7,616.70

STANCE		ANNUAL DUES	250.00
THYSSENKRUPP ELEVATOR CORP		SERVICE CONTRACT	876.60
TIME MANAGEMENT SYSTEMS INC		TIME CLOCK	301.00
VOYAGER FLEET SYSTEMS		FUEL CHARGES	1,306.28
WESTLAKE ACE HARDWARE		SUPPLIES	24.29
WEX BANK		FUEL CHARGES	670.60
Fund Number			<u>2,446,247.14</u>
Checking Account ID	1		<u><u>2,446,247.14</u></u>

Checking Account ID	08	Fund Number	08 Building Fund
ARBOR BANK		LOAN PAYMENT	4,444.37
Fund Number			<u>4,444.37</u>
Checking Account ID	08		<u><u>4,444.37</u></u>

Checking Account ID	2	Fund Number	01 General Fund
BLUE CROSS BLUE SHIELD		AUG HEALTH AND DENTAL	201,469.44
MADISON NATIONAL LIFE		AUGUST LIFE INS	1,641.40
VSP, INC		AUG VISION	1,602.29
Fund Number			<u>204,713.13</u>
Checking Account ID	2		<u><u>204,713.13</u></u>

Checking Account ID	6	Fund Number	06 School Nutrition
GENERAL FUND		21-22 UTILITY USAGE	44,323.06
GENERAL PARTS, LLC		HW KITCHEN REPAIRS	317.40
JAYMAR BUSINESS FORMS		LUNCH FUND CHECKS	130.50
LUNCHTIME SOLUTIONS, INC.		SUMMER FOOD	2,046.53
MADSEN ELECTRIC		INSTALL NEW EQUIPMENT	2,249.64
TYLER LAFOLLETTE		LUNCH ACCOUNT REFUND	84.00
Fund Number			<u>49,151.13</u>
Checking Account ID	6		<u><u>49,151.13</u></u>

Nebraska City Public Schools
August 2022
Summary Financial Report

General Fund

The General Fund finances all facets of services rendered by the school district including payroll, benefits, equipment, supplies, insurance, building occupancy, contracted services, and other daily functions and operations of the district. The tax levy for this fund is restricted to \$1.05 plus qualified exclusions. The proposed General Fund levy for 2021-22 1.047676

Balance Forward	3,323,674.22
Revenue	1,049,936.62
Expenses	<u>3,245,046.82</u>
Balance	1,128,564.02

Building Fund

The Building Fund is used to acquire or improve sites and/or to erect, alter or improve buildings. The sale of bonds, the sale of property, or tax receipts will be the primary sources of revenue for the Special Building Fund. Regardless of the source of money to be used for building construction and related costs, all income for the purposes of this fund shall be accountable through this fund. The tax levy for this fund falls under the \$1.05 levy limit and is further restricted to \$0.14 with local board approval or \$0.175 following a vote of the people for a term not to exceed ten years. The proposed Building Fund levy for 2021-22 .016733

Balance Forward	96,671.30
Revenue	5,322.59
Expenses	<u>4,444.37</u>
Balance	97,549.52

QCPUF Fund

A Qualified Capital Purpose Undertaking Fund (QCPUF) may be established for the removal of environmental hazards, the reduction or elimination of accessibility barriers in school district buildings, modifications for life safety code violations, life safety hazards, and mold abatement and prevention projects for existing facilities only. General Fund expenditures for the purpose of this fund are not allowable. Effective April 19, 2016, the tax levy for this fund is restricted to \$0.03. The tax levy for QCPUF projects in place prior to April 19, 2016, remains at \$0.052. The levy may exceed the \$0.03 levy limit if valuation has decreased from the last year bonds were issued and the bond principal and interest obligation cannot be met. Tax levies cannot exceed ten years for each project. The proposed QCPUF levy for 2021-22 .030728

Balance Forward	271,268.17
Revenue	9,680.66
Expenses	<u>0.00</u>
Balance	280,948.83

Cooperative Fund

The Cooperative Fund may be used by the school district acting as the fiscal agent for any cooperative activity between one or more public agencies. All school districts, including the school district acting as the fiscal agent, shall show the payment for services to the cooperative in their General Fund. Nebraska City Public Schools utilized the Cooperative Fund to receipt and disburse funds received Technology Bonds. Those funds are no longer available to be accessed or used.

Balance Forward	97,333.94
Revenue	42.90
Expenses	<u>0.00</u>
Balance	97,376.84

Depreciation Fund

The purpose of the Depreciation Fund is to facilitate the eventual purchase of costly items by spreading replacement costs over a period of years in order to avoid a disproportionate tax effort in a single year to make the purchase. To allocate monies from the General Fund, a school district will transfer funds as an expense from the General Fund, and the Depreciation Fund will show the transfer as revenue from the General Fund. The school district must divide this fund into more than one account to allocate a portion of this fund for different valid purposes. The Depreciation Fund is a component of the General Fund.

Balance Forward	414,525.42
Revenue	1,425,000.00
Expenses	<u>0.00</u>
Balance	1,839,524.42

School Nutrition Fund

The School Nutrition Fund (formerly School Lunch Fund) is required to accommodate the financial activities of all Nutrition Programs operated by the school district. The School Nutrition Fund shall reflect a record of all revenues and expenditures incident to the operation of all Nutrition Programs. If a deficit is incurred in the operation, the deficiency shall be covered by funds transferred from the General Fund.

Balance Forward	406,495.82
Revenue	21,947.59
Expenses	<u>49,151.13</u>
Balance	379,292.28

Payroll Account

An internal account created for exclusive use by Nebraska City Public Schools. This account receives funds from the General Fund on a monthly basis to cover monthly payroll, benefits, and associated expenses.

Balance Forward	32,083.03
Revenue	979,881.66
Expenses	<u>982,897.16</u>
Balance	29,067.53

Section 125 Account

An internal account created for exclusive use by Nebraska City Public Schools. This account receives funds from individual employees' monthly salary/wages to cover monthly employee-elected deductions for childcare and healthcare expenses.

Balance Forward	32,006.39
Revenue	7,342.95
Expenses	<u>6,186.97</u>
Balance	33,162.37

Meyer Memorial Fund

An internal account created for exclusive use by Nebraska City Public Schools. This fund, established by donations from the Meyer family, is used to fund scholarships.

Balance Forward	231,337.86
Revenue	2,305.05
Expenses	<u>0.00</u>
Balance	233,642.91

							21-22	20-21
			DISB. MONTH	DISB. THRU:	DISB. THRU:		% OF BUDGET TO	% OF BUDGET TO
	DISBURSEMENTS:	BUDGETED	AUGUST	8/31/2022	8/31/2021	DIFFERENCE	BE SPENT	BE SPENT
1100	INSTRUCTION	5,683,265.00	632,695.09	5,301,979.29	5,654,740.19	(352,760.90)	6.71%	
1115	CAREER ACADEMY	140,200.00	8,187.86	116,430.72	191,187.81	(74,757.09)	16.95%	
1150	ELL	310,925.00	14,178.86	306,256.31	305,889.60	366.71	1.50%	
1160	POVERTY	2,124,555.00	146,007.92	2,182,988.30	1,994,457.09	188,531.21	-2.75%	
1190	PRESCHOOL LOCAL FUNDS	152,300.00	6,903.68	144,222.20	150,256.20	(6,034.00)	5.30%	
1200	SPECIAL EDUCATION	2,539,475.00	135,610.79	2,252,650.87	2,364,149.06	(111,498.19)	11.29%	
1300	DRIVER'S ED/SUMMER SCHOOL	20,455.00	-4,677.30	1,265.96	23,389.74	(22,123.78)	93.81%	
2120	GUIDANCE	180,575.00	13,715.28	177,679.53	166,956.89	10,722.64	1.60%	
2130	HEALTH/NURSE	94,120.00	6,927.66	91,352.37	86,140.38	5,211.99	2.94%	
2140	PSYCHOLOGY	210,175.00	15,282.50	197,931.17	197,722.32	208.85	5.83%	
2150	SPEECH/AUDIOLOGY	170,250.00	18,344.22	167,819.81	160,153.59	7,666.22	1.43%	
2160	OCCUPATIONAL THERAPY	38,755.00	2,649.97	32,018.74	47,636.28	(15,617.54)	17.38%	
2170	PHYSICAL THERAPY	15,400.00	2,100.56	4,886.11	4,009.24	876.87	68.27%	
2180	VISION	700.00	0.00	157.50	94.08	63.42	77.50%	
2190	OTHER SUPPORT SERVICES	90,000.00	52,888.49	79,360.13	120,158.77	(40,798.64)	11.82%	
2212	CURRICULUM DIRECTOR	81,650.00	395.00	67,855.33	83,603.69	(15,748.36)	16.89%	
2214	STANDARDS DIRECTOR	85,550.00	200.00	67,790.11	86,909.85	(19,119.74)	20.76%	
2220	LIBRARY	193,560.00	14,585.65	184,726.25	184,522.84	203.41	4.56%	
2290	EARLY RETIREMENT	145,000.00		143,814.00	191,468.00	(47,654.00)	0.82%	
2310	SCHOOL BOARD	110,400.00	2,633.37	66,359.39	62,347.89	4,011.50	39.89%	
2320	SUPERINTENDENT	292,050.00	25,065.89	271,088.27	297,905.54	(26,817.27)	7.18%	
2410	PRINCIPALS	948,900.00	60,713.77	922,835.38	921,980.71	854.67	2.75%	
2510	BUSINESS OFFICE	293,325.00	26,860.94	239,085.19	288,523.56	(49,438.37)	18.49%	
2520	VEHICLE ACQUISITION	40,000.00				-	0.00%	
2580	TECHNOLOGY	210,450.00	152,816.02	308,296.41	144,546.19	163,750.22	-46.49%	
2610	PLANT OPERATION	1,076,630.00	30,385.45	1,058,253.57	973,258.96	84,994.61	1.71%	
2620	MAINTENANCE	869,336.00	1,120,081.75	1,646,946.12	717,684.31	929,261.81	-89.45%	
2700	PUPIL TRANSPORTATION	362,450.00	2,754.90	338,869.35	291,459.07	47,410.28	6.51%	
3535	HIGH ABILITY LEARNERS	102,250.00	354.47	5,477.42	93,361.87	(87,884.45)	94.64%	
3540	STATE EARLY CHILDHOOD	81,380.00	6,236.98	79,464.00	87,398.00	(7,934.00)	2.35%	
3590	PROJECT AWARE		12,564.23	101,556.49	-	101,556.49		
3599	TEXTBOOK LOAN	20,000.00		8,577.22	-	8,577.22	57.11%	
5000	DEBT SERVICES	3,343,000.00	1,956,828.25	2,913,189.65	1,077,849.68	1,835,339.97	12.86%	
6200	TITLE I	395,950.00	24,406.43	316,191.80	355,944.00	(39,752.20)	20.14%	
6310	TITLE II PART A	105,400.00	317.12	54,198.65	43,037.00	11,161.65	48.58%	
6406	IDEA PART B PRESCHOOL	7,968.00		7,967.40	7,805.00	162.40	0.01%	
6408	IDEA BASE/ENROLLMENT/POVERTY	335,805.00	6,634.49	332,171.78	314,059.00	18,112.78	1.08%	
6412	NON-PUBLIC SPED	35,625.00		34,783.32	35,879.00	(1,095.68)	2.36%	
6422	IDEA PRESCHOOL-ARP	5,905.00	1,689.10	3,101.00	-	3,101.00	47.49%	
6421	IDEA BASE-ARP	66,251.00	8,060.66	66,565.15	-	66,565.15	-0.47%	
6423	IDEA NON PUBLIC -ARP	7,861.00		5,769.06	-	5,769.06	26.61%	
6700	PERKINS	0.00			22.03	(22.03)		
6968	TITLE IV, PART B, NCLB 21ST CENTURY	187,745.00	5,044.15	159,953.04	144,719.88	15,233.16	14.80%	
6988	SUMMER EXTENDED PROGRAMS		1,844.54	23,829.05		23,829.05		
6989	EXTENDED CLUBS	0.00	22,900.00	24,899.90		24,899.90		
6996	ESSERS/CARES GRANT	0.00		8,859.28	67,695.10	(58,835.82)		
6997	ESSERS II	773,381.00	13,388.27	320,406.10	197,160.46	123,245.64	58.57%	
6998	ESSERS III		40,135.69	853,794.65		853,794.65		
	SUBTOTAL	21,948,972.00	4,587,712.70	21,693,673.34	18,136,082.87	3,557,590.47	1.16%	17.01%
	TRANSFER TO FUND					Does NOT include TANS		
	TOTAL DISBURSEMENTS:	21,948,972.00	4,587,712.70	21,693,673.34	18,136,082.87			

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Aug-22

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0001	VARSITY FOOTBALL BALANCE	1,238.93	3,012.50	3,572.57	0.00	1,799.00
05 704 0002	9TH FOOTBALL BALANCE	(231.07)	0.00	231.07	0.00	0.00
05 704 0003	7-8 FOOTBALL BALANCE	(1,732.43)	0.00	1,732.43	0.00	0.00
05 704 0004	VARSITY BBB BALANCE	(1,807.44)	2,557.50	4,364.94	0.00	0.00
05 704 0005	9TH BBB BALANCE	(64.00)	0.00	64.00	0.00	0.00
05 704 0006	7-8 GBB BALANCE	(484.00)	270.00	754.00	0.00	0.00
05 704 0007	7-8 BBB BALANCE	(573.98)	270.00	843.98	0.00	0.00
05 704 0008	VARSITY B TRACK BALANCE	(2,564.75)	409.44	2,974.19	0.00	0.00
05 704 0009	NC INVITATIONAL TRACK BALANCE	4,098.31	0.00	0.00	0.00	4,098.31
05 704 0010	TRAVELING GIRLS BB BALANCE	4,566.80	0.00	0.00	0.00	4,566.80
05 704 0011	7-8 TRACK BALANCE	(334.00)	0.00	334.00	0.00	0.00
05 704 0012	VARSITY WRESTLING BALANCE	(7,940.80)	0.00	7,940.80	0.00	0.00
05 704 0013	7-8 WRESTLING BALANCE	(2,089.00)	0.00	2,089.00	0.00	0.00
05 704 0014	CROSS COUNTRY BALANCE	(2,054.82)	187.50	2,301.62	0.00	59.30
05 704 0015	VARSITY GIRLS TRACK BALANCE	(361.00)	409.44	770.44	0.00	0.00
05 704 0016	VARSITY GBB BALANCE	(3,736.42)	2,530.00	6,266.42	0.00	0.00
05 704 0017	9TH GBB BALANCE	(1,233.82)	0.00	1,233.82	0.00	0.00
05 704 0018	VARSITY VOLLEYBALL BALANCE	(221.89)	3,047.50	2,509.39	0.00	(760.00)
05 704 0019	9TH VOLLEYBALL BALANCE	(1,060.00)	0.00	1,060.00	0.00	0.00
05 704 0020	7-8 VOLLEYBALL BALANCE	(1,218.61)	0.00	1,218.61	0.00	0.00
05 704 0021	BOYS TENNIS BALANCE	(717.62)	0.00	717.62	0.00	0.00
05 704 0022	GIRLS TENNIS BALANCE	(15.63)	27.50	43.13	0.00	0.00
05 704 0023	MS CRAFTS BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0024	GOLF BALANCE	(155.53)	0.00	155.53	0.00	0.00

05 704 0025	FFA BALANCE	12,300.54	396.62	0.00	0.00	11,903.92
05 704 0026	FCCLA BALANCE	(2,312.11)	0.00	700.00	0.00	(1,612.11)
05 704 0027	PIONNER YOUTH BOYS BASKETBALL BALANCE	4,206.53	0.00	0.00	0.00	4,206.53
05 704 0028	NS BOOK FUND BALANCE	1,581.22	0.00	0.00	0.00	1,581.22
05 704 0029	SINGERS BALANCE	(226.25)	0.00	0.00	0.00	(226.25)
05 704 0030	MUSICAL BALANCE	8,078.53	0.00	0.00	0.00	8,078.53
05 704 0031	DECA BALANCE	(522.84)	0.00	219.00	0.00	(303.84)
05 704 0032	MS CONCESSIONS BALANCE	115.99	0.00	0.00	0.00	115.99
05 704 0033	FBLA BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0034	HS POP MONEY BALANCE	14.16	0.00	0.00	0.00	14.16
05 704 0035	MS POP BALANCE	539.07	0.00	135.00	0.00	674.07
05 704 0036	HS BAND RESALE BALANCE	(2,024.96)	0.00	3,180.85	0.00	1,155.89
05 704 0037	MS BAND RESALE BALANCE	1,381.65	0.00	0.00	0.00	1,381.65
05 704 0038	MS WRESTLING CLUB BALANCE	3,096.41	0.00	0.00	0.00	3,096.41
05 704 0039	PIONEER FOOTBALL BALANCE	4,536.81	0.00	7,000.00	0.00	11,536.81
05 704 0040	WEIGHTLIFTING BALANCE	538.69	0.00	0.00	0.00	538.69
05 704 0041	MS TRACK CLUB BALANCE	458.77	0.00	0.00	0.00	458.77
05 704 0042	CHILDRENS CHOIR BALANCE	275.71	0.00	0.00	0.00	275.71
05 704 0043	HW BOOK FUND BALANCE	1,473.94	0.00	0.00	0.00	1,473.94
05 704 0044	WRESTLING MATMAIDS BALANCE	322.14	0.00	0.00	0.00	322.14
05 704 0045	CHEERLEADERS BALANCE	(2,385.63)	74.99	1,028.71	0.00	(1,431.91)
05 704 0046	CLASS OF 2023 BALANCE	1,257.95	0.00	0.00	0.00	1,257.95
05 704 0047	DANCE TEAM BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0048	SPEECH CONTEST BALANCE	2,558.08	0.00	0.00	0.00	2,558.08
05 704 0049	DRAMA ACTIVITY BALANCE	536.15	0.00	0.00	0.00	536.15
05 704 0050	MS STUDENT COUNCIL BALANCE	16,092.94	0.00	0.00	0.00	16,092.94
05 704 0051	HS STUDENT COUNCIL BALANCE	2,677.40	0.00	0.00	0.00	2,677.40
05 704 0052	JOURNALISM BALANCE	6,642.10	0.00	0.00	0.00	6,642.10

05 704 0053	BIG MAC MATH BALANCE	4,027.08	0.00	0.00	0.00	4,027.08
05 704 0054	ART CLUB BALANCE	1,545.81	0.00	0.00	0.00	1,545.81
05 704 0055	CONSTRUCTION CLASS BALANCE	2.91	0.00	0.00	0.00	2.91
05 704 0056	NATIONAL HONOR SOCIETY BALANCE	462.14	0.00	0.00	0.00	462.14
05 704 0057	DISTRICT ACTIVITY FUND BALANCE	196.97	(3,192.00)	1,360.49	0.00	4,749.46
05 704 0058	HS BAND ACTIVITY BALANCE	481.18	0.00	20.00	0.00	501.18
05 704 0059	6TH GRADE BAND BALANCE	(985.68)	0.00	0.00	0.00	(985.68)
05 704 0060	HS BOOK SALES BALANCE	4,301.27	0.00	0.00	0.00	4,301.27
05 704 0061	HS SCIENCE GRANT BALANCE	2.02	0.00	0.00	0.00	2.02
05 704 0063	MS QUIZ BOWL BALANCE	38.00	0.00	0.00	0.00	38.00
05 704 0064	HS SCIENCE CLUB BALANCE	1,588.05	0.00	20.00	0.00	1,608.05
05 704 0065	HS COLOR GUARD BALANCE	479.09	0.00	0.00	0.00	479.09
05 704 0066	HS METALS BALANCE	4.82	0.00	0.00	0.00	4.82
05 704 0067	MS HOME EC. LAB BALANCE	50.03	0.00	0.00	0.00	50.03
05 704 0068	HS CONCESSIONS BALANCE	5,344.63	0.00	0.00	0.00	5,344.63
05 704 0069	PRECORDERS BALANCE	25.20	0.00	0.00	0.00	25.20
05 704 0070	VARSITY CLUB BALANCE	27,798.25	3,000.00	0.00	0.00	24,798.25
05 704 0071	WELLNESS BALANCE	2,287.30	444.90	0.00	0.00	1,842.40
05 704 0072	DRIVER EDUCATION BALANCE	21,784.73	11,151.74	0.00	0.00	10,632.99
05 704 0073	MS SHOP ACTIVITY BALANCE	1,843.03	0.00	0.00	0.00	1,843.03
05 704 0074	HS PROMOTIONS BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0075	SPECIAL EQUIPMENT BALANCE	(1,300.00)	0.00	1,300.00	0.00	0.00
05 704 0076	GOLF INVITE BALANCE	(1,885.00)	0.00	1,885.00	0.00	0.00
05 704 0077	HS PRIDE BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0078	PIONEER GEAR BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0079	HORTICULTURE BALANCE	603.27	0.00	0.00	0.00	603.27
05 704 0081	CLASS OF 2021 BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0082	MS PRIDE BALANCE	804.72	0.00	0.00	0.00	804.72

05 704 0083	ATHLETIC TRAINER SUPPLIES BALANCE	(181.81)	0.00	181.81	0.00	0.00
05 704 0085	HW PURPLE JAM BALANCE	500.32	0.00	0.00	0.00	500.32
05 704 0086	SUMMER SB LEAGUE BALANCE	142.25	0.00	0.00	0.00	142.25
05 704 0087	HAYWARD FUNDRAISER BALANCE	3,741.49	0.00	0.00	0.00	3,741.49
05 704 0088	MS BOOK SALES BALANCE	499.47	0.00	0.00	0.00	499.47
05 704 0090	VOLLEYBALL CLUB BALANCE	247.30	0.00	0.00	0.00	247.30
05 704 0091	GIRLS SOCCER CLUB BALANCE	4,017.95	0.00	0.00	0.00	4,017.95
05 704 0092	CLASS OF 2024 BALANCE	1,598.70	0.00	0.00	0.00	1,598.70
05 704 0093	BROADCASTING CLASS BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0094	HS SHOP RESALE BALANCE	62.77	0.00	0.00	0.00	62.77
05 704 0095	HS ENGLISH BALANCE	291.86	0.00	0.00	0.00	291.86
05 704 0096	PIONEER PERKS BALANCE	79.53	0.00	0.00	0.00	79.53
05 704 0097	NS FUNDRAISER BALANCE	2,132.43	0.00	0.00	0.00	2,132.43
05 704 0098	BBB SUMMER LEAGUE BALANCE	1,759.00	0.00	0.00	0.00	1,759.00
05 704 0099	WRESTLING CLUB BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0100	HW DARE BALANCE	79.52	0.00	0.00	0.00	79.52
05 704 0101	PIONEER CROSS COUNTRY BALANCE	686.48	0.00	0.00	0.00	686.48
05 704 0103	DISTRICT II MUSIC CONTEST BALANCE	281.25	0.00	0.00	0.00	281.25
05 704 0104	HS SCIENCE SCHOLARSHIP BALANCE	67.51	0.00	0.00	0.00	67.51
05 704 0105	B&G SOCCER BALANCE	(2,080.07)	2,260.00	4,340.07	0.00	0.00
05 704 0106	BOYS TENNIS CLUB BALANCE	(219.34)	0.00	0.00	0.00	(219.34)
05 704 0107	GIRLS GOLF BALANCE	(2,449.37)	335.00	2,449.37	0.00	(335.00)
05 704 0108	EXPRESSIONS BALANCE	3,495.46	0.00	0.00	0.00	3,495.46
05 704 0109	FB JERSEYS BALANCE	60.83	0.00	0.00	0.00	60.83
05 704 0110	MS VOCAL BALANCE	190.00	0.00	0.00	0.00	190.00
05 704 0111	HS SPED BALANCE	323.91	0.00	0.00	0.00	323.91
05 704 0112	SUMMER GBB BALANCE	1,745.88	0.00	0.00	0.00	1,745.88
05 704 0113	PHOTO CLUB BALANCE	0.00	0.00	0.00	0.00	0.00

05 704 0114	HS TEXTILES BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0115	GIRLS TENNIS CLUB BALANCE	(287.64)	0.00	0.00	0.00	(287.64)
05 704 0116	STUDENT FEE DONATION BALANCE	707.00	0.00	0.00	0.00	707.00
05 704 0117	BOYS SOCCER CLUB BALANCE	2,282.88	0.00	0.00	0.00	2,282.88
05 704 0118	ARCHERY CLUB BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0119	WASHINGTON TRIP BALANCE	729.49	0.00	0.00	0.00	729.49
05 704 0120	COOP BASEBALL BALANCE	0.00	27.50	0.00	0.00	(27.50)
05 704 0121	CLASS OF 2022 BALANCE	150.30	0.00	0.00	0.00	150.30
05 704 0123	SOFTBALL BALANCE	(2,066.30)	835.00	2,406.30	0.00	(495.00)
05 704 0124	CD/INTEREST BALANCE	(21,025.68)	0.00	3.86	0.00	(21,021.82)
05 704 0125	BASEBALL BALANCE	(3,193.34)	0.00	3,193.34	0.00	0.00
05 704 0126	MUSIC TRIP BALANCE	2,354.43	0.00	0.00	0.00	2,354.43
05 704 0127	HAL BALANCE	370.46	0.00	0.00	0.00	370.46
05 704 0128	BASEBALL CLUB BALANCE	335.04	0.00	0.00	0.00	335.04
05 704 0129	CAREER & HUMAN DEVELOPMENT BALANCE	2.00	0.00	0.00	0.00	2.00
05 704 0130	HS SOUND SYSTEM BALANCE	995.21	0.00	0.00	0.00	995.21
05 704 0131	SUMMER SCHOOL BALANCE	6,160.21	2,413.65	1,050.00	0.00	4,796.56
05 704 0132	HS ART FEES BALANCE	4,494.14	0.00	0.00	0.00	4,494.14
05 704 0133	HS SPANISH FEES BALANCE	208.73	0.00	0.00	0.00	208.73
05 704 0134	MS FCS BALANCE	796.47	0.00	0.00	0.00	796.47
05 704 0135	MS ART FEES BALANCE	3,260.86	0.00	0.00	0.00	3,260.86
05 704 0136	MS IT FEES BALANCE	5,218.82	0.00	0.00	0.00	5,218.82
05 704 0137	HS FOOD FEES BALANCE	917.65	0.00	0.00	0.00	917.65
05 704 0138	COLLEGE TUITION FEES BALANCE	735.17	0.00	0.00	0.00	735.17
05 704 0139	CONSUMER MATH SCHOLARSHIP BALANCE	2,120.00	0.00	0.00	0.00	2,120.00
05 704 0140	READING SUPPLEMENT BALANCE	0.00	0.00	1,000.00	0.00	1,000.00
05 704 0141	CO BALANCE	8,957.80	191.95	168.56	0.00	8,934.41
05 704 0142	HEALTH SCIENCE GRANT FUND BALANCE	0.00	0.00	0.00	0.00	0.00

05 704 0143	CLASS OF 2020 BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0144	PIONEER PETE BALANCE	2,173.82	0.00	0.00	0.00	2,173.82
05 704 0145	HS TRACK CLUB BALANCE	69.28	0.00	492.00	0.00	561.28
05 704 0146	DISTRICT WRESTLING BALANCE	1,253.51	0.00	(1,253.51)	0.00	0.00
05 704 0147	DISTRICT BASKETBALL BALANCE	557.00	0.00	(557.00)	0.00	0.00
05 704 0148	NAT'L JR. HONOR SOCIETY BALANCE	1,552.72	0.00	0.00	0.00	1,552.72
05 704 0149	DISTRICT SOCCER BALANCE	751.00	0.00	(751.00)	0.00	0.00
05 704 0150	MS VOLLEYBALL CLUB BALANCE	889.85	0.00	0.00	0.00	889.85
05 704 0151	MS FCCLA BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0152	ACTIVITY ADMIN. BALANCE	5,132.82	0.00	0.00	0.00	5,132.82
05 704 0153	ROBOTICS BALANCE	(3.64)	0.00	0.00	0.00	(3.64)
05 704 0154	DISTRICT VOLLEYBALL BALANCE	420.00	0.00	(420.00)	0.00	0.00
05 704 0155	MS ROBOTICS BALANCE	2,341.80	0.00	0.00	0.00	2,341.80
05 704 0156	DISTRICT BASEBALL BALANCE	380.15	0.00	(380.15)	0.00	0.00
05 704 0157	TECHNOLOGY BALANCE	29,734.52	0.00	8,729.00	0.00	38,463.52
05 704 0158	MS LIFE SKILLS BALANCE	2,694.31	0.00	0.00	0.00	2,694.31
05 704 0159	CA CONSTRUCTION BALANCE	9,033.39	0.00	0.00	0.00	9,033.39
05 704 0160	CLASS OF 2025 BALANCE	283.98	0.00	0.00	0.00	283.98
05 704 0162	CA-INFORMATION TECHNOLOGY BALANCE	(1,299.68)	0.00	0.00	0.00	(1,299.68)
05 704 0163	YOUTH TENNIS CLUB BALANCE	3,781.44	3,392.00	0.00	0.00	389.44
05 704 0164	JAG BALANCE	431.61	0.00	0.00	0.00	431.61
05 704 0165	ESPORTS BALANCE	558.00	0.00	0.00	0.00	558.00
05 704 0166	TURF AND DIRT BALANCE	0.00	0.00	650.00	0.00	650.00
		<u>204,052.94</u>	<u>34,052.73</u>	<u>79,329.26</u>	<u>0.00</u>	<u>249,329.47</u>

Premier Bank	\$ 251,801.50
Outstanding Checks	\$ 2,472.03
Balance	<u>\$ 249,329.47</u>

000000MAY 2022 ENROLLMENT

									GRADES							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
BUILDING																TOTAL
Northside		83	99	114	108											404
Hayward						107	96	93								296
Middle School									100	118	116					334
High School												99	111	107	125	442
*Other															2	2
TOTAL		83	99	114	108	107	96	93	100	118	116	99	111	107	127	1478
10/31/21 COUNT		55	108	108	109	90	94	99	118	112	96	109	103	117	105	1423
		28	-9	6	-1	17	2	-6	-18	6	20	-10	8	-10	22	55
		* Special Education students contracted to other schools or agencies.														

		9/1/2022	Board Meeting Mileage Sheet								
DATE											
PURCHASED	YEAR	TRADE NAME	STYLE	NUMBER	BODY TYPE	CAPACITY	VEHICLE ID#	CYLINDERS	COST	LICENSE #	MILEAGE
11/18/2002	2001	OLDSMOBILE	VAN	TAN	SILJOUETTE	7	1GHDX23E41D221511	6	15700	53026	212131
10/26/2005	2005	FORD	VAN	WHITE	ECONOLINE	10	1FBNE31L95HA27728	6	17950	45007	175780
1/26/2006	2005	CHRYSLER	VAN	GOLD	TOWN&COUNTRY	7	2C4GP44R25R519767	6	18900	44957	215845
11/19/2007	2007	FORD	VAN	WHITE	ECONOLINE	10	1FBNE31L27DA62220	8	19549	53028	189563
1/4/2008	2007	CHEVY	VAN	TAN	ES UPLANDER	7	GNDV23107D159355	6	15570	51495	172963
8/12/2008	2004	CHEVY	PICKUP	SILVER	HEAVY DUTY	6	1GCHK23G64F153924	8	14880	44965	202667
6/26/2018	2013	FORD	PICKUP	RED	F150	5	1FTFW1EF1DKF26059	8	21000	58436	126185
7/20/2009	2008	CHEVY	VAN	WHITE	UPLANDER LS	7	GNDV23118D104608	6	15926	55997	162522
7/22/2009	2008	CHEVY	VAN	RED	UPLANDER LS	7	GNDV23128D130117	6	15926	51678	184168
8/17/2009	2001	CHEVY	VAN	WHITE	EXPRESS	2	1GCHG35R111152386	6	9014	51494	105505
9/23/2009	2009	FORD	VAN	WHITE	ECONOLINE	10	1FBNE31LX9DA54328	6	22249	53021	68094
7/29/2011	2000	FORD	VAN	WHITE	ECONOLINE	2	1FTRE1422YHB91542	6	5480	55989	165994
11/16/2011	2011	DODGE VAN	VAN	SILVER	GRAND CARAVAN	5	2D4RN3DG5BR626494	6	17500	56539	119588
11/16/2012	2011	DODGE VAN	VAN	SILVER	GRAND CARAVAN	5	2D4RN3DG9BR628362	6	17500	56540	171311
12/ 2013	1982	CHEVY	PLOW TRUCK	GOLD/BROWN	PICK-UP	3	1GCGK24MOCJ161836	8	3000	57651	151776
12/17/2021	2016	CHEVY-LOANER	SPED BUS	YELLOW	MICRO BIRD	13	1GB3G3BG5F1127886			57655	72297
4/25/2022	2014	DODGE VAN	VAN	NAVY	GRAND CARAVAN	6	2C4RDGBG4ER353286	6		60384	70903
6/2022	2019	DODGE VAN	VAN	WHITE	GRAND CARAVAN	6	2C4RDGBG6HR735999	6		60884	37412
	2013	CHEVY VAN	VAN	WHITE	EXPRESS	10		6			21970


Northside Board Report

September 12, 2022

Guiding Principle 1	High Quality Instruction and Learning Expectations
Guiding Principle 2	Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence
	The school year is off to a good start, and students are adjusting to the new routines. In Kindergarten we have been focusing on transitions and cooperation. The effects of Headstart being without a teacher for a long period last year were evident.
Guiding Principle 3	Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches
	Teachers have completed the NWEA testing and have identified those students who will require an IRiP plan for reading and will be talking to parents at conferences about the additional support the students will receive along with ways parents can help at home. As we get further into the Science of Reading training I feel teachers will have a stronger understanding of how to differentiate the interventions for the students and help them improve their reading skills.
Guiding Principle 4	Communication and Stakeholder Engagement; Communication, Engagement, and Transparency
	We are excited to have Edge return to the building on Tuesday, September 13 to read with the students and give them a book for home.
Guiding Principle 4	District Resources; Budget, Facilities, and Staffing

Hayward Board Report

September 12, 2022

<p>Guiding Principle 1</p>	<p>High Quality Instruction and Learning Expectations</p>
	<ul style="list-style-type: none"> ● RTI- response to intervention groups starting 9-19-22 ● IRiP- Individual reading improvement plan start 9-19-22
<p>Guiding Principle 2</p>	<p>Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence</p>
	<ul style="list-style-type: none"> ● 1st PJ was on 9-1-22 ● HW Heroes- Addison Walker & Leira Womochil ● Responsibility is our Col. Character focus for September ● Hallway Expectations is our behavior focus
<p>Guiding Principle 3</p>	<p>Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches</p>
<p>Guiding Principle 4</p>	<p>Communication and Stakeholder Engagement; Communication, Engagement, and Transparency</p>
	<ul style="list-style-type: none"> ● EDGE 3rd Grade Super Citizens- Johnny Appleseed ● Parent Teacher conferences are on 9-14 & 9-15 
<p>Guiding Principle 5</p>	<p>District Resources; Budget, Facilities, and Staffing</p>
	<ul style="list-style-type: none"> ● September Student enrollment <ul style="list-style-type: none"> ○ 3rd= 102 ○ 4th= 91 ○ 5th= 91 ○ Total= 284

**NCPS Board of Education Report
Nebraska City Middle School
September 12th, 2022**

Strategies for 1 - High-Quality Instruction and Learning Expectations; Programs, Experiences, and Approaches

- Staff have been engaged in professional development so far this year during Pioneer Time. ELA and Special Education staff from the Middle School have been engaged in the Science of Reading. The rest of our staff have been creating, updating, and revising pacing maps, units of study, and lesson plans to create vertical and horizontal alignment in each department.

Strategies for 2 - Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence

- On Friday, September 2nd, the MS conducted its first House Meetings/Pep Rally. Houses competed in three events with Morton House leading with 240 points. Steinhart was the defending champion from last year.

Strategies for 3 - Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches

- Through collaboration with the After School Clubs, new eSports computers have made their way to the Middle School. These devices will be utilized for a middle school after school club, High School eSports competition, and with our Industrial Technology program.

Strategies for 4 - Communication and Stakeholder Engagement; Communication, Engagement, and Transparency

- On Wednesday, September 14th, and Thursday, September 15th, Nebraska City Middle School will be hosting Parent/Teacher Conferences. We are asking that families sign up for a time slot online using SignUp Genius. The schedule provides for windows from 3:30 - 7:30 on Wednesday and 8:00 - 11:45 and 12:45 - 6:00 on Thursday. Teleconferences or Video Calls are available for those who would not like to attend in person.

Strategies for 5 - District Resources; Budget, Facilities, and Staffing

- Our maintenance department has been busy with updates to the HVAC systems in the Middle School. We are in the process of replacing several compressor units inside the building. The cool air that is now flowing through some classrooms has brought smiles to staff and students.
- Current Enrollment (September 8th, 2022):
 - 6th Grade: 98 Students
 - 7th Grade: 117 Students
 - 8th Grade: 114 Students
 - Total Enrollment: 329 Students (+3 from August 2022 Enrollment)

NCPS Board of Education Report High School September 12th, 2022

Strategies for 1 - High Quality Instruction and Learning Expectations; Programs, Experiences, and Approaches

- Congratulations to Mrs. Lacey Glasford! -
 - Mrs. Glasford was named 1st Congressional District Outstanding Social Studies Teacher Award of the Nebraska State Council for Social Studies.
- NCHS currently has 32 dual enrollment students and 43 students enrolled in SENCAP programs.
- Personal Finance class consists of 3 sections of 11th and 12th grade students and 1 section of 10th grade students. We have them scheduled this way as there are certain elements of the class (for example, Clifton Strengths) that the 11th and 12th grade had during Career and Human Development.

Strategies for 2 - Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence

- Mr. Thompson and Mr. Hoover met with Jen Madison and Lori Brody from ESU 4 and went through a collaborative training on Friday, September 9th on Walkthrough Effectiveness.
- Leadership Cadre class and Mr. McNeely are doing an excellent job of setting up lessons for the Freshmen. Advisors meet with Freshmen every Wednesday to discuss Academics, Social (going to games, cheering, etc.), or behavioral issues.

Strategies for 3 - Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches

- State Supreme Court will be at NCHS on November 2nd to argue a case for some of our students as well as other students from around the area. Auburn HS, Lourdes CC, Syracuse, and Conestoga will be bringing students as well
- Mission Fields Partnership - Starting in September, Mission Fields came to present to the Student Council about the impact of Substance Abuse Disorder (SUD) on family

members. Feedback from the Student Council was very positive and they feel this will be impactful to students at Nebraska City High School.

Strategies for 4 - Communication and Stakeholder Engagement; **Communication, Engagement, and Transparency**

- Parent Teacher Conferences are set for September 14th and September 15th.
- Our NCHS Facebook page has had nearly 10,000 post interactions over the past month and has increased to over 1,700 followers.
- Thank you to the PTO for working with the NCHS staff for creating an outstanding Back to School Bash and Pep Rally.

Strategies for 5 - District Resources; Budget, Facilities, and Staffing

- Thank you to Mrs. Valenta's class for their work on beautifying NCHS! They have pulled weeds, picked up garbage, and done landscaping this past week and the grounds look fantastic.

NCPS Board of Education Report

Middle School Activities

September 12th, 2021

Strategies for 1 - High Quality Instruction and Learning Expectations; Programs, Experiences, and Approaches

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Strategies for 2 - Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence

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Strategies for 3 - Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches

- Fall Activities
 - Volleyball
 - The Junior Pioneer Volleyball team has 42 girls out for volleyball!
 - With work from the coaches the Pioneers are looking forward to having a great season and have organized practices and teams so that every athlete gets the best experience possible. We love having so many athletes interested in being a part of Pioneer Volleyball!
 - Games begin on September 13th against Plattsmouth in Nebraska City.
 - Football
 - The Junior Pioneer Football team has 44 players on the team. The team has been working hard and practicing a new system which they have taken to very well! The team will compete in a two team format, an A and a B team. All scheduled games will have both teams play.
 - The Junior Pioneers play Falls City as their season opener on September 8th in Falls City.



- Cross Country
 - The Middle School Cross Country team consists of Jayden Bailey, Julian Rodriguez, Lewis (Jack) Vasser, Rhys Reimers, Moo Law Eh, Faith Couch.
 - With competitions already underway, the Junior Pioneer Cross Country team has made great strides (get it!?).
- After School Clubs
 - Nebraska City Middle School is excited to begin our first quarter after school clubs! We have a lot of students interested in our clubs and are pleased to offer the following activities: Swimming Club, Bowling Club, Diamond Painting Club, eGames Club, Fishing Club, Singing Club, Soccer Club, Pioneers to the Moon Club, 8th Grade Girls Weight Lifting, Homework Club, and Hangout Club. We are so very grateful for our partnerships with local businesses and locations to help us offer great experiences for our students!

Strategies for 4 - Communication and Stakeholder Engagement; Communication, Engagement, and Transparency

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Strategies for 5 - District Resources; Budget, Facilities, and Staffing

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NCPS Board of Education Report

High School Activities

September 8th, 2022

Strategies for 1 - High Quality Instruction and Learning Expectations; Programs, Experiences, and Approaches

- Pioneer Football has faced a couple of really tough challenges to this point in the season. Currently the Pioneers are 2-0 with losses to Fort Calhoun and Roncalli. Despite the setbacks on the field the numbers of participants in the program remains high, and has actually grown over the course of the last week with 4 more players joining the team.
- The Pioneer volleyball team is off to a great start this season. Currently the Pioneers are 3-2 on the season. Highlights from the first five matches include a third place finish in the Plattsmouth tournament and a three set sweep of future Trailblazer conference member Ashland-Greenwood.
- Pioneer softball is also off to a fantastic start with a record of 9-2. Those nine wins include tournament runner-ups at Auburn, and Milford, and a tournament championship at the Omaha South tournament. The Pioneers have been hitting really well sporting a .438 team average.
- Both boys and girls have competed well in the opening portion of their seasons. Mason Houghton has headlined their efforts and has emerged as one of the best runners in Class B. Mason is not alone as Alex and JR Rico give a very formidable top 3. The girls team has also competed very well to this point and have continued to improve in the early portion of the season. Evie Madison has led the way for the Pioneers, while Alex Meyer, Malayna Madsen and Josslyn Crispin have provided depth to their lineup.
- Tennis -
- The girls golf team has had 3 invitationals and 1 triangular this year. All eight girls have been able to play a competitive round. They won the triangular and have placed 3rd, 4th, and 5th in their invitationals. Their home invite at Wildwood Golf Course will be September 19th and a home dual will follow the next day on September 20th. They will also be hosting districts on Oct 3rd at Table Creek Golf Course.
- One Act will be performing *Our Place*. *Our Place* is a short production that contains both dramatic and comedic scenes that show how one location can hold significance to so many people for many different reasons. Nearly 40 students expressed interest in acting or working tech for the show. To accommodate the number of interested students, there will be a competition and a non-competition version of the play.

- Science Club completed their annual membership drive. The model used for the membership drive is similar to FCCLA with daily incentives. Science club currently has 13 members signed up; 4 new members, 9 returning members.
- FFA recently took an officer's trip to Burwell and started the Connecting Chapters Program with Farm Bureau. FFA members will also begin Area Range Judging on Wednesday.

Pictures by NCHS Freshman Caleb Walker. @walker_flicks





Strategies for 2 - Culture, Connectedness, and Personnel Effectiveness; Expectations, Development, and Excellence

Strategies for 3 - Whole Child Focused Learning; Curriculum, Instruction, Programs, Experience, and Approaches

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Strategies for 4 - Communication and Stakeholder Engagement; Communication, Engagement, and Transparency

Strategies for 5 - District Resources; Budget, Facilities, and Staffing

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6027 Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. Parental Permission

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.

3. Supervision

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage. Chaperones do not have any property right in or to a chaperone assignment. The school district may deny or terminate a chaperone assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

4. Student Conduct

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: December 21, 2016

Revised on: June 11, 2018

Reviewed on:

6031 Emergency Exclusion

Grounds for Emergency Exclusion. Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

(a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

(b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

Extension of Exclusion. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for up to five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be made according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s). The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing. The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing. If the parent(s) or guardian(s) do

not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner. If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s). The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion. If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits. Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: December 21, 2016

Revised on: June 11, 2018

Reviewed on:

5002 Admission of Students

Students shall be admitted to the school district who are:

- legal residents of the school district or otherwise entitled by Nebraska law to attend the schools of the district tuition-free;
- approved for option enrollment pursuant to policy;
- approved as foreign exchange students pursuant to policy;
- legal residents of a district that has contracted with this district for their educational services;
- statutorily entitled to attend the schools of the district on a part-time basis pursuant to policy; or
- out-of-state students who have been enrolled pursuant to policy.

Students who have been placed in a foster home within the school district are not residents of the district and will not be permitted to enroll unless the district has received a written determination from the Nebraska Department of Health and Human Services that it is in the best interests of the student not to attend his or her district of residence.

Except in adult education classes or when otherwise required by law, no student who is of 21 years of age or older, or who has earned a high school diploma or its equivalent will be allowed to be enrolled in or continue to attend school in the district.

Students who seek to enroll in the district must comply with each board policy, state statute and regulation that applies to their situation. Grade level placement will be determined in accordance with district policy.

Adopted on: December 21, 2016

Revised on: July 10, 2017

Reviewed on:

5008 Pregnant or Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs.

I. Accommodations Regarding Attendance and Participation

A. Generally

Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

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

B. Students with Disabilities

For students with disabilities who have an IEP or Section 504 plan, the administrators, student's parents or guardians, and student if appropriate will collaborate with the student's educational team to coordinate accommodations consistent with state and federal law. As permitted by law, students may be entitled to accommodations as a result of pregnancy.

II. Accommodations Regarding Lactation and Breastfeeding

A. Accommodations

1. In order to accommodate lactating and breastfeeding students, the district will provide reasonable

opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public.

2. Students who wish or need to express breast milk on a regular schedule will work with school administrators to create a schedule which accommodates the student's needs while facilitating education to the maximum extent possible.
3. The district will provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

B. Educational Process

In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

Adopted on: December 21, 2016

Revised on: June 11, 2018

Reviewed on:

5015 Protection of Pupil Rights

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

1. Surveys

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

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

2. Invasive Physical Examinations

- a. The term "invasive physical examination" means:
 - i. any medical examination that involves the exposure of private body parts; or
 - ii. any act during such examination that includes incision, insertion, or injection into the body; and
 - iii. does not include a hearing, vision, or scoliosis screening.
- b. Parents may refuse to allow their student to participate in any non-emergency, invasive physical examination or screening that is:
 - i. required as a condition of attendance;
 - ii. administered by the school and scheduled by the school in advance; and
 - iii. not necessary to protect the immediate health and safety of the student, or of other students.
- c. This policy does not apply to any physical examination or screening that:

- i. is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;
- ii. is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*)
- iii. is otherwise authorized by Board policy.

3. Collection of Personal Information from Students for Marketing

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

4. Inspection of Instructional Material

- a. Definition
 - i. The term “instructional materials” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet).
 - ii. The term does not include academic tests or academic assessments.
- b. Parents may inspect, upon their request, any instructional material used as part of their child’s education curriculum.

- c. Curriculum inspection requests must be made to the building principal in writing.
- d. Building principals shall respond to inspection requests within a reasonable amount of time.

5. Notification of Rights and Procedures

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

Adopted on: December 21, 2016

Revised on: July 10, 2017

Reviewed on:

5017 Routine Directory Information

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Name of parent and/or guardian
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses, and telephone numbers of high school students unless a student's parents have notified the district in writing that they do not want this information disclosed without their prior written consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Within 30 days prior to or following the commencement of each school year

and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, the district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given an opportunity to prevent the release of this directory information by filing a written objection with the district.

When a student reaches 18 years of age, the permission or consent required of and the rights accorded to the parents or guardians of such student under this policy shall only be required of and accorded to such student. Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, each school district shall notify each student who is at least 18 years of age or who will reach 18 years of age during such school year of (1) the option to make a written request to the school district that routine directory information for such student not be released in response to a request made by a military recruiter without such student's written consent and (2) that any such request made previously by a parent or guardian for such student expires upon the student reaching 18 years of age.

Adopted on: December 21, 2016

Revised on: July 10, 2017; June 11, 2018; June 10, 2019

Reviewed on:

5022
**Investigations, Arrests, and Other Student Contact by Law
Enforcement and Health and Human Services**

The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student's legal rights, ensuring that a student's time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

"Law enforcement officer" means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

"Parent" means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student's education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the superintendent or building principal and the law enforcement officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity

This section applies to alleged or suspected criminal activity that occurs on school grounds; in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

If at any time the district's representative believes that the questioning is being conducted in an inappropriate manner and clearly contrary to the rights of the student, then the representative shall request that the law enforcement activities cease. The building principal will also make another attempt to contact the student's parent.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

Non-School Related Criminal Activity

Law enforcement officials may not question students at school unless parental consent is obtained or the law enforcement authorities have a warrant or court order.

Taking a Student into Custody

Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse.

Child Abuse and Neglect

When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Student Records

Student records will be shared with law enforcement officers only as allowed by state and federal law.

Adopted on: December 21, 2016

Revised on: July 10, 2017

Reviewed on:

5037
Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express

written permission of the system administrator.

8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not forge electronic mail messages or web pages.

II. **Enforcement**

A. **Methods of Enforcement**

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through

direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Children's Online Privacy Protection Act (COPPA)

- A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
- B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: December 21, 2016

Revised on: June 11, 2018

Reviewed on:

5052 School Wellness Policy

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

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

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

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

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

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

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.

- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

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

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

6. Food and Beverage Marketing

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

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

7. Public Participation

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

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

a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.

b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:

(1) It shall not be sold in competition with school meals in the food service area during the meal service.

(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.

(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements

(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

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

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

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

10. Public Notice

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

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

11. Recordkeeping

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

12. Operational Responsibility

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

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model

Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule)
found at:

https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc.

Adopted on: December 21, 2016

Revised on: July 10, 2017

Reviewed on:

5055 Enrollment in Kindergarten

A child must reach the age of five on or before July 31st of the calendar year to be enrolled in kindergarten. The school district will enroll a child who will reach the age of five between August 1st and October 15th of the year of enrollment if the parent or guardian requests such enrollment and provides an affidavit stating:

- (a) the child attended kindergarten in another jurisdiction in the current school year; or
- (b) the family anticipates relocating to another jurisdiction that would allow admission within the current year; or
- (c) the child has demonstrated through recognized assessment procedures approved by the board that he or she is capable of performing the work of kindergarten.

The recognized assessment procedure(s) approved by the board [is] the Slosson Kindergarten Readiness Test (KRT) Second Edition. The KRT will be used as a screening test to determine eligibility for further assessment. If the child scores below the 86th percentile on the KRT, he/she will not be eligible for early entrance to kindergarten. If he/she scores at or above the 86th percentile on the KRT, he or she will then be assessed on measures such as the following:

1. Mental ability defined as scoring 84th percentile or above on a standard assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence (IV).
2. A test of emotional/social development such as the Behavior Assessment System for Children, Third Editions (BASC-3) or the Vineland Social Adaptive Behavior Scales.
3. 75th percentile or greater on a test of pre academic skills such as the Wechsler Individual Achievement Test, 3rd Edition, or the Kaufman Test of Educational Achievement (KTEA-3).
4. A test of fine motor ability, scoring 7th percentile or above on a standardized measurement such as the Beery VMI, 6th Edition.

The board delegates to the elementary principal responsibility for determining whether the conditions of this policy have been met.

[OPTIONAL ASSESSMENT PERIOD]

Each year, the district will have a Kindergarten Enrollment and Assessment Period (April 1st – May 25th). Parents or guardians whose child is a legal resident of the district wishing to enroll pursuant to this policy must complete all requirements for enrollment no later than the end of the

Assessment Period. The date, time, and location of the Assessment Period will be made available annually.

Parents or guardians of students who become legal residents of the district after the Assessment Period, and thus were unable to participate in the Assessment Period, must contact the elementary principal about registering and/or scheduling a time for assessment.

Adopted on: December 21, 2016

Revised on: August 14, 2017

Reviewed on:

5002.1

Admission of Students Who Reside Out of the State of Nebraska

Students who reside in a state other than Nebraska must submit an application to enroll in the district at least three weeks prior to the beginning of the semester in which they wish to begin attending the district. Out of state students may not enroll mid-semester.

The administration will review each application and is authorized to admit out-of-state students whose academic history, disciplinary records, prior school community involvement and other relevant factors indicate that they will be successful in this school district. Those who have verified disabilities pursuant to the Individuals with Disabilities in Education Act or section 504 of the Rehabilitation Act will not be excluded from admission based solely on their disability. The administration may reject an out-of-state student when acceptance of the student:

- Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- Would require the procurement of new equipment, technology, or furnishings;
- Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

The administration's approval or disapproval of an out-of-state student's application is final.

Out-of-state students who are admitted pursuant to this policy must meet the requirements of board policy 5002 and must comply with each board policy, state statute and regulation that applies to their situation. Once admitted, they will be subject to the same disciplinary rules and procedures as resident students. Students must reapply for admission prior to each semester. Re-admission may be denied for students who are not academically and/or behaviorally successful. Once admitted, out-of-state

students' grade level placement will be determined in accordance with district policy.

Out-of-state students are not entitled to transportation or reimbursement for transportation.

Out-of-state students will be charged tuition **as outlined in the board approved Supplemental Rates.** ~~of K-5 \$5,350/year, 6-8 \$6,240/year or 9-12 \$7,488/year by the district.~~ Payment in full is due to the central office of the district on or before the first day of classes each semester. The tuition fee may be changed by the board of education prior to any semester with or without notice to the out-of-state student's family or resident school district.

Adopted on: December 21, 2016

Revised on: July 10, 2017

Reviewed on:

5026

Sex Discrimination and Sexual Harassment of Students

I. Sex Discrimination

- A. 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 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.
- B. Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, sex, marital status, disability, or age may seek relief by filing a complaint pursuant to the board's complaint policy or contacting the district's Title IX coordinator.

II. Sexual Harassment

- A. Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment of its students, even when the affected student does not complain to the faculty or the administration.
- B. Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:
- C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

- D. A student who feels he or she has been sexually harassed should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor with whom she or he feels comfortable.
- E. Retaliation against students who make good faith reports of sexual harassment is prohibited.

III. Disciplinary Decisions

- A. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.
- B. All complaints against staff members will follow the investigation, decision, and appeal process established in the district's complaint policy.
- C. Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct, as established in the district's student discipline policy.

Adopted on: December 21, 2016

Revised on: June 11, 2018

Reviewed on:

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).

1.2. **Definitions.** As used in this policy, the following terms are defined as follows:

1.3. **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.

1.4. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

1.5. **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).

1.6. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

1.7. **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.

1.8. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 1.8.1. 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;

1.8.2. 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;

1.8.3. **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:

1.8.3.1. **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.

1.8.3.1.1. **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 his/her age or because of his/her temporary or permanent mental or physical incapacity.

1.8.3.1.2. **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 his/her age or because of his/her temporary or permanent mental or physical incapacity

1.8.3.1.3. **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 his/her age or because of his/her temporary or permanent mental or physical incapacity

1.8.3.1.4. **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 his/her

age or because of his/her temporary or permanent mental or physical incapacity

- 1.8.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
 - 1.8.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - 1.8.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent
- 1.8.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—
 - 1.8.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 1.8.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 1.8.4.2.1. The length of the relationship.
 - 1.8.4.2.2. The type of relationship.
 - 1.8.4.2.3. The frequency of interaction between the persons involved in the relationship.
- 1.8.5. **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, under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who;

1.8.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

1.8.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

1.8.5.3. shares a child in common with the victim; or

1.8.5.4. commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

1.8.6. **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—

1.8.6.1. fear for his or her safety or the safety of others; or

1.8.6.2. suffer substantial emotional distress.

1.9. **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.

2. **Discrimination Not Involving Sexual Harassment.**

2.1. **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.

2.2. **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:

- 2.2.1. 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;
- 2.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 2.2.3. Deny any person any such aid, benefit, or service;
- 2.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 2.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 2.2.6. 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;
- 2.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

2.3. **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.

3. **Response to Sexual Harassment**

3.1. **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.

3.2. **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.

3.3. **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.

3.4. **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.

3.5. **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.

4. **Grievance Process for Formal Complaints of Sexual Harassment.**

4.1. **General Requirements.**

4.1.1. **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.

4.1.2. **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.

4.1.3. **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.

4.1.4. **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.

4.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

4.1.4.2. **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:

4.1.4.2.1. The definition of sexual harassment in subsection 2.6;

4.1.4.2.2. The scope of the district's education program or activity;

4.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

4.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

4.1.4.3. **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.

- 4.1.4.4. **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.
- 4.1.5. **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.
- 4.1.6. **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.
- 4.1.7. **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.
- 4.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 4.1.9. **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.

4.2. **Notice of Allegations.**

4.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

4.2.1.1. A copy of this policy.

4.2.1.2. 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.

4.2.2. **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.

4.3. **Dismissal of Formal Complaint.**

- 4.3.1. The district will investigate the allegations in a formal complaint.
- 4.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:
 - 4.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;
 - 4.3.2.2. Did not occur in the district's education program or activity; or
 - 4.3.2.3. Did not occur against a person in the United States.
- 4.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
 - 4.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 4.3.3.2. The respondent is no longer enrolled in or employed by the district; or
 - 4.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 4.3.4. 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.
- 4.3.5. 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.

4.4. 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.

4.5. Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:

- 4.5.1. 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;
- 4.5.2. 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);
- 4.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 4.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 4.5.5. 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;

- 4.5.6. 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;
- 4.5.7. 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
- 4.5.8. 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.

4.6. Determination Regarding Responsibility

4.6.1. Decision-Maker(s). The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

4.6.2. 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.

4.6.3. 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:

4.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

4.6.3.2. 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;

4.6.3.3. Findings of fact supporting the determination;

4.5.8.1. Conclusions regarding the application of the district's code of conduct to the facts;

4.5.8.2. 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

4.5.8.3. The district's procedures and permissible bases for the complainant and respondent to appeal.

4.5.9. 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.

4.5.10. The Title IX Coordinator is responsible for effective implementation of any remedies.

4.6. **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.

4.6.1. **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.

4.6.2. **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:

4.6.2.1. Procedural irregularity that affected the outcome of the matter;

4.6.2.2. 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

4.6.2.3. 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.

4.6.3. As to all appeals, the district will:

4.6.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

4.6.3.2. 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;

4.6.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

4.6.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

4.6.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

4.6.3.6. Provide the written decision simultaneously to both parties.

4.7. 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:

- 4.7.1. Provides to the parties a written notice disclosing:
 - 4.7.1.1. The allegations;
 - 4.7.1.2. 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;
 - 4.7.1.3. 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
 - 4.7.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 4.7.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 4.7.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

4.8. Recordkeeping

- 4.8.1. The district will maintain for a period of seven years records of:
 - 4.8.1.1. 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;
 - 4.8.1.2. Any appeal and the result therefrom;

- 4.8.1.3. Any informal resolution and the result therefrom;
and
 - 4.8.1.4. 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.
- 4.8.2. 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.

5. **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.

6. **Access to Classes and Schools.**

6.1. **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.

- 6.1.1. **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.
- 6.1.2. **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.
- 6.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.
- 6.1.4. **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.

6.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

7. **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.

7.1. **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.

7.2. **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.

8. 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.

9. 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).

9.1. Specific Circumstances.

9.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

9.1.2. 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.

10. 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.

11. **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).

12. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

13. **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.

Adopted on: August 10, 2020

Revised on: June 13, 2022

Reviewed on:



ESSER-3 Project Scope - Phase 2

Nebraska City Public Schools

1700 14th Avenue

Nebraska City, NE 68410

September 5, 2022

Nebraska City Public Schools



Executive Summary

Present Situation

High School – “Old Gym”:

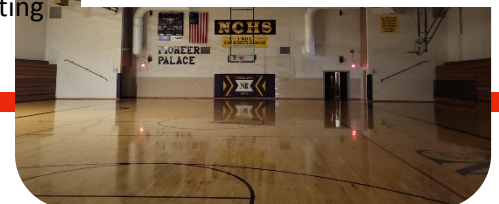
- The original building was built in 1967 and has had two major additions in 1995 and 2010.
 - The old gym’s original ventilation and heating systems (two large air handlers) are still intact but were decommissioned many years ago. Current school staff does not know when or why this was done. The AHU’s are equipped with hot water heat, outdoor air dampers, and relief fans for ventilation.

- It is unknown why these units were removed from service. It’s possible that these units were extremely noisy, but there is also evidence of severe water damage on one unit. It’s possible that this unit may have ruptured the heating water coil at one time. It is unknown whether it was ever repaired.

- Two water source heat pumps were added during the 2010 renovation, but they are nowhere near large enough to adequately cool the gym. They have refrigerant leaks that cause frequent failures and result in costly repairs. These two units currently provide all the heating



**Old Gym AHU (One of Two) –
Original to 1967 construction, and
no longer in service.**



and cooling for the gym, but there is no outdoor air provided through these systems for ventilation. Since the original system has been decommissioned, there has not been any fresh air ventilation provided for this gymnasium since that time.

High School Cooling Tower – 1995 Addition:

- The condenser plant was built when the original building was renovated in 1995. This system serves (25) water source heat pumps on the two upper levels of the original central core.
 - The cooling tower sump basin is rusting out and leaking. The basin was recently treated with an epoxy coating to buy some time, but this is a temporary repair that cannot last forever.
 - The blower fan bearings squeal and thump loudly, indicating extreme wear. The bearings should be replaced if the entire tower is not replaced during this phase.

The large ducts on each side of the old gym serve the defunct AHU's. The small ducts at the end carry the entire load of this space for both heating and cooling.



High School Cooling Tower – circa 1995

Middle School Cooling Tower Pumps:

- The original building was built in 1995.
- The HVAC system consists of a condenser water plant system with cooling tower, below-grade sump tank, pumps, and non-condensing copper tube fin boilers. The system serves (61) water source heat pumps throughout the building. All equipment is original to 1995.
 - Pump seals fail frequently on the cooling tower circulation pumps. Both should be replaced at soonest convenience.



Middle School – Cooling Tower Pumps

Hayward Elementary School Gym:

- The original building was built in 1967 and had a major addition/renovation in 2009.
- The gym is served by four water source heat pumps.
 - Three units are original to the 1967 construction. Two are no longer in service, and the third breaks down often.
 - One unit was replaced in the late 2000's. This unit carries the bulk of the load for the entire gym. It uses R-22 refrigerant, so if it ever develops a leak, any repairs would be expensive.

Phase 2 Recommendations (total budget \$400,000)

High School Cooling Tower – 1995 Addition (\$200,000)

- Replace the cooling tower with new high efficiency unit with variable speed fan and stainless-steel sump basin.
- Update control system for variable speed fan operation.

Middle School Cooling Tower Pumps (\$70,000)

- Replace both cooling tower pumps. Provide new pumps with similar flow characteristics and high efficiency motors.

Hayward Elementary School Gym (\$130,000)

- Replace (4) gymnasium water source heat pumps with new.
- Keep the newer heat pump for emergency replacement.
- Integrate new units into existing BAS.



Hayward Elementary Gym – Water Source Heat Pumps

ALTERNATE 1: Middle School Boiler Project (\$225,000)

ALTERNATE 2:

High School – “Old Gym” (Budget \$450,000 +/- 10%)

- Remove both original AHU's, dampers, pumps, fans, and controls.
- Provide new custom air handling units with the following:
 - Sound attenuators and variable speed fans for noise control.
 - Hot water coils for space heating and ventilation air tempering.
 - DX cooling coils and new high efficiency condensing units for space cooling.
 - Economizer dampers for free cooling and outdoor air ventilation.
 - Integrate new AHU controls into existing BAS.
- Remove existing water source heat pumps from service.
 - They are too small to provide any value for heating or cooling, so it does not make sense to replace them.
 - They require too many expensive mechanical repairs to leave them in service.
 - Either remove the equipment and ductwork in their entirety, or demo in place.

Next Steps

- September 12- BOE releases RFP for Phase II Project and advertises
- October 10- BOE approves Contractor for Phase II project
- 2022-23 School Year- Implementation of project



NASA and NASB 2022 Labor Relations

October 5-6, 2022
Cornhusker Marriott - Lincoln

Wednesday, October 5

Preconference Workshop: The ABCs of Negotiations *with Perry Law Firm*

The single biggest part of a school district's budget is personnel costs. Salaries and benefits alone usually represent around 90% of a district's total expenses. Therefore, it is absolutely essential that a district understand the negotiation process and legal requirements in order to ensure that these expenses are a reasonable and good use of taxpayer dollars. In this session, we will walk through the negotiation process and offer practical suggestions, including specific items to consider heading into the 2023-2024 negotiations timeline.

Memorial Stadium and More Tour

After the Preconference, learn more about your beloved Huskers with a facilities tour. Osborne Athletic Complex (North Stadium) was built in 2006 and includes a beautiful 40' waterfall, Sullivan art mural, video kiosk, Husker Nation Championship Drive donor display, a peek at the Suh Strength Complex, National Championship and Bowl Trophy displays, and the Nebraska Heisman Room. You will also see the major award winner hallway, Hawks indoor practice facility, and tunnel walk onto the field.



Keynote: Thursday, October 6 **Moving From Ordinary to Extraordinary:** **Why Some Schools and Boards Thrive**

with Andrew McCrea

Andrew McCrea helps tell the stories of extraordinary communities an schools all across the nation. He served three terms on his local school board and has done countless interviews with teachers, administrators, and community leaders who are helping their school districts and towns thrive. What sets the extraordinary apart from the ordinary? Andrew will share practical steps we can take to help our schools, students and communities.

Concurrent Session Topics Include:

- Wage Deductions and Payroll Issues
- Employee Contracts and Mistakes to Avoid
- Terminating Employment for Classified Employees
- Workers' Compensation Issues
- EHA Health Care Member Support
- Building the Capacity for Change
- Reductions in Force
- FLSA/FMLA Revisited
- Unique Contracting Issues in 2022
- Use of School Resources, Accountability and Disclosure, and Free Speech
- Summer Activities, Clubs, Booster and Foundation Events, and The Law
- And More!

For more information and to register online visit: www.ncsa.org

Conference At-A-Glance

Wednesday, October 5

- 12:30 p.m. Registration Open
1:00 p.m. **The ABCs of Negotiations** with *The Perry Law Firm*
5:00 p.m. Memorial Stadium and More Tour

Thursday, October 6

- 7:30 a.m. Registration and Continental Breakfast
Exhibits Open
8:15 a.m. Welcome and Opening Keynote
Moving From Ordinary to Extraordinary:
Why Some Schools and Boards Thrive with *Andrew McCrea*
9:30 a.m. Exhibit Break
9:45 a.m. Concurrent Session I
10:45 a.m. Exhibit Break
11:00 a.m. Concurrent Session II
12:00 p.m. Lunch
1:00 p.m. Concurrent Session III
2:00 p.m. Exhibit Break
2:15 p.m. Concurrent Session IV
3:15 p.m. Adjourn

Lodging

Cornhusker Marriott - Lincoln

(866) 706-7706

\$109 + tax

Mention: NCSA/NASB Labor Relations

Book by September 13, 2022

Registration

Name: _____
School District/Agency: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Email: _____

Preconference Registration - October 5

**Please note, preconference is a separate fee*

Preconference _____ \$75

Yes, I will attend the tour _____

Limited to 40 attendees


Registration - October 6


NCSA/NASB Member _____ \$150

Non-Member _____ \$300

Total Registration \$ _____

Return forms to:

 NCSA
455 S 11th St., Ste A
Lincoln, NE 68508

 402-476-7740

All Cancellation requests must be received by Friday, September 30, 2022.

For more information and to register online visit: www.ncsa.org

2022 STATE EDUCATION CONFERENCE
NOVEMBER 16-18
CHI HEALTH CENTER - DOWNTOWN OMAHA

WORKING TOGETHER WINS

IGNITING TEAM SPIRIT



CO-SPONSORED BY THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS AND
THE NEBRASKA ASSOCIATION OF SCHOOL ADMINISTRATORS



REGISTRATION & RESERVATIONS



REGISTRATION FOR THE 2022 STATE EDUCATION CONFERENCE WILL OPEN TUESDAY, SEPTEMBER 13, 2022

To register, go to www.NASBOnline.org

Log in using your email and password, and click the 'Events' tab to register.

Registration fees for the conference are as follows:

REGISTER SEPTEMBER 13 THROUGH NOVEMBER 4	\$300	REGISTER NOVEMBER 5 THROUGH ON SITE	\$350
PRE-CONFERENCE REGISTRATION	\$75	BOARD MEMBER ELECTS	\$175
CANCELLATION FEE (PRIOR TO 11/5)	\$125	<i>(No refunds after the registration deadline)</i>	

HOTEL RESERVATIONS

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

To qualify for a room, you must first register for the Conference.

Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel reservation link. The code will not be activated until 10:00 AM CT, Tuesday, September 27, 2022

SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST TUESDAY, SEPTEMBER 27, 2022.

THE OMAHA CONVENTION & VISITORS BUREAU WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES.

Hilton Omaha - 1001 Cass Street
\$151 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 23, OR UNTIL FULL

Omaha Marriott Downtown - 222 North 10th Street
\$166 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL NOVEMBER 5, OR UNTIL FULL

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE



SCHEDULE AT A GLANCE / PRE-CONFERENCE SESSIONS

WEDNESDAY, NOVEMBER 16

PRE-CONFERENCE SESSIONS
1:00 TO 4:00 PM

EXHIBITOR RECEPTION
4:00 TO 5:30 PM

THURSDAY, NOVEMBER 17

BOARD MEMBER/MENTOR
COLLABORATION
7:15 TO 8:15 AM

OPENING KEYNOTE SPEAKER
8:30 TO 9:45 AM

A - BREAKOUT SESSIONS
10:00 TO 11:00 AM

B - BREAKOUT SESSIONS
11:30 AM TO 12:30 PM

THURSDAY LUNCHEON KEYNOTE
SPEAKER
12:45 TO 2:00 PM

C - BREAKOUT SESSIONS
2:15 TO 3:15 PM

D - BREAKOUT SESSIONS
3:30 TO 4:30 PM

FRIDAY, NOVEMBER 18

CLASSROOM SHOWCASE
7:30 TO 11:30 AM

NASB DELEGATE ASSEMBLY
8:00 TO 9:30 AM

NASA MEMBERSHIP MEETING
8:00 TO 9:30 AM

E - BREAKOUT SESSIONS
9:15 TO 10:15 AM

F - BREAKOUT SESSIONS
10:30 TO 11:30 AM

FRIDAY LUNCHEON KEYNOTE
SPEAKER
11:45 AM TO 1:15 PM

PRE-CONFERENCE SESSIONS WEDNESDAY, NOVEMBER 16 - 1:00 TO 4:00 PM

EDUCATOR SHORTAGE: TAKING CARE OF BUSINESS

"Now Hiring" is an all-too-common sign for schools. This pre-conference will expose three aspects of the quest to improve this situation. You will hear how Plainview Public Schools is placing focus on potential teachers (students) to ensure they are invited to pursue careers in the education field. Partners from UNL and AASPA will share Educator shortage trend data and strategies to alleviate the situation at the state and national level, including how educator preparation programs can be a proactive partner to school districts. The innovative program at Westside Public Schools to move classified staff to certified teachers through the para-to-teacher partnerships will round out this event.

PRESENTERS: Darron Arlt - Plainview Public Schools, Kelly Coash-Johnson - AASPA, Andrea Haynes & Mike Lucas - Westside Community Schools, Sara Skretta - UNL

A CIVIL DISCOURSE: BOARD, ADMINISTRATION, AND INDIVIDUAL RESPONSES IN TENSE SITUATIONS

Schools are drawing greater attention than ever before. That makes now a perfect time for a refresher on how to best respond to all that attention. This training on Civil Discourse will help you understand and strive for constructive conversations when things get heated. What's the best way to handle the meeting when 50 patrons show up for public comment? What exactly do you say when approached at the gas station by an unhappy staff member? When does disruptive behavior cross the line? Attorneys at Perry and KSB will lay out the law and use real-life examples to help board members and administrators learn how to turn these negative situations into opportunities for productive engagement.

PRESENTERS: Attorneys from KSB School Law and Perry Law Firm



SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE THURSDAY LUNCHEON

NASB DELEGATE ASSEMBLY - FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM

NASA MEMBERSHIP MEETING - FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM

SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

KEYNOTE SPEAKERS

GUIDING THROUGH THE STORM JEFF EVANS

THURSDAY MORNING OPENING SPEAKER - 8:30 TO 9:45 AM

Jeff's skills have been acquired not only on the highest peaks around the world, but also through guiding blind climber Erik Weihenmayer on extraordinarily challenging objectives including the summit of Mt Everest and a 2nd place finish on ABC's adventure series, Expedition Impossible. Jeff reminds us that, in fact, we are all guides in some capacity...professionally and personally. These experiences highlight the importance of adopting an expeditionary mindset necessary to succeed in our current VUCA (Volatile, Uncertain, Complex, and Ambiguous) world, which often involves the ability to evaluate and adjust the ever-changing route up the mountain, the tools in your pack and the trajectory of the team.



STATE OF THE ASSOCIATIONS ADDRESS NASB & NCSA LEADERSHIP

THURSDAY LUNCHEON SPEAKERS - 12:45 TO 2:00 PM



CREATING THE CHAMPION WITHIN MOLLY KENNEDY

FRIDAY LUNCHEON SPEAKER - 11:45 AM TO 1:15 PM

Her heart's work is to inspire you to paradigm shift your way to developing a resilient mindset that breeds confidence and success. Molly's message will empower you to get UNstuck from any challenge or transition life throws at you. You'll learn practical, user-friendly strategies applicable to every aspect of life. This message will stick to your ribs! She 'walks the walk' when it comes to resiliency, grit and perseverance. Molly grew up in a dysfunctional family with addiction, divorce, abuse, neglect, abandonment, suffered from an eating disorder, was suicidal and a runaway at 15 years old. Prepare yourself for a message of how to overcome obstacles, reach goals and create the best version of yourself!



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

BREAKOUT SESSIONS & TRACKS



BOARDSMANSHIP



CAREER & COLLEGE READINESS



COMMUNICATION



CURRICULUM



ESU



FACILITIES



FINANCE



LEGAL & POLICY



LEGISLATIVE & ADVOCACY



MANAGEMENT/ADMINISTRATION



NEW BOARD MEMBER



STUDENTS



TECHNOLOGY



WELLNESS

A

A - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 10:00 TO 11:00 AM



A1 NEW FACES IN THE LEGISLATURE

With the election complete, the 2023 Legislative session will usher in many new faces, all coming with their own ideas and priorities. What will this mean for K-12 Education? We will review those new faces and what it means to K-12 Education in the upcoming session. Learn about the ideas and priorities that will shape education policy moving forward.

PRESENTERS: Colby Coash - NASB; Mike Dulaney - NCSA



A2 WE EVALUATE TO RETAIN STAFF...HOW?

ESU 7 has developed a system of growth that includes a strong growth component for EVERY staff member from custodian to administration and the board. The process begins with recruiting new personnel moves through mentoring, evaluation, personalized professional development plans, and agency reflection. This session will provide you with a sampling of ESU 7's process using Charlotte Danielson's framework. You will be exposed to the tools ESU 7 uses, as well as the training, and the process involved for certificated, professional, classified and support staff.

PRESENTERS: Larianne Polk & Marci Ostmeyer - ESU 7



A3 IS THAT A COMPLAINT, GRIEVANCE, OR VENTING? UNDERSTANDING POLICY, LAW, AND PROCEDURES FOR RESPONDING

With so many grievance procedures, complaint procedures, due process procedures, chains of command, and all else schools must navigate, it's no wonder school attorneys have jobs. This session will sort through what's actually legally required versus what's best practice or practically useful. Our hope is you leave the session understanding the what, the when, the where, and the why, so you can do your job as a board member or administrator in deciding the "how" for your school.

PRESENTERS: KSB School Law



A4 TRANSPARENT STRATEGIC PLANNING IN WESTSIDE

Participants will learn how Westside Community Schools went about a year-long strategic planning process by doing a majority of the work with its own staff and talents. After organizing focus groups with more than 140 stakeholders, developing a one-page logic model, determining metrics to measure each of its goals, and developing a district scorecard for the community, the district launched its new initiative in the fall of 2021. Leaders from Westside will share a step-by-step process and artifacts that your district could use as a resource when working on your own strategic plan.

PRESENTERS: Mike Lucas, Mark Weichel & School Board Members - Westside Community Schools

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



A5 NIL FOR K-12

This session will discuss the growing trend in athletics regarding "name-image-likeness" and potential impacts in the high school setting.

PRESENTERS: Josh Schauer & Derek Aldridge - Perry Law Firm



A6 SENIOR SEMINAR

How many times have you heard, "If they only taught that in school!" Exeter-Milligan Public School has taken that to heart and created the Senior Seminar class. Topics within this required class include: Laundry/identification of stains/stain removal; sewing on buttons; comparison shopping; time management; simple car care and repairs; financial literacy; cover letters and resumes; leadership qualities. Guest speakers are also utilized to share concepts including purchasing a car, lease agreements, and insurance.

PRESENTERS: Paul Sheffield, Denice Kovanda, Jordan Marr & Mary Lou Vossler - Exeter-Milligan Public Schools



A7 THERAPY DOGS IN SCHOOL

The session will discuss the benefits of therapy dogs and Johnson-Brock's experiences with a dog in school. We will also discuss the process that the dog and owner must do in order to have a dog in the school.



PRESENTERS: Jeff Koehler & Ashton Bohling - Johnson Brock Public Schools



A8 INNOVATING AS A COMMUNITY FOR EARLY CHILDHOOD EDUCATION - GOTHENBURG

Gothenburg is working as a community to solve the early childhood education crisis. Their assessment, planning, and proposed solutions included their school district, community leaders, and private child care providers at every step. They are working toward innovative solutions that involve interlocal agreements with each of these parties, as well. First Five Nebraska will host a panel comprised of the Board President of the Gothenburg Early Childhood Learning Coalition, Superintendent of Gothenburg Public Schools, and a private child care provider to learn more about the work being done in their community.

PRESENTERS: Mike Feeken, Colten Venteicher, Allison Jonas & Casey Madsen - First Five Nebraska



A9 FIRST FIVE FANTASTIC MINUTES

The first five minutes of the day are the most important five minutes at Crete Intermediate! During this time, students spend just a moment filling out a Google form, choosing from a set of five emojis that illustrate how they are feeling that morning. The steps taken after the form is complete sets students up for success throughout the day. In this session, you will learn how the staff at Crete Intermediate intentionally plans to address the needs of their students both socially and emotionally.



PRESENTERS: Lisa Fye & Shannon Cole - Crete Public Schools



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

THURSDAY BREAKOUT SESSIONS

B

B - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 17 - 11:30 AM TO 12:30 PM



B1 NSAA, STRIVING TO MEET THE NEEDS OF OUR MEMBERSHIP

We will discuss the thoughts and wishes of our membership that we are receiving as we move forward into this new year. Determine how it may effect all members and utilizing feedback in developing plans for the future.

PRESENTER: Jay Bellar - NSAA



B2 FUTURE'S SO BRIGHT- YOU GOTTA WEAR SHADES

The UNPS Career Academy is a progressive and modern approach to secondary education. This beautiful new 36,000 square foot addition offers six distinct career pathways including Nursing, Construction, Automotive, Early Childhood, Culinary and Entrepreneurial. The academy will provide all students with a dynamic learning environment with access to quality individualized instruction and hands-on career experiences to prepare them for life opportunities after high school with the support and integration of the cultural community.

PRESENTERS: Ricardo Ariza, Brenda Murphy, Delberta Frazier, Kari Bappe & Jon Pickinpaugh - Umo ho Nation Public Schools



B3 DRAWINGS AND CONTRACTS AND FUNDING, OH MY! CONSTRUCTION ISSUES UNIQUE TO SCHOOL PROJECTS



Whether you are planning a new school building or just doing regular maintenance projects, your district likely has a project being planned or on the horizon. Many board members and administrators are surprised by unique legal requirements that make school construction projects very different than typical projects. We will highlight the important aspects of school construction projects so that you can develop a solid plan, including engaging a design professional, project delivery systems, construction contracts, bidding requirements, and more.

PRESENTERS: Steve Williams & Coady Pruett - KSB School Law



B4 INTRODUCTION TO THE ROLE AND RESPONSIBILITIES OF A SCHOOL BOARD MEMBER - FREQUENTLY ASKED QUESTIONS



Congratulations, you have been elected to the school board! You believe you know what the job responsibilities are, but there is a chance you don't know what you don't know! This session will focus on best practice related to the role and responsibilities of the board and superintendent, board meeting protocols, policy, evaluation, communication with stakeholders, district goals, and more.

PRESENTER: Marcia Herring - NASB



B5 FIRST AMENDMENT FOR BOARD MEMBERS

This session will analyze and illustrate how the First Amendment applies to public schools, with an emphasis on how board members need to be mindful of their constitutional obligations to students, staff, and the community.

PRESENTER: Jim Gessford & Justin Knight - Perry Law Firm



B6 YOUR DISTRICT AND YOUR ESU...WHAT'S IN IT FOR US?



So, how do you know what the ESU offers your district? How do you know what your school participates in? What if there are services you want, but are not currently offered? How often does the ESU collaborate with our district? Does every school district receive the same services we do? What's the role of the ESU? Come hear how ESU 7 is using district data to determine the services, customizing services to each district to meet their unique needs, documenting services delivered to district educators, and calculating the value added as a result of services provided.

PRESENTERS: Tami Clay, Larianne Polk & Marci Ostmeyer - ESU 7

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



B7 STRATEGIC COMMUNICATIONS AND ENGAGEMENT - FINDING AND SHARING YOUR MESSAGES, YOUR MISSION AND ACHIEVEMENTS DURING A TIME OF UNCERTAINTY

Hear how Grand Island Public Schools, a district of 10,000 students, engages stakeholders at every level, especially during times of uncertainty. GIPS includes student, staff, family and community engagement to build trust and foster positive relationships in support of students and school community. Hear the process of determining strategic communication priorities and pivoting when needed; a process that is led by board members and superintendent as well as a dynamic communications team. Leave this session with tools that you can use in districts of any size to foster community collaboration and empowerment.

PRESENTERS: Jennifer Worthington, Lisa Albers, Carlos Bárcenas, Tawana Grover & Mitchell Roush - Grand Island Public Schools



B8 EKCO PROJECT - EXPOSING KIDS TO CAREER OPPORTUNITIES

Students often struggle with the answer to the question, "What do I want to be when I grow up?" This project helps provide schools with creative ways to get students in grades K-12 exploring their career opportunities. There are several components to our program: equipment available through a check-out system (like a library book), commercial equipment that rotates on a quarterly basis, staff to help teachers and students utilize the equipment, curriculum strategies, assistance with existing equipment, grant writing and much more. Want to do more with careers? This may give you some ideas of where to begin.

PRESENTERS: Annette Weise & Matt Dworak - Tri County Public Schools



B9 ACCESS TO OVERALL WELL-BEING

ESU 2 Team ACCESS (All Children Celebrated Educated Safe & Successful) is a program to support students, families, and districts by expanding services and programs that aim to address overall well-being. Team ACCESS was created as a single entry point for our school districts to access our social support services. Our goal is to work together behind the scenes, to make it easier for schools to navigate our many social support programs. The presentation will review how ESU 2 Team ACCESS staff help coordinate services, provide educator training, and support through small group instruction or mental health counseling.

PRESENTERS: Taira Masek, Megan Reese, Johannah Boden-Tracy & Beth Kabes - ESU 2

ANN MACTIER - SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE THURSDAY LUNCHEON

THURSDAY, NOVEMBER 17 - 12:45 TO 2:00 PM

PREVIOUS WINNERS INCLUDE:

2021 - STEVE KOCH, HERSHEY

2020 - MARIAN HOLSTEIN, WINNEBAGO

2019 - VALERIE FISHER, PAPILLON-LA VISTA

2018 - KATHY DANEK, LINCOLN

2017 - BONNIE HINKLE, GRAND ISLAND

2016 - TERRI HAYNES, CHADRON

2015 - LINDA RICHARDS, RALSTON

2014 - BRAD KRIVOHLAVEK, NORFOLK

2013 - PATTY BENTZINGER, NORRIS

2012 - KATHY BARTEK, FALLS CITY

2011- JULIE AGARD, KEARNEY

2010 - KIM FASSE, ELKHORN

2009 - RON PEARSON, ESU #3

2008 - SANDRA JENSEN, OMAHA

2007 - JOHN HANSEN, BELLEVUE

2006 - FRED TAFOYA, PAPILLON-LA VISTA

2005 - WAYNE ERICKSON, WISNER-PILGER

2004 - ANN MACTIER, OMAHA



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

THURSDAY BREAKOUT SESSIONS



C - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 2:15 TO 3:15 PM



C1 STUDENT VOICES

Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.



C2 ALTERNATIVE PROJECT FINANCING - FEMA GYM/STORM SHELTER

Central City Public Schools is currently building a gymnasium/Storm Shelter with \$4 million in Federal FEMA funds. Their story will be presented in this session.

PRESENTERS: Jeff Jensen - Central City Public Schools, Genesis Contracting, CMBA Architects



C3 THE ABC'S OF GENDER IDENTITY, SEXUAL ORIENTATION, & WHAT IT MEANS FOR YOUR SCHOOL

Let's have an honest, level-headed, and practical conversation about this topic. What's changed in the law, and what hasn't? What does that mean for school policies, facilities, and activities?

PRESENTERS: Bobby Truhe & Jordan Johnson - KSB School Law



C4 ACCOUNTABILITY IS NOT JUST FOR SUPERINTENDENTS, ARE YOU ASSESSING THE ACCOUNTABILITY OF THE BOARD?

The most important role of a school board is hiring and evaluating the superintendent. Equally important is the board self-assessment to ensure the leadership team is striving to develop and maintain a healthy and positive working relationship. This session will equip you with quality evaluation and board self-assessment tools, tips for administering the superintendent evaluation and board self-assessment, and you will hear from a board that has adopted protocols to support an effective process.

PRESENTERS: Marcia Herring & Katie Coble - NASB, Kathy Wolfe - Palmer Public Schools



C5 HANDLING PUBLIC COMMENT CONUNDRUMS

Public comment can be a valuable tool for gathering community input and gauging community sentiment if not misused. In this session attorneys will examine reasonable rules and regulations that boards might consider establishing through a series of real-world current examples of public comment conundrums board members are dealing with.

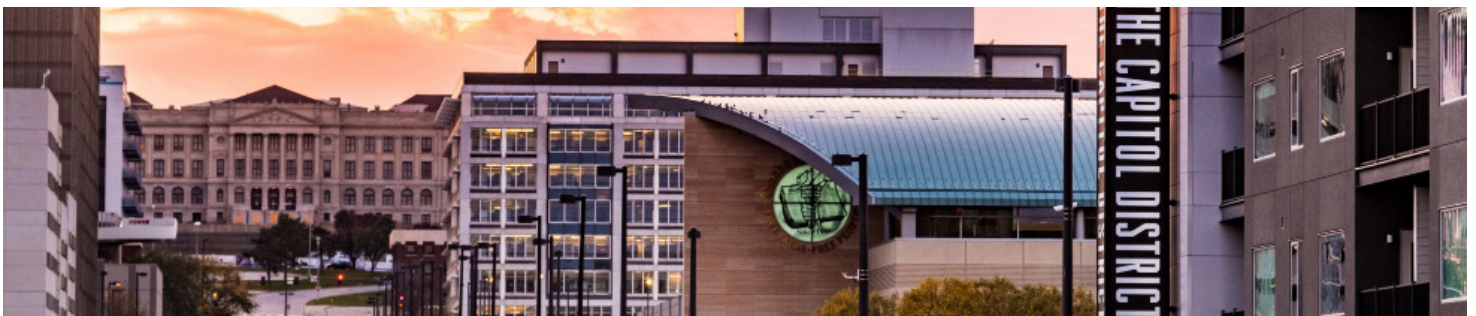
PRESENTER: Jim Gessford & Justin Knight - Perry Law Firm



C6 IMPACTFUL ENGAGEMENT: BRINGING THE BOE, DISTRICT, & COMMUNITY TOGETHER TO CREATE MEANINGFUL CHANGE.

Meaningful engagement from all stakeholders is highly desired but rarely achieved. The Crete Public Schools Board of Education, in partnership with their superintendent and community, has implemented a systematic process to engage all stakeholders in the change process. In this session, you will learn from the board secretary and superintendent how they have successfully gained and utilized the time, talents, and treasures of the community, staff, and students to design student-centered initiatives, including early childhood education and grading and reporting practices with buy-in from all stakeholders.

PRESENTERS: Josh McDowell & Julie Kozisek - Crete Public Schools



TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



C7 THE NEBRASKA WAY...STORIES FROM EVERY CORNER OF THE STATE

Why do Nebraska schools rank high nationally? Why are Nebraska students sought after by employers everywhere? In this session we discuss the "Nebraska Way" while sharing incredible stories from our schools from all across Nebraska. Nebraska Council of School Administrators (NCSA) Ambassador Program advocates for public education and promotes all the great things happening in schools every day. In the past six years, we have gathered hundreds of stories that can be found on <https://www.nebraska-advantage.org/>. These stories are examples of the student first, Nebraska way.

PRESENTERS: Cinde Wendell, Keith Rohwer, Tyler Dahlgren & Kyle McGowan - NCSA



C8 INTENTIONAL CULTURE & CLIMATE THE OG WAY! OGALLALA PUBLIC SCHOOL'S UNIQUE APPROACH TO CREATING A CULTURE OF CONFIDENCE!

This session is all about the unique approach Ogallala Public Schools uses to create a true Culture of Confidence in their staff, students and community. Culture happens no matter if you want it to or not, so who is driving your culture? At Ogallala Public Schools, a new language was created that had everyone in on the "culture game". This session promises to make you think and reflect on your own district's culture and the direction you could head if it is not where you want it to be yet!

PRESENTER: Gene Russel - Ogallala Public Schools



C9 ESU BOARD MEMBER UPDATE

Attend this session to hear representatives of the ESUCC, NDE, and NASB review events of the past year and provide a preview to upcoming educational changes and programs of interest to ESUs across the state.



MODERATOR: Jim Luebbe - NASB

D

D - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 3:30 TO 4:30 PM



D1 FROM CRADLE TO CAREER

A small school's impact on developing the entire student from "Cradle to Career". Cedar Bluffs School removes barriers and creates opportunities for all students PK-12. Cradle to Career starts with an onsite daycare, free preschool and ends with free college classes and career opportunities. It offers free youth sports programs, free after school programs, community events and free transportation during the evening; giving students the opportunity to participate in extracurricular activities. Cedar Bluffs Public School was a Magna Award Winner for removing barriers, recognized in the Spring of 2022.

PRESENTERS: Harlan Ptomey, Kate Chrisman, Ben Hansen & Tina Headid - Cedar Bluffs Public Schools



D2 EHA HEALTH AND DENTAL PLAN UPDATES

Come learn more about the EHA Health and Dental plan. This will also be a time to ask questions and share ideas on what you would like to see from the plan.

PRESENTERS: Courtney Ray, Brett Young & Greg Long - EHA



D3 DUELING PIANOS, SCHOOL LAW STYLE

You've got the requests; they've got the keys. Jim and Karen will have some pre-planned topics to cover, and then they'll open it up for requests! From personnel issues to the First Amendment, anything goes. Bring your questions and requests, and Karen and Jim will keep it 100 (or at least PG-13).

PRESENTERS: Karen Haase - KSB School Law, Jim Gessford - Perry Law Firm

THURSDAY BREAKOUT SESSIONS



D4 THE POTENTIAL OF AFTERSCHOOL PROGRAMS

Discover how Cardinal Community Learning Centers (CCLC), the K-12 afterschool program for Crete Public Schools, excels in unlocking untapped potential of students and staff. We will discuss the following topics: student motivation, staff recruitment, community networks, brand recognition, public relations, stakeholder feedback, mechanisms for support and accountability, and nurturing the hidden talents of students and staff.

PRESENTER: Joel Bramhall - Crete Public Schools



D5 STUDENTS TODAY - RECENT STUDENT ISSUES FOR SCHOOLS

You will learn about expanded rights for transgender students, students' right to books in their libraries, First Amendment issues, and Furries! In this session we will guide you through these issues and more.

PRESENTERS: Greg Perry & Haleigh Carlson - Perry Law Firm



D6 WALL-TO-WALL CAREER ACADEMIES FROM THE PERSPECTIVE OF A NATIONAL MODEL HIGH SCHOOL

Plattsmouth High School Wall-to-Wall Career Academies began in 2016 after many years of visioning and planning by PHS students, staff, and stakeholders. Our academies are led by student academy core leaders (ACL), the business advisory committee with many community members, and our district and PHS staff. Come and learn about our journey to being a National Model High School and how wall-to-wall career academies differ from pocket academies. We are confident that you will take away many ideas for discussion about how career academies might benefit the students in your school district.

PRESENTER: Richard Hasty - Plattsmouth Community Schools



D7 "SO YOU WANTED TO FIND A SUPERINTENDENT?" WHY MORE PEOPLE DON'T WANT TO BE SCHOOL DISTRICT SUPERINTENDENTS AND WHAT CAN WE DO ABOUT IT.



The school district superintendent remains one of the most fundamentally important and influential leadership roles in Nebraska schools and communities. In recent years, the myriad stress-inducing demands of the vocation and a polarizing environment where everything seems to be controversy-laden have deterred many from pursuing the superintendency. This session will focus on small, actionable steps board members and superintendents can take to live better and lead more effectively, with tips on: handling conflict, managing the unavoidable priorities, maintaining focus trust (our most valuable commodity), and unplug by rethinking our relationship with technology & social media.

PRESENTERS: John Skretta - ESU 6, Joel Ruybalid - Blue Hill Community Schools



TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

FRIDAY BREAKOUT SESSIONS



CLASSROOM SHOWCASE
FRIDAY, NOVEMBER 18 - 7:30 TO 11:30 AM



NASB DELEGATE ASSEMBLY
FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM



NASA MEMBERSHIP MEETING
FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM



E - BREAKOUT SESSIONS
FRIDAY, NOVEMBER 18 - 9:15 TO 10:15 AM



E1 THE PERFECT PAIR: MAINTAINING STRONG RELATIONSHIPS BETWEEN YOUR SCHOOL FOUNDATION AND DISTRICT

There is power in a strong district and foundation relationship. The key to that strength is establishing the relationship with the superintendent. Consistency in foundation relationships is key to keeping your foundation strong. This session will explore ways to codify practices, define responsibilities, and set long-term expectations for the foundation and district relationships.

PRESENTER: Jennifer Sibal - Nebraska Association of Public School Foundations

WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

FRIDAY BREAKOUT SESSIONS



E2 CYBERSECURITY: TOP TIPS FOR BOARD MEMBERS & SCHOOL DISTRICTS



What you don't know can hurt you! Come to this session and learn basic, critical steps to protect yourself and your institutions from the dangers posed by phishers, hackers, and website attackers! The recent exponential leap in cyberattacks and ransomware attempts on schools combined with drastically increased expectations from insurers for education entities to even qualify for coverage has brought this issue to the forefront. Learn from a technology expert, who speaks in plain English, why it's critical to implement things like dual factor authentication, deploy offsite backups, and train ALL employees to be vigilant.

PRESENTERS: Jamen Hall & John Skretta - ESU 6



E3 HOT TOPICS IN SCHOOL LAW

Here we go again, on our own! Come back to this annual staple for the hottest topics and trickiest issues in school law.

PRESENTERS: Bobby Truhe & Steve Williams - KSB School Law



E4 USING EXPANDED LEARNING OPPORTUNITIES TO RE-ENGAGE YOUTH AND ACCELERATE LEARNING

Participants will learn about the impact high quality afterschool and summer learning programs have on youth participants. We will also share a new multi-year collaboration between Beyond School Bells and the Nebraska Department of Education to utilize ESSER III funding to initiate new and expand existing afterschool and summer programs that can serve as models for other districts across the state.

PRESENTER: Jeff Cole - Beyond School Bells



E5 OPEN MEETINGS AND PUBLIC RECORDS: WHAT THE ATTORNEY GENERAL HAS SAID

We will discuss some of the open meetings and public records complaints filed and how the Attorney General's office has addressed the issues and the complaints.

PRESENTERS: Derek Aldridge & Greg Perry - Perry Law Firm



E6 STEM COMMUNITY CONNECTIONS - ENSURE QUALITY AND ACCESS TO STEM EDUCATION IN BUILDING A VIBRANT COMMUNITY

We will highlight a unique model developed in partnership with the Omaha STEM Ecosystem and AIM Institute, and sponsored by Cox Business, to ensure equity and access in education for all students no matter their personal life experiences. It will also highlight how business/industry, education, non-profits, science centers and museums can be creative in developing a tool that facilitates career exploration and creating accessible STEM opportunities for all. The STEM Community Platform (SCP) will help ensure a talented, thriving and equitable workforce for generations to come. This very interactive session encourages questions and potential partnerships.

PRESENTERS: Mike Flesch, Neal Grandgenett, Julie Minton, Elizabeth Mulkerrin, Julie Sigmon & Tony Veland - Omaha STEM Ecosystem



E7 APPROACHING COMPLIANCE WITH AN OPEN MIND: RULE 10 TREND DATA

The Accreditation Section at the NDE is responsible for monitoring compliance with Rule 10: Regulations and Procedures for the Accreditation of Schools. Participants will understand Annual Assurance Statement reporting and how Accreditation collaborates with school administrators to correct unmet regulations. Time will also be spent discussing trend data from the past three years and specific regulations that allow for flexibility.

PRESENTERS: Micki Charf & Brad Dirksen - Nebraska Department of Education



E8 ESU BUILDING RELATIONSHIPS WITH MEMBER DISTRICT SCHOOL BOARDS



Designed specifically for ESU Board members, we will describe one Service Unit's efforts to build relationships with its member districts school board members. Topics will include visits to school board meetings, regional board member workshops and networking, and board StrengthFinder development work sessions.

PRESENTER: Drew Harris - ESU 9

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

FRIDAY BREAKOUT SESSIONS

F

F - BREAKOUT SESSIONS FRIDAY, NOVEMBER 18 - 10:30 TO 11:30 AM



F1 A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION

Share your thoughts on statewide education policy with members of the State Board of Education. State Board members are particularly interested in what is currently affecting local school boards and districts, and the solutions you have to offer for these issues. Topics may include school accountability, accreditation, and approval; educator certification; and statewide assessment, among others. Attending this session is a great opportunity for you to have your voice heard among members of the State Board of Education.

PRESENTERS: Ryan Foor, Patsy Koch Johns & Robin Stevens - Nebraska Department of Education



F2 USING THE INTERLOCAL AGREEMENT ACT FOR BUILDING INFRASTRUCTURE

This session will focus on using the Interlocal Agreement Act to create a separate agency to help in a school's infrastructure/construction needs.

PRESENTERS: Jason Alexander - Beatrice Public Schools, Brandon Lavaley - Wahoo Public Schools, Brenda McNiff - ESU 5



F3 PAIN IN THE APP, V. 8.0

Whether it's your first conference or you've attended the prior 7 renditions of this presentation, Karen Haase and Sara Hento will cover everything board members and administrators need to know about technology, social media, and how those things impact schools.

PRESENTERS: Karen Haase & Sara Hento - KSB School Law



F4 LEADING FOR EQUITY: PRIORITIZING AN EQUITABLE LEARNING ENVIRONMENT FOR STUDENTS

School boards identify priorities for supporting student success through their strategic plan. This session shares the collaboration between Ralston Public Schools and Educational Service Unit #3 and their journey to ensure an equitable learning environment for students. This includes the year-one steps taken to establish common language and understanding, create an effective Equity Dashboard, engage stakeholders in data to begin deepening conversations and change initiatives, and identify next steps in this collaborative process. This session highlights the importance of collectively slowing down, understanding the district's unique context and needs, and clarifying purpose and direction.

PRESENTERS: Scott Blum & Cecilia Wilkin - ESU 3



F5 NEGOTIATIONS FOR BOARD MEMBERS

We will discuss both the basics of negotiations and recent trends in negotiations across the State.

PRESENTER: Justin Knight & Josh Schauer - Perry Law Firm



F6 THE SCIENCE OF HOPE

In this interactive session, participants will learn to define "hope" and identify specific ways that schools can teach, nurture, and measure hope benefitting both students and school staff. Research shows that students with high levels of hope demonstrate significantly higher levels of achievement compared to peers with lower hope. They also have higher rates of admission to, as well as retention in college. Additionally, research clearly shows that hope has the power to mitigate the negative impacts of toxic stress. Session attendees will learn that hope is not a wish or a feeling, but indeed a proven teachable science.

PRESENTERS: Kraig Lofquist & Scott Butler - Educational Service Unit Coordinating Council



FRIDAY BREAKOUT SESSIONS



F7 ACCOUNTABILITY THROUGH PURPOSEFUL AND POSITIVE STAKEHOLDER ENGAGEMENT

The research is clear. Community and parent engagement fosters goodwill, brings in new partners and resources, and will positively impact support of students, expanded learning opportunities, and facility upkeep and expansion. Staff engagement builds rapport and improves student attendance and graduation rates. But how do you know what your staff, students, parents, and community are thinking, what they expect of the school district, and what they support? This session will address the importance of engaging stakeholders, what questions to ask, and how best to engage. You will also hear from a school district that recently engaged stakeholders in the discussion of long-term goals for the school district.

PRESENTERS: Marcia Herring, Kari Stephens & Caden Frank - NASB, Mark Lenihan & Jodi Pulfer - Wayne Community Schools

SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON FRIDAY, NOVEMBER 18 - 11:45 AM TO 1:15 PM PREVIOUS WINNERS INCLUDE:

2023 - MARK LENIHAN, WAYNE	2011 - MIKE CUNNING, HERSHEY	1999 - KENNETH ANDERSON, HASTINGS
2022 - TERRY HAACK, BENNINGTON	2010 - KEITH LUTZ, MILLARD	1998 - KEN BIRD, WESTSIDE
2021 - JIM SUTFIN, MILLARD	2009 - STEVE RECTOR, SOUTH SIOUX CITY	1997 - RICK BLACK, CONESTOGA
2020 - MARK ADLER, RALSTON	2008 - LARRY RAMAEKERS, AURORA	1996 - GARY HAMMACK, KEARNEY
2019 - MIKE TEAHON, GOTHENBURG	2007 - ROGER BREED, ELKHORN	1995 - MARTIN PETERSEN, ALLIANCE
2018 - JOHN SKRETTA, NORRIS	2006 - RICHARD EISENHAUER, LEXINGTON	1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
2017 - CAROLINE WINCHESTER, CHADRON	2005 - ROY BAKER, NORRIS	1993 - FRED BELLUM, COLUMBUS
2016 - JAY BELLAR, BATTLE CREEK	2004 - DAN ERNST, WAVERLY	1992 - GLENN LARSEN, ADAMS CENTRAL
2015 - BRIAN MAHER, KEARNEY	2003 - RANDY NELSON, NORFOLK	1991 - NORBERT SCHUERMAN, OMAHA
2014 - STEVE BAKER, ELKHORN	2002 - PHILIP SCHOO, LINCOLN	1990 - DOUG CHRISTENSEN, NORTH PLATTE
2013 - KEVIN RILEY, GRETNA	2001 - KEITH ROHWER, NEBRASKA CITY	1989 - DONALD STROH, MILLARD
2012 - BILL MOWINKEL, GRAND ISLAND NW	2000 - STEVE, JOEL, BEATRICE	

REGISTERING FOR THE CONFERENCE

REGISTRATION FOR THE 2022 STATE EDUCATION CONFERENCE WILL OPEN TUESDAY, SEPTEMBER 13, 2022

To register, go to the NASB website at www.NASBonline.org and log in using your email and password, and click the State Education Conference link.

AS YOU REGISTER, BE SURE TO MAKE PLANS TO ATTEND THE EXHIBITOR RECEPTION
FROM 4:00 TO 5:30 PM ON WEDNESDAY, NOVEMBER 16.

IF YOU HAVE SPECIAL DIETARY NEEDS DUE TO A MEDICAL CONDITION,
CONTACT ABI CARLSON AT 800-422-4572 TO ARRANGE ALTERNATIVE MENUS.

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG



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RETURN SERVICE REQUESTED

2022 STATE EDUCATION CONFERENCE
NOVEMBER 16-18
CHI HEALTH CENTER - DOWNTOWN OMAHA

A photograph of five young boys in blue baseball uniforms sitting on a metal bench, looking out over a baseball field through a chain-link fence. The scene is captured from behind them, emphasizing their shared experience.

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THE NEBRASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

