

Board of Education Regular Meeting
Monday, October 10, 2016 8:00 PM

Board Room
1301 Centennial Avenue
Utica, NE 68456-0187

Agenda

1. MEETING CALL TO ORDER
 1. Reading of Public Meeting Notice
 1. Open Meetings Act
 2. Roll Call
 3. Consent Agenda
 1. Additions/Deletions and Agenda Approval
 2. Consider Minutes of Previous Meeting(s) and Their Approval
 3. Consider Current Bills and Their Approval
 4. Consider Activity Accounts and Treasurer's Report
 4. Introduction of Guests; Invite Comments
2. OLD BUSINESS
3. NEW BUSINESS
 1. REPORT ON STUDENT DATA
 2. REVIEW DISTRICT ENROLLMENT NUMBERS
 3. NATIONAL SCHOOL BOARDS ASSOCIATION CONFERENCE
 4. APPOINT NASB DELEGATE ASSEMBLY REPRESENTATIVE
 5. FIRST READING OF THE 1000 AND 2000 POLICY SECTIONS
 6. CONSIDER COURSE APPROVAL FOR HORIZONTAL MOVEMENT
 7. CONSIDER OUT OF STATE CONFERENCE APPLICATIONS
 8. 50TH ANNIVERSARY PLANNING COMMITTEE
 9. STUDENT AND STAFF RECOGNITION
 10. BOARD MEMBER REPORTS
 11. ADMINISTRATOR'S REPORTS
4. ADJOURN

CENTENNIAL PUBLIC SCHOOL

1301 Centennial Avenue
P.O. Box 187
Utica, NE 68456-0187
402-534-2321
FAX 402-534-2291

Tim DeWaard
Superintendent
402-534-2291

Colin Bargaen
Secondary Principal

Dean Davis
Activities Director

Marni Parrack
Elementary Principal

Bob Fish
Counselor

John McClarnen
Special Services

CENTENNIAL BOARD OF EDUCATION REGULAR MEETING September 12, 2016

Notice of meeting was published in York News Times on August 30, 2016.

Meeting was called to order at 8:15p.m. with five board members present. Tonniges arrived at 8:42 p.m. Administrators present were Mr. DeWaard, Mrs. Parrack, Mr. Bargaen and Mr. McClarnen. Guest was Preston Stuhr.

In lieu of dissent, the consent agenda was accepted as presented.

Motion made by Paxson seconded by Heine, to adopt the 2016-2017 Centennial Public School Budget: the General Fund in the amount of \$8,140,000.00 requiring property taxes, including the County Treasurer's collection fee, of \$6,013,569.29; the Bond Fund Budget in the amount of \$1,105,000.00 requiring property taxes, including the County Treasurer's collection fee, of \$858,500.00; the Special Building Fund Budget in the amount of \$1,056,173.00 requiring property taxes, including County Treasurer's collection fee, of \$505,000.00; the Depreciation Fund Budget in the amount of \$159,931.00; the Employee Benefit Fund in the amount of \$64,831.00; the School Lunch Fund in the amount of \$342,741.00; the Activity Fund Budget in the amount of \$546,800.00; the Qualified Capital Purpose Undertaking Fund in the amount of \$281,056.00 requiring property taxes, including the County Treasurer's collection fee, of \$227,250.00. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, absent. Motion carried 5-0.

Motion made by Avery, seconded by Richters, to approve the 2016-2017 tax request resolution as presented. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, absent. Motion carried 5-0.

Mr. Bargaen shared with the board the ACT results.

Mr. DeWaard shared information on the Baylor Test Prep.

Mr. DeWaard reviewed the current enrollment.

Motion made by Richters, seconded by Avery, to approve allowing Mr. Sams to attend an out of state conference. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0

Mr. DeWaard encouraged board members to attend the Annual Conference for the National School Boards Association to be held in Denver on March 25 to 27, 2017.

Heard Board member reports.

Discussion held on 50th Anniversary planning committee

Mr. DeWaard shared student and staff recognition.

Heard Administrator's reports.

Meeting adjourned at 9:22 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

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CENTENNIAL BOARD OF EDUCATION Budget Hearing September 12, 2016

Notice of special meeting was published in the York News Times on September 3, 2016.

Meeting was called to order at 8:01 p.m. with five board members present. Tonniges was absent. Administrators present were Mr. DeWaard, Mr. Bargaen, Mrs. Parrack and Mr. McClarnen. Guest was Preston Stuhr.

Acknowledged the purpose of the meeting was to hear support, opposition, criticism, suggestions or observations of taxpayer relating to the proposed 2016-2017 budget and to consider amendments relative thereto.

Meeting adjourned at 8:07 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

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CENTENNIAL BOARD OF EDUCATION Tax Request Hearing September 12, 2016

Notice of special meeting was published in the York News Times on September 3, 2016.

Meeting was called to order at 8:10 p.m. with five board members present. Tonniges was absent. Administrators present were Mr. DeWaard, Mr. Bargaen, Mrs. Parrack and Mr. McClarnen. Guest was Preston Stuhr.

Acknowledged the purpose of the meeting was to hear support, opposition, criticism, suggestions or observations of taxpayer relating to the final tax request.

Meeting adjourned at 8:13 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

Board Report for Newspaper

OCTOBER 2016

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
ALLIED 100	SUPPLIES	181.80
AMAZON.COM	TEXTBOOKS	578.99
ARAMARK	SUPPLIES	469.82
AUTO VALUE PARTS STORES	PARTS/SUPPLIES	53.56
BABY SIGNS, INC.	SUPPLIES	44.91
BAKER & TAYLOR	LIBRARY BOOKS	2,320.09
BARTH, BARBARA	TeamMates	151.42
BEAVER HARDWARE	PARTS	207.64
BLICK ART MATERIALS	SUPPLIES	183.56
BROWN & SAENGER	SUPPLIES	763.19
CAPITOL ONE COMMERCIAL	SUPPLIES	662.10
CENTENNIAL ACTIVITY FUND	DISTRICT REIMBURSEMENT	5,209.89
CENTENNIAL LUNCH	TRANSFER	316.75
CENTRAL NEBRASKA REHABILITATION SERVICES	PHYSICAL THERAPY	6,263.10
CENTRAL VALLEY AG	FUEL	5,132.37
CGSMUSIC	GENERAL REPAIR	1,595.00
COMMITTEE FOR CHILDREN	SUPPLIES	419.00
CULLIGAN OF CRETE	SUPPLIES	164.00
DAS STATE ACCOUNTING	TELEPHONE	238.96
DEWAARD, JAN	SERVICES	4,618.71
DICKEY, SUSAN	REIMBURSEMENT	12.92
DIETZE MUSIC HOUSE	SHEET MUSIC/EQUIP	176.00
EASY TIME CLOCK, INC	FEES	39.75
EDUCATIONAL SERVICE UNIT #5	SERVICES	15.00
ESU #6	CONTRACTED SERVICES/SUPPLIES	20.00
FASTENAL COMPANY	SUPPLIES	974.47
FEHLHAFFER'S INC	PARTS/MAINTENANCE	12.34
FILTER CARE OF NEBRASKA	SUPPLIES	39.85
GOPHER	EQUIP	3,514.47
HAFER, SHERYL	REIMBURSEMENT	30.03
HARLEY, ANNE	REIMBURSEMENT	145.00
HENRY, SHANNON	CONTRACTED SERVICES	8,663.24
KONICA MINOLTA BUSINESS SOLUTIONS	EQUIP MAIN	1,709.39
KSB SCHOOL LAW	LEGAL SERVICE	846.66
LIFE TRACK SERVICES	STAFF DEV	580.50
MATHESON TRI-GAS INC	SUPPLIES	259.42
MCBRIDE, MEGAN	REIMBURSEMENT	78.01
MCCLARNEN, JOHN	REIMBURSEMENT	93.56
MCCORMICK'S HEATING & AIR CONDITIONING	MAINTENCE	986.55
MEAD LUMBER - YORK	SUPPLIES	2,652.80
MEININGER FIRE PROTECTION, INC	REPAIRS	450.00
NABER'S LOCKSMITH SERV	REPAIRS/SUPPLIES	91.16
NANTIKES, JENNIFER	CONTRACTED SERVICES	722.13
NATIONAL SCIENCE TEACHERS ASSOC	REGISTRATION	118.00

Board Report for Newspaper
OCTOBER 2016

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
NE COUNCIL OF SCHOOL ADMIN	FEES	215.00	
NEBRASKA CENTRAL EQUIPMENT, INC	SUPPLIES	1,393.70	
NEBRASKA LABOR LAW POSTER SERVICE	SUPPLIES	89.50	
NECO	EQUIP MAIN	146.70	
NIMCO, INC	SUPPLIES	770.82	
PAC N SAVE	FOOD/SUPPLIES	8.91	
PAYFLEX	FEES	818.80	
PERMA-BOUND	SUPPLIES/LIBRARY BOOKS	25.87	
PIEPER PLUMBING & WELL DRILLIN	PLUMBING	4,722.37	
PIONEER PUB CO	SUPPLIES	308.50	
POSITIVE PROMOTIONS	SUPPLIES	68.95	
POTTER REPAIR	REPAIRS	3,431.27	
PRECISION DIESEL, INC	PARTS	1,104.85	
PRESTO-X CO	EXT FEE	101.44	
RECYCLING ENTERPRISES OF NE, INC	RECYCLING	40.00	
REDFIELD, CINDY	REIMBURSEMENT	7.50	
RICHTERS JR, ROY	REIMBURSEMENT	65.00	
RICHTERS, NANCY	REIMBURSEMENT	7.50	
SCHOOL SPECIALTY, INC	SUPPLIES	3,787.53	
SEWARD COUNTY PPD	ELECTRICITY	13,116.42	
SLACK AUTO SUPPLY	PARTS	8.18	
SLADKY, ASHLEE	REIMBURSEMENT	195.16	
SOLIZ, DANAE	REIMBURSEMENT	13.65	
SOURCEGAS	FUEL	1,375.09	
STARFALL EDUCATION FOUNDATION	MEMBERSHIP	70.00	
SUDRLA, PATTY	CONTRACTED SERVICES	3,388.00	
TAESE/USU	STAFF DEV	270.00	
TEACHER DIRECT	SUPPLIES	231.97	
TESAR, DANIEL	REIMBURSEMENT	18.25	
TRUCK CENTER COMPANIES	PARTS	2,492.08	
UTICA PARTS & SERVICE	REPAIRS	65.57	
UTTER, NOAH	SERVICES	42.48	
VERIZON WIRELESS	CELL PHONE	492.07	
VILLAGE OF UTICA	WATER/SEWER	1,376.25	
WALMART COMMUNITY/RFCSLLC	SUPPLIES	58.67	
WILLIAM V. MACGILL & CO	SUPPLIES	202.81	
WINDSTREAM	TELEPHONE	118.17	
WONDER WORKSHOP, INC	SOFTWARE	960.00	
YORK NEWS TIMES	ADV/PRINTING	1,070.57	
	Fund Total:		94,485.71
	Checking Account Total:		94,485.71

BUILDING FUND

Independent Roofing Co.	\$150,000.00
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CENTENNIAL ELEMENTARY ACTIVITY ACCOUNT

Sep-16

ACCOUNT	Aug-16 BALANCE	RECEIPTS	DISBURSEMENTS	Sep-16 BALANCE
BOOKS	\$194.60	\$489.00	\$474.00	\$209.60
BOXTOPS	\$3,544.07			\$3,544.07
PICTURES	\$1,461.67			\$1,461.67
GENERAL	\$4,846.71	\$719.76		\$5,566.47
BACKPACK	\$15,912.74	\$100.00		\$16,012.74
READING CLASSIC				
TOTAL	\$25,959.79	\$1,308.76	\$474.00	\$26,794.55

Elementary Activity Bank Balance: \$26,857.03

Outstanding Checks: \$62.48

Balance: \$26,794.55

Elementary Activity Savings Account \$2,960.20

Interest on Activity Savings Account \$1.48

Other

Total in Savings: \$2,961.68

September 30, 2016

	Sept. 1 Balance	Received	Expenditures	Oct. 1 Balance
ART	\$4.09			\$4.09
ATHLETICS	-\$18,854.94	\$35,213.50	\$3,666.69	\$12,691.87
BAND TRIP	\$7,360.68			\$7,360.68
BOOSTER CLUB	\$11,000.00	\$3,000.00	\$14,000.00	\$0.00
BOYS BASKETBALL	\$19.84	\$71.00		\$90.84
BRONCO STORE	\$1,878.83			\$1,878.83
C CLUB	\$419.02			\$419.02
CLASS '14	\$1,115.46			\$1,115.46
CLASS '17	\$1,140.06		\$84.52	\$1,055.54
CLASS '18	\$3,513.29			\$3,513.29
CLASS '19	\$0.00			\$0.00
CONC. MAN.	\$188.08	\$439.57		\$627.65
CONCESSIONS	\$34,489.60	\$6,942.37	\$6,267.78	\$35,144.19
CROSS COUNTRY	\$450.30	\$20.00	\$329.77	\$140.53
DANCE TEAM	\$1,776.24			\$1,776.24
DIST. EVENTS	\$6,168.69			\$6,168.69
DRAMA	\$7,720.49			\$7,720.49
FBLA	\$1,001.24	\$157.00	\$356.64	\$801.60
FCA	-\$39.95			-\$39.95
FCCLA	\$2,797.73	\$623.13	\$268.00	\$3,152.86
DISTRICT 2 FCCLA	\$113.89		\$118.00	-\$4.11
FFA	\$10,901.15	\$4,403.09	\$8,081.04	\$7,223.20
FOOTBALL	\$4,969.84		\$3,511.32	\$1,458.52
GENERAL	\$59,024.71	\$72,443.23	\$55,990.62	\$75,477.32
GIRLS BASKETBALL	\$419.48			\$419.48
GOLF	\$10.22			\$10.22
INSTR.	-\$1,792.46	\$625.95	\$947.94	-\$2,114.45
JH GIRLS B-BALL	\$1,819.70			\$1,819.70
JH YEARBOOK	-\$52.77			-\$52.77
LIBRARY	\$761.58		\$33.43	\$728.15
MAT GIRL	\$1,700.43			\$1,700.43
NHS	\$40.10			\$40.10
ONE ACT	-\$25.54			-\$25.54
SCIENCE	\$390.81			\$390.81
SHOP/TECH	\$1,925.68			\$1,925.68
SHOW CHOIR	-\$598.67	\$450.56	\$96.00	-\$244.11
SOFTBALL	\$5,679.24		\$3,259.40	\$2,419.84
SPANISH CLUB	\$0.00			\$0.00
SPEECH	-\$458.14			-\$458.14
ST. COUN.	-\$503.24	\$1,761.85	\$1,158.18	\$100.43
STUDENT FEES	\$0.00			\$0.00
TRACK	\$250.50			\$250.50
VOCAL	-\$2,496.01	\$0.00	\$1,747.00	-\$4,243.01
VOLLEYBALL	\$13,534.24	\$248.00	\$8,207.65	\$5,574.59
WRESTLING	\$1,394.93			\$1,394.93
WT. ROOM	\$3,392.66	\$200.00		\$3,592.66
YEARBOOK	-\$21,707.11	\$1,462.00	\$282.60	-\$20,527.71
TOTAL	\$140,823.97	\$128,061.25	\$108,406.58	\$160,478.64
CENTENNIAL BANK BALANCE				\$186,327.46
OUTSTANDING CHECKS				\$25,848.82
OUTSTANDING DEPOSITS				
TOTAL				\$160,478.64

Year To Date

	Sept. 1, 2016 Balance	Received	Expenditures	YTD Balance
ART	\$4.09	\$0.00	\$0.00	\$4.09
ATHLETICS	-\$18,854.94	\$35,213.50	\$3,666.69	\$12,691.87
BAND TRIP	\$7,360.68	\$0.00	\$0.00	\$7,360.68
BOOSTER CLUB	\$11,000.00	\$3,000.00	\$14,000.00	\$0.00
BOYS BASKETBALL	\$19.84	\$71.00	\$0.00	\$90.84
BRONCO STORE	\$1,878.83	\$0.00	\$0.00	\$1,878.83
C CLUB	\$419.02	\$0.00	\$0.00	\$419.02
CLASS '14	\$1,115.46	\$0.00	\$0.00	\$1,115.46
CLASS '17	\$1,140.06	\$0.00	\$84.52	\$1,055.54
CLASS '18	\$3,513.29	\$0.00	\$0.00	\$3,513.29
CLASS '19	\$0.00	\$0.00	\$0.00	\$0.00
CONC. MAN,	\$188.08	\$439.57	\$0.00	\$627.65
CONCESSIONS	\$34,469.60	\$6,942.37	\$6,267.78	\$35,144.19
CROSS COUNTRY	\$450.30	\$20.00	\$329.77	\$140.53
DANCE TEAM	\$1,776.24	\$0.00	\$0.00	\$1,776.24
DIST. EVENTS	\$6,168.69	\$0.00	\$0.00	\$6,168.69
DRAMA	\$7,720.49	\$0.00	\$0.00	\$7,720.49
FBLA	\$1,001.24	\$157.00	\$356.64	\$801.60
FCA	-\$39.95	\$0.00	\$0.00	-\$39.95
FCCLA	\$2,797.73	\$623.13	\$268.00	\$3,152.86
DISTRICT 2 FCCLA	\$113.89	\$0.00	\$118.00	-\$4.11
FFA	\$10,901.15	\$4,403.09	\$8,081.04	\$7,223.20
FOOTBALL	\$4,969.84	\$0.00	\$3,511.32	\$1,458.52
GENERAL	\$59,024.71	\$72,443.23	\$55,990.62	\$75,477.32
GIRLS BASKETBALL	\$419.48	\$0.00	\$0.00	\$419.48
GOLF	\$10.22	\$0.00	\$0.00	\$10.22
INSTR.	-\$1,792.46	\$625.95	\$947.94	-\$2,114.45
JH GIRLS B-BALL	\$1,819.70	\$0.00	\$0.00	\$1,819.70
JH YEARBOOK	-\$52.77	\$0.00	\$0.00	-\$52.77
LIBRARY	\$761.58	\$0.00	\$33.43	\$728.15
MAT GIRL	\$1,700.43	\$0.00	\$0.00	\$1,700.43
NHS	\$40.10	\$0.00	\$0.00	\$40.10
ONE ACT	-\$25.54	\$0.00	\$0.00	-\$25.54
SCIENCE	\$390.81	\$0.00	\$0.00	\$390.81
SHOP/TECH	\$1,925.68	\$0.00	\$0.00	\$1,925.68
SHOW CHOIR	-\$598.67	\$450.56	\$96.00	-\$244.11
SOFTBALL	\$5,679.24	\$0.00	\$3,259.40	\$2,419.84
SPANISH CLUB	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	-\$458.14	\$0.00	\$0.00	-\$458.14
ST. COUN.	-\$503.24	\$1,761.85	\$1,158.18	\$100.43
STUDENT FEES	\$0.00	\$0.00	\$0.00	\$0.00
TRACK	\$250.50	\$0.00	\$0.00	\$250.50
VOCAL	-\$2,496.01	\$0.00	\$1,747.00	-\$4,243.01
VOLLEYBALL	\$13,534.24	\$248.00	\$8,207.65	\$5,574.59
WRESTLING	\$1,394.93	\$0.00	\$0.00	\$1,394.93
WT. ROOM	\$3,392.66	\$200.00	\$0.00	\$3,592.66
YEARBOOK	-\$21,707.11	\$1,462.00	\$282.60	-\$20,527.71
	\$140,823.97	\$128,061.25	\$108,406.58	\$160,478.64
			Total	\$160,478.64

October 2016
September Bank Statement

CENTENNIAL PUBLIC SCHOOL INVESTMENTS

FUND	BANK	TYPE OF INVESTMENT	INT. RATE AMOUNT	INT.REC
Lunch Fund	First Bank of Utica	Checking 180000	\$11,867.02	
		Total	\$11,867.02	
Depreciation Fund	Farmers & Merchants	MMA 436 949	\$147,179.50	\$19.27
		Total	\$147,179.50	
Unemployment Ins.	Cornerstone Bank Cornerstone Bank	Certificate 66245 MMA 81190	\$53,836.29 \$10,796.82	\$1.24
		Total	\$64,633.11	
Building Fund	First Bank of Utica	Checking 18 064 6 Qualified Cap Bond 180554	\$560,433.74 \$54,476.47	\$196.54 \$6.62
		Total	\$614,910.21	
General Fund	Farmers & Merchants Farmers & Merchants Farmers & Merchants First Bank of Utica First Bank of Utica Cornerstone Bank Cornerstone Bank Cornerstone Bank York State, Gresham York State, Gresham York State, Gresham First Bank of Utica	MMA 436 436 CD 71455 24mo 19 mo 2-2016 MMA 18 065 3 General Acct CD16282 MMA 300079871 CD 16634 24mo 02/17/2017 CD 71241 16 mo 12/05/2017 MMA 1027291 CD 5204 CD 5215 PayFlex Acct	\$92,827.32 \$123,520.62 \$121,518.16 \$104,457.39 \$122,898.89 \$56,308.95 \$131,853.94 \$131,824.05 \$55,622.22 \$191,592.88 \$129,708.91 \$19,525.75	\$11.44 \$42.91 \$0.00 \$6.48 \$6.15 \$177.13
		Total	\$1,281,659.08	\$244.11
	First Bank of Utica	Checking 180505	\$876,753.19	\$153.77
		Total Invested All Accounts Combined	\$876,753.19	
		Total Invested	\$2,997,002.11	

Total amount invested at Farmers & Merchants	\$485,045.60
Total amount invested at First Bank of Utica	\$1,750,412.45
Total amount invested at Cornerstone Bank, Waco	\$384,620.05
Total amount invested at York State, Gresham	\$376,924.01
Total Invested	\$2,997,002.11

Assessment Results, Analysis & Action 2015-2016 Centennial Public School



Anne J. Harley, Ed.D
Instructional Coach/Assessment Coordinator

Centennial Demographics

- 398 students (K-12)
- 42% Free and Reduced
 - 49% elementary
 - 35% secondary
- Black students (4.5%)
- Hispanic students (2.7%)
- *17% of our population is identified as special education (14-15)
- *16% Mobility (14-15)
- *10% Highly Mobile (14-15)



NeSA-Reading Cohort & Program Trends - % Proficient

State	11/12	12/13	13/14	14/15	15/16
Gr 3	77	77	79	82	84
Gr 4	77	79	78	81	86
Gr 5	76	78	77	82	85
Gr 6	75	77	79	80	83
Gr 7	77	80	81	82	85
Gr 8	73	78	78	79	82
Gr 11	64	67	70	69	72
Avg	74	77	77	80	82

District	11/12	12/13	13/14	14/15	15/16
Gr 3	83	89	68	83	86
Gr 4	82	81	80	72	87
Gr 5	76	72	78	85	72
Gr 6	67	80	86	84	96
Gr 7	84	76	84	83	92
Gr 8	79	88	80	79	89
Gr 11	82	79	90	81	90
Avg	79	81	81	81	87

It's not all about NeSA...



MAP Grade 3 Reading



Grade Report

Grade 3

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	27
Mean RIT	199.3
Standard Deviation	12.3
District Grade Level Mean RIT	199.3
Students At or Above District Grade Level Mean RIT	18
Norm Grade Level Mean RIT	198.6
Students At or Above Norm Grade Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 5mp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014	2	7%	3	11%	9	33%	13	48%	0	0%	197-199-202	12.3	
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	2	7%	2	7%	11	41%	5	19%	7	26%	200-203-205	13.2	
Identify Characteristics, Features of Text	3	11%	7	26%	5	19%	5	19%	7	26%	197-200-203	14.3	
Build and Use Vocabulary	3	11%	6	22%	11	41%	6	22%	1	4%	194-196-198	12.2	
Infer, Draw Conclusions, Predict	3	11%	6	22%	8	30%	7	26%	3	11%	195-198-201	15.5	
Use Main Idea, Supporting Details	4	15%	4	15%	10	37%	2	7%	7	26%	197-200-203	16.3	

MAP Grade 4 Reading



Grade Report

Grade 4

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	29
Mean RIT	207
Standard Deviation	10.6
District Grade Level Mean RIT	207
Students At or Above District Grade Level Mean RIT	17
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	18

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014	2	7%	7	24%	9	31%	7	24%	4	14%	205-207-209	10.6
Goal Area												
Identify Bias, Purpose, Text Elements, Devices	4	14%	4	14%	13	45%	6	21%	2	7%	203-205-207	11.3
Identify Characteristics, Features of Text	2	7%	7	24%	8	28%	8	28%	4	14%	206-208-210	11.4
Build and Use Vocabulary	6	21%	2	7%	7	24%	9	31%	5	17%	205-207-210	13.7
Infer, Draw Conclusions, Predict	6	21%	6	21%	7	24%	5	17%	5	17%	204-207-210	14.6
Use Main Idea, Supporting Details	2	7%	6	21%	10	34%	8	28%	3	10%	205-207-209	10.6

MAP Grade 5 Reading



Grade Report

Grade 5

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	29
Mean RIT	207.2
Standard Deviation	14.7
District Grade Level Mean RIT	207.2
Students At or Above District Grade Level Mean RIT	16
Norm Grade Level Mean RIT	211.8
Students At or Above Norm Grade Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												204-207-210	14.7
MAP: Reading 2-5 NE 2014 / NE English Language Arts K-12: 2014	5	17%	11	38%	5	17%	6	21%	2	7%			
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	7	24%	5	17%	6	21%	8	28%	3	10%	206-209-212	15.5	
Identify Characteristics, Features of Text	8	28%	6	21%	6	21%	6	21%	3	10%	207-210-212	15.7	
Build and Use Vocabulary	10	34%	5	17%	7	24%	6	21%	1	3%	203-206-209	16.3	
Infer, Draw Conclusions, Predict	8	28%	7	24%	7	24%	3	10%	4	14%	203-207-210	17.6	
Use Main Idea, Supporting Details	7	24%	7	24%	9	31%	4	14%	2	7%	202-205-209	16.4	

MAP Grade 6 Reading



Grade Report

Grade 6

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	26
Mean RIT	221
Standard Deviation	9.5
District Grade Level Mean RIT	221
Students At or Above District Grade Level Mean RIT	14
Norm Grade Level Mean RIT	215.8
Students At or Above Norm Grade Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 5mp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												219-221-223	9.5
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	3	12%	1	4%	8	31%	4	15%	10	38%	219-222-224	12.8	
Identify Characteristics, Features of Text	0	0%	3	12%	6	23%	8	31%	9	35%	224-226-229	12.3	
Build and Use Vocabulary	3	12%	5	19%	7	27%	8	31%	3	12%	217-219-221	10.4	
Infer, Draw Conclusions, Predict	2	8%	5	19%	10	38%	5	19%	4	15%	217-219-221	10.8	
Use Main Idea, Supporting Details	3	12%	6	23%	4	15%	7	27%	6	23%	217-220-222	12.8	

MAP Grade 7 Reading



Grade Report

Grade 7

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	221.1
Standard Deviation	10.9
District Grade Level Mean RIT	221.1
Students At or Above District Grade Level Mean RIT	11
Norm Grade Level Mean RIT	218.2
Students At or Above Norm Grade Level Mean RIT	13

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												219-221-223	10.9
MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014	3	14%	2	9%	6	27%	5	23%	6	27%			
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	5	23%	6	27%	3	14%	6	27%	2	9%	215-218-220	12.9	
Identify Characteristics, Features of Text	2	9%	6	27%	3	14%	6	27%	5	23%	219-222-225	12.3	
Build and Use Vocabulary	3	14%	5	23%	2	9%	5	23%	7	32%	220-223-227	16.3	
Infer, Draw Conclusions, Predict	3	14%	5	23%	5	23%	3	14%	6	27%	219-222-225	13.9	
Use Main Idea, Supporting Details	4	18%	5	23%	4	18%	6	27%	3	14%	218-220-222	11.1	

MAP Grade 8 Reading



Grade Report

Grade 8

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	225.8
Standard Deviation	8.9
District Grade Level Mean RIT	225.8
Students At or Above District Grade Level Mean RIT	13
Norm Grade Level Mean RIT	220.1
Students At or Above Norm Grade Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014	1	5%	2	9%	6	27%	11	50%	2	9%	224-226-228	8.9
Goal Area												
Identify Bias, Purpose, Text Elements, Devices	1	5%	4	18%	4	18%	7	32%	6	27%	224-227-230	12.8
Identify Characteristics, Features of Text	1	5%	4	18%	5	23%	8	36%	4	18%	225-228-230	10
Build and Use Vocabulary	3	14%	4	18%	6	36%	5	23%	2	9%	220-222-225	10.6
Infer, Draw Conclusions, Predict	2	9%	4	18%	4	18%	6	36%	4	18%	223-226-228	10.8
Use Main Idea, Supporting Details	1	5%	6	27%	4	18%	5	23%	6	27%	223-226-229	12.7



Grade Report

MAP Grade 9 Reading

Grade 9

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	34
Mean RIT	224.7
Standard Deviation	12.7
District Grade Level Mean RIT	224.7
Students At or Above District Grade Level Mean RIT	20
Norm Grade Level Mean RIT	221.9
Students At or Above Norm Grade Level Mean RIT	23

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014	5	15%	2	6%	10	29%	10	29%	7	21%	222-225-227	12.7	
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	4	12%	8	24%	6	18%	11	32%	5	15%	222-225-227	13.5	
Identify Characteristics, Features of Text	4	12%	5	15%	7	21%	12	35%	6	18%	222-225-228	15	
Build and Use Vocabulary	5	15%	5	15%	7	21%	10	29%	7	21%	222-224-227	15.2	
Infer, Draw Conclusions, Predict	6	18%	4	12%	9	26%	8	24%	7	21%	222-225-228	16.1	
Use Main Idea, Supporting Details	6	18%	2	6%	11	32%	7	21%	8	24%	222-224-227	13.3	



Grade Report

MAP Grade 10 Reading

Grade 10

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	225
Standard Deviation	10.6
District Grade Level Mean RIT	225
Students At or Above District Grade Level Mean RIT	13
Norm Grade Level Mean RIT	221.2
Students At or Above Norm Grade Level Mean RIT	14

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												223-225-227	10.6
Goal Area													
Identify Bias, Purpose, Text Elements, Devices	4	18%	3	14%	3	14%	6	27%	6	27%	225-228-231	14	
Identify Characteristics, Features of Text	2	9%	2	9%	8	36%	6	27%	4	18%	223-226-229	15.1	
Build and Use Vocabulary	1	5%	6	27%	6	27%	7	32%	2	9%	222-225-227	11.1	
Infer, Draw Conclusions, Predict	1	5%	7	32%	8	36%	3	14%	3	14%	221-223-226	11.2	
Use Main Idea, Supporting Details	3	14%	5	23%	6	27%	6	27%	2	9%	220-222-225	12.2	

MAP Grade 11 Reading**

Winter 2016 (No Spring Test)



Grade Report

Grade 11

Term: Winter 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 19 (Winter 2016)
 Grouping: None
 Small Group Display: No

Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

Summary	
Total Students With Valid Growth Test Scores	39
Mean RIT	234.3
Standard Deviation	10
District Grade Level Mean RIT	234.3
Students At or Above District Grade Level Mean RIT	21
Norm Grade Level Mean RIT	222.7
Students At or Above Norm Grade Level Mean RIT	35

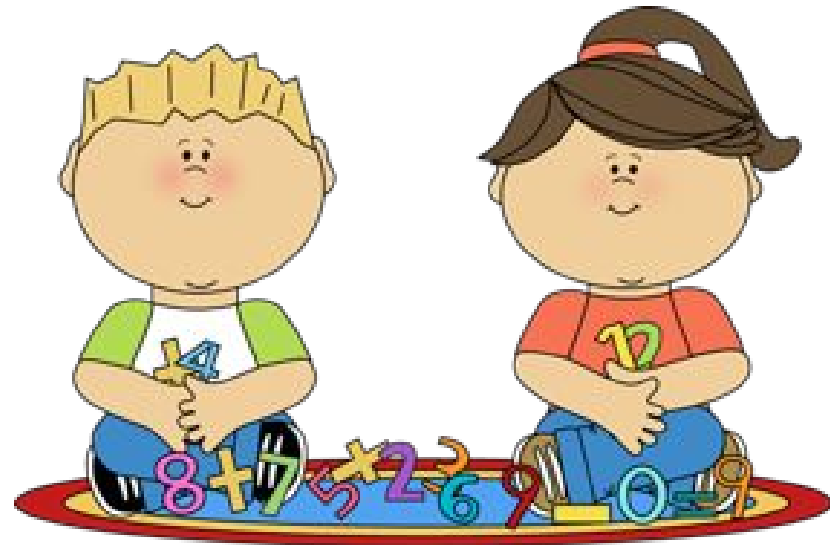
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014	0	0%	1	3%	11	28%	8	21%	19	49%	233-234-236	10
Goal Area												
Identify Bias, Purpose, Text Elements, Devices	1	3%	3	8%	2	5%	15	38%	18	46%	235-237-239	11.3
Identify Characteristics, Features of Text	1	3%	3	8%	3	8%	19	49%	13	33%	234-235-237	12.2
Build and Use Vocabulary	3	8%	2	5%	7	18%	12	31%	15	38%	233-235-238	15
Infer, Draw Conclusions, Predict	3	8%	3	8%	11	28%	10	26%	12	31%	228-230-232	12.2
Use Main Idea, Supporting Details	0	0%	4	10%	11	28%	14	36%	10	26%	231-233-235	11.5

Reading -- In Summary

- MAP results show Centennial **exceeds national norms** at every grade level 3rd-11th except at 5th grade.
- The MAP reading data aligns well with what we see in our Spring NeSA scores as our results **exceed the state average** 3rd-11th.
- The data shows that grade levels are all over the map with opportunities for improvements and areas of strength. With **new Language Arts standards**, we are all looking at our direction with a fresh set of eyes.

Math

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NeSA-Math Cohort & Program Trends - % Proficient

State	11/12	12/13	13/14	14/15	15/16
Gr 3	72	74	76	78	79
Gr 4	72	73	78	77	78
Gr 5	75	75	76	76	77
Gr 6	68	67	72	72	73
Gr 7	68	70	72	72	71
Gr 8	62	66	66	68	68
Gr 11	55	58	58	62	62
Avg	67	69	71	72	73

District	11/12	12/13	13/14	14/15	15/16
Gr 3	84	90	65	45	73
Gr 4	64	63	86	50	52
Gr 5	85	76	68	81	52
Gr 6	74	70	68	64	65
Gr 7	71	81	67	62	67
Gr 8	50	66	60	73	59
Gr 11	77	85	78	81	78
Avg	72	76	70	65	64



Grade Report

MAP – Grade 3 Math

Grade 3

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Mathematics

MAP: Math 2-5 NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	29
Mean RIT	206
Standard Deviation	9.4
District Grade Level Mean RIT	206
Students At or Above District Grade Level Mean RIT	17
Norm Grade Level Mean RIT	203.4
Students At or Above Norm Grade Level Mean RIT	21

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 2-5 NE 2009 / NE Mathematics K-8, 12: 2009	2	7%	4	14%	6	28%	12	41%	3	10%	204-206-208	9.4
Goal Area												
Number Sense	3	10%	2	7%	6	21%	11	38%	7	24%	205-207-209	10.3
Geometry and Measurement	3	10%	2	7%	9	31%	9	31%	6	21%	204-206-208	10.8
Algebraic Concepts	3	10%	4	14%	9	31%	8	28%	5	17%	203-205-207	12.3
Data Analysis & Probability	2	7%	3	10%	6	28%	12	41%	4	14%	204-206-208	9.9



Grade Report

MAP Grade 4 Math

Grade 4

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Mathematics

MAP: Math 2-5 NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	29
Mean RIT	207.9
Standard Deviation	12.8
District Grade Level Mean RIT	207.9
Students At or Above District Grade Level Mean RIT	16
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	13


	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance	9	31%	4	14%	7	24%	8	28%	1	3%	206-208-210	12.8

Goal Area												
Number Sense	9	31%	7	24%	9	31%	2	7%	2	7%	204-206-208	12.2
Geometry and Measurement	10	34%	6	21%	0	0%	3	10%	10	34%	207-210-213	16.4
Algebraic Concepts	8	28%	5	17%	1	3%	13	45%	2	7%	206-209-211	15.7
Data Analysis & Probability	6	21%	8	28%	10	34%	3	10%	2	7%	205-207-210	12.3

Mathematics

MAP: Math 2-5 NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	29
Mean RIT	217.6
Standard Deviation	14.7
District Grade Level Mean RIT	217.6
Students At or Above District Grade Level Mean RIT	16
Norm Grade Level Mean RIT	221.4
Students At or Above Norm Grade Level Mean RIT	14

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												215-218-220	14.7
Goal Area													
Number Sense	10	34%	3	10%	4	14%	7	24%	5	17%	216-218-221	14	
Geometry and Measurement	8	28%	4	14%	2	7%	7	24%	8	28%	217-220-223	17.2	
Algebraic Concepts	9	31%	7	24%	5	17%	5	17%	3	10%	211-214-217	15.3	
Data Analysis & Probability	9	31%	3	10%	4	14%	7	24%	6	21%	215-219-222	16.3	



Grade Report

MAP Grade 6 Math

Grade 6

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	26
Mean RIT	230.6
Standard Deviation	15
District Grade Level Mean RIT	230.6
Students At or Above District Grade Level Mean RIT	16
Norm Grade Level Mean RIT	225.3
Students At or Above Norm Grade Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												228-231-234	15
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	3	12%	5	19%	2	8%	5	19%	11	42%			
Goal Area													
Number Sense	6	23%	2	8%	1	4%	3	12%	14	54%	229-233-237	19.4	
Geometry and Measurement	3	12%	3	12%	5	19%	5	19%	10	38%	228-231-234	14	
Algebraic Concepts	5	19%	3	12%	3	12%	9	35%	6	23%	225-228-231	14.8	
Data Analysis & Probability	6	23%	3	12%	3	12%	6	23%	8	31%	227-230-233	15.6	



Grade Report

MAP Grade 7 Math

Grade 7

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	25
Mean RIT	231.9
Standard Deviation	16.6
District Grade Level Mean RIT	231.9
Students At or Above District Grade Level Mean RIT	13
Norm Grade Level Mean RIT	228.6
Students At or Above Norm Grade Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	5	20%	4	16%	4	16%	4	16%	8	32%	228-232-235	16.6	
Goal Area													
Number Sense	6	24%	4	16%	6	24%	2	8%	7	28%	229-232-235	17.5	
Geometry and Measurement	4	16%	5	20%	3	12%	8	32%	5	20%	230-233-235	15.5	
Algebraic Concepts	6	24%	4	16%	4	16%	6	24%	5	20%	227-230-234	17	
Data Analysis & Probability	6	24%	4	16%	5	20%	3	12%	7	28%	227-231-235	20.2	



Grade Report

MAP Grade 8 Math

Grade 8

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	231.5
Standard Deviation	14.4
District Grade Level Mean RIT	231.5
Students At or Above District Grade Level Mean RIT	11
Norm Grade Level Mean RIT	230.9
Students At or Above Norm Grade Level Mean RIT	11

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	3	13%	8	33%	4	17%	5	21%	4	17%	228-232-235	14.4	
Goal Area													
Number Sense	7	29%	8	33%	2	8%	4	17%	3	13%	225-229-232	16.2	
Geometry and Measurement	6	25%	6	25%	4	17%	5	21%	3	13%	228-231-234	14.6	
Algebraic Concepts	5	21%	7	29%	6	25%	3	13%	3	13%	229-232-235	13.3	
Data Analysis & Probability	7	29%	4	17%	2	8%	5	21%	6	25%	230-234-238	19.3	

Grade 9

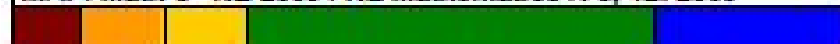

Term: Spring 2015-2016
District: Centennial Public Schools
School: Centennial Jr-Sr High School

Norms Reference Data: 2015
Weeks of Instruction: 32 (Spring 2016)
Grouping: None
Small Group Display: No

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009


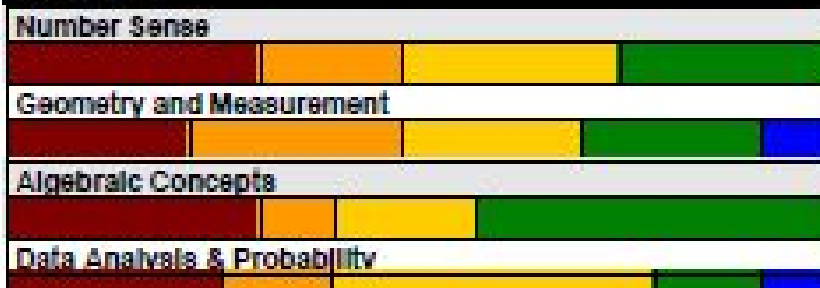
Summary	
Total Students With Valid Growth Test Scores	39
Mean RIT	241.4
Standard Deviation	13.3
District Grade Level Mean RIT	241.4
Students At or Above District Grade Level Mean RIT	24
Norm Grade Level Mean RIT	233.4
Students At or Above Norm Grade Level Mean RIT	31

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev		
	count	%	count	%	count	%	count	%	count	%				
Overall Performance												239-241-244	13.3	
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	3	8%	4	10%	4	10%	19	49%	9	23%				
Goal Area												239-242-244	14.3	
Number Sense	3	8%	7	18%	6	15%	13	33%	10	26%				
Geometry and Measurement	5	13%	4	10%	14	36%	11	28%	5	13%	236-238-241			13.3
Algebraic Concepts	5	13%	2	5%	6	15%	14	36%	12	31%	240-242-245			14.9
Data Analysis & Probability	3	8%	5	13%	8	21%	11	28%	12	31%	241-243-245			16.5

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	23
Mean RIT	232.3
Standard Deviation	14.8
District Grade Level Mean RIT	232.3
Students At or Above District Grade Level Mean RIT	13
Norm Grade Level Mean RIT	232.4
Students At or Above Norm Grade Level Mean RIT	13

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												229-232-235	14.8
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	4	17%	3	13%	6	26%	9	39%	1	4%			
Goal Area													
Number Sense	7	30%	4	17%	6	26%	6	26%	0	0%	228-231-234	14.4	
Geometry and Measurement	5	22%	6	26%	5	22%	5	22%	2	9%	230-234-237	16.9	
Algebraic Concepts	7	30%	2	9%	4	17%	10	43%	0	0%	229-232-236	16.1	
Data Analysis & Probability	6	26%	3	13%	9	39%	3	13%	2	9%	229-233-236	16.2	



Grade Report

MAP Grade 11 Math** Winter 2016 (No Spring Test)

Grade 11

Term: Winter 2015-2016
District: Centennial Public Schools
School: Centennial Jr-Sr High School

Norms Reference Data: 2015
Weeks of Instruction: 19 (Winter 2016)
Grouping: None
Small Group Display: No

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

Summary	
Total Students With Valid Growth Test Scores	39
Mean RIT	245.2
Standard Deviation	15.2
District Grade Level Mean RIT	245.2
Students At or Above District Grade Level Mean RIT	21
Norm Grade Level Mean RIT	234.3
Students At or Above Norm Grade Level Mean RIT	29

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009	1	3%	5	13%	9	23%	8	21%	16	41%	243-245-248	15.2
Goal Area												
Number Sense	4	10%	8	21%	7	18%	7	18%	13	33%	241-244-247	16.4
Geometry and Measurement	2	5%	6	15%	8	21%	11	28%	12	31%	243-246-248	15.5
Algebraic Concepts	1	3%	6	15%	9	23%	7	18%	16	41%	244-247-250	17.7
Data Analysis & Probability	1	3%	5	13%	11	28%	12	31%	10	26%	242-244-247	14.3

Math -- In Summary

- MAP results show Centennial meets or **exceeds national norms** at every grade level 3rd-11th except 4th & 5th grade.
- The MAP math data aligns well with what we see in our Spring NeSA scores regarding **4th and 5th grade demonstrating lower results**. The MAP results show higher results at other grades compared to NeSA.
- The data shows that grade levels are all over the map with opportunities for improvements and areas of strength. With **new Math standards** coming, we will be looking at our direction with a fresh set of eyes.

Science



NeSA-Science Cohort & Program Trends - % Proficient

State	11/12	12/13	13/14	14/15	15/16
Gr 5	67	68	72	73	74
Gr 8	68	69	70	70	68
Gr 11	67	73	75	73	74
Avg	67	70	72	72	72

District	11/12	12/13	13/14	14/15	15/16
Gr 5	69	84	88	92	58
Gr 8	83	88	65	78	86
Gr 11	63	86	80	81	93
Avg	72	86	77	84	79

MAP Grade 7 Science



Grade Report

Grade 7

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Science - General Science

MAP: General Science NE 2010 V2 / NE Science K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	18
Mean RIT	210.6
Standard Deviation	7.8
District Grade Level Mean RIT	210.6
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	210.9
Students At or Above Norm Grade Level Mean RIT	9

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 3mp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: General Science NE 2010 V2 / NE Science K-12: 2010	2	11%	6	33%	4	22%	4	22%	2	11%	209-211-212	7.8	
Goal Area													
Earth and Space Sciences	5	28%	3	17%	3	17%	6	33%	1	6%	207-209-211	8.8	
Life Science	2	11%	4	22%	3	17%	2	11%	7	39%	210-213-215	11.7	
Physical Science	3	17%	6	33%	4	22%	4	22%	1	6%	208-210-212	8.2	

MAP Grade 10 Science



Grade Report

Grade 10

Term: Spring 2015-2016
 District: Centennial Public Schools
 School: Centennial Jr-Sr High School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2016)
 Grouping: None
 Small Group Display: No

Science - General Science

MAP: General Science NE 2010 V2 / NE Science K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	23
Mean RIT	217.7
Standard Deviation	9.9
District Grade Level Mean RIT	217.7
Students At or Above District Grade Level Mean RIT	12
Norm Grade Level Mean RIT	215
Students At or Above Norm Grade Level Mean RIT	15

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance												216-218-220	9.9
MAP: General Science NE 2010 V2 / NE Science K-12: 2010	1	4%	5	22%	7	30%	7	30%	3	13%			
Goal Area													
Earth and Space Sciences	5	22%	2	9%	7	30%	4	17%	5	22%	214-217-220	11.9	
Life Science	1	4%	6	26%	4	17%	8	35%	4	17%	217-219-221	9.8	
Physical Science	3	13%	5	22%	5	22%	7	30%	3	13%	215-217-219	10.2	

Science -- In Summary

- MAP results show Centennial **meets or exceeds national norms** at 7th & 10th grade (the only two grade CPS tested).
- We are unable to compare apples to apples with NeSA as these grades don't test Science in NeSA
- We need to keep an eye on this year's 5th graders performance -- program and cohort data may help us determine if **large class size** is making an impact on student achievement.
- **New Science standards** are two years away; our focus will be on sustaining our growth.

Subgroup Data

% Proficient Gr 3	Rdg	Math
All (29)	86	73
F/R (9)	67	44
Special Educ(3)	67	33

% Proficient Gr 4	Rdg	Math
All (29)	87	52
F/R (17)	95	47
Special Educ(5)	40	20

% Proficient Gr 5	Rdg	Math	Sci
All (29)	72	52	58
F/R (16)	75	63	57
Special Educ(6)	17	17	17

% Proficient Gr 6	Rdg	Math
All (26)	96	65
F/R (11)	100	45
Special Educ(na)	na	na

% Proficient Gr 7	Rdg	Math
All (27)	92	67
F/R (10)	100	50
Special Educ(7)	71	57

% Proficient Gr 8	Rdg	Math	Sci
All (29)	89	59	86
F/R (10)	90	40	70
Special Educ(2)	0	0	50

% Proficient Gr 11	Rdg	Math	Sci
All (40)	90	78	93
F/R (10)	80	50	80
Special Educ(4)	75	25	100

Where do we go from here?



Questions?

let's
DISCUSS



CENTENNIAL & ST. PAUL'S ENROLLMENTS
2016-17
(Last Friday in September)

GR.	CENTENNIAL			ST. PAUL'S			TOTAL		
	B	G	T	B	G	T	B	G	T
PK	23	18	41	8	9	17	31	27	58
K	8	20	28	5	5	10	13	25	38
1	15	14	29	2	3	5	17	17	34
2	11	9	20	3	1	4	14	10	24
3	12	18	30	6	5	11	18	23	41
4	14	12	26	8	2	10	22	14	36
5	14	14	28	6	8	14	20	22	42
6	21	9	30	5	4	9	26	13	39
S.T.	118	114	232	43	37	80	161	151	312
7	17	10	27	5	3	8	22	13	35
8	16	13	29	1	4	5	17	17	34
S.T.	33	23	56	6	7	13	39	30	69
9	11	22	33				11	22	33
10	29	19	48				29	19	48
11	12	16	28				12	16	28
12	23	19	42				23	19	42
S.T.	75	76	151				75	76	151
K-12 TOT.	203	195	398				244	230	474



Karen Haase
Steve Williams
Bobby Truhe
Shari Russell, Paralegal

MEMORANDUM

TO: Superintendent Tim DeWaard
FROM: Karen Haase, Steve Williams and Bobby Truhe
DATE: September 14, 2016
RE: 1000 Series Policies

The following is a description of the policies in the 1000 series regarding policy overview and the school district's mission statement. Many of the policies will apply without modification, but please review each one carefully to make sure that it conforms to your district's practices.

Policy 1001. General Policy Statements. Policy 1001 contains general statements that explain the purpose of board policies.

Policy 1002. Creation, Amendment and Distribution of Policies. Policy 1002 describes the method of adopting and amending policies. It permits the board to adopt and amend policies at a single meeting if the proposed policy or amendment has been distributed to the board members in writing prior to the meeting at which it is to be considered. In an emergency, the board may waive the requirement of prior distribution. This is in contrast to the policies of many Nebraska school districts which require boards to consider the adoption or amendment of policies at two board meetings, a requirement which boards frequently find cumbersome. It also addresses the Department of Education's requirement that boards review policies at least once every three years, the distribution of policies, and the maintenance of an official district policy manual.

Policy 1003. Mission Statement. Most school districts have adopted their own school mission statements. We have not drafted a

mission statement, because this is a highly individualized process. We do, however, want to offer specific guidelines for adopting a mission statement. Rule 10 requires school districts to review and update their mission statement at least every five years.

A mission statement should be a brief paragraph that is free of education jargon and "terms of art." Mission statements that articulate an idealized vision for what the school will accomplish can lead to litigation, and we recommend against using them. The following mission statement from a California school district illustrates this danger:

The mission of the School District, simply stated, is to meet the needs of all students.

Specifically, the District must:

Recognize children's differences, their potential and infinite value; offer appropriate educational opportunities for all students; provide students an opportunity to develop character and integrity and achieve excellence; provide a safe, supportive, trusting environment of mutual support and respect and promote self-esteem, self-respect and respect for others which will carry over into appropriate social skills, values and morals.

This mission statement articulates lofty ideals, but it also creates potential legal problems for the district. Unhappy parents could claim that the district failed to comply with its mission statement because it failed to meet the needs of their children. This is a particularly troublesome issue in the field of special education litigation.

We think the two mission statements below are much better examples of workable school mission statements:

This school district is a student-focused community that develops responsible, life-long learners through a progressive, quality education.

This school district, in cooperation with family and community, will provide a flexible and varied educational program committed to excellence. Students will be empowered to become productive and contributing members of a global community.

We will be pleased to review your school's mission statement, if you would like us to examine it for possible legal difficulties.

1000 Series Policies

INDEX

- 1001 General Policy Statement
- 1002 Creation and Amendment of Board of Education Policies
- 1003 Mission Statement

1001 General Policy Statement

The organization, management, and control of this school district is vested in its board of education ("board"). To guide the board and school district operations, and to assist it and its designees in carrying out duties, the board will establish, maintain, and amend a set of policies.

Written board policies serve the following purposes:

1. Formally articulating the board's goals and long-term objectives.
2. Providing district administrators and staff with guidance in making decisions that affect students, employees and patrons of the district.
3. Informing the public of the manner that the board and district will conduct its business and its relationships with staff, pupils, parents and patrons.

To avoid unnecessary rigidity, these policies are stated in general terms. With the exception of statutory requirements or instances when the specific application of a policy is essential to the long-term welfare of the district, these policies are intended to provide administrators with the flexibility to apply them to a wide range of situations.

The policies are not the only guidelines for district operations. Specific regulations, procedures, and practices also help guide and govern actions and decisions. They must be consistent with policies, but serve a different purpose.

Exceptional Circumstances

The board cannot foresee every situation that may arise, and circumstances will occur when these policies provide inadequate guidance. In such circumstances, the superintendent should use his or her best judgment, and communicate with the board about the situation as soon as is convenient.

Validity of Policies

Each policy and its provision should be interpreted so that it is valid under applicable law. If a court determines that a provision of a policy is invalid, such invalidity shall not affect the remaining provisions of that policy.

Adopted on: _____

Revised on: _____

Reviewed on: _____

1002
Creation, Amendment, and Distribution of Board of Education Policies

Each of these policies shall become the official policy of the school district when the board has approved it by majority vote of the members present at any lawfully convened meeting of the board.

It shall generally be the practice of the board to adopt or amend any policy after a single reading at any regular or special board meeting. However, the board may, in its discretion, review policies at multiple meetings prior to taking action.

Each policy shall bear the date when it was adopted, revised or reviewed.

The superintendent shall distribute copies of these policies to all members of the board, maintain a master copy in the central office, and see to it that the policies are maintained on the school district's web site.

Annual Review

The board shall review all policies at least once every three years. Nebraska statutes require an annual review and/or hearing to solicit public comment on these specific policies:

Parental Involvement Policy

Title I Parental Involvement Policy

(NOTE: These first two are distinct parental involvement policies, and both must be reviewed annually.)

Student Fees Policy

Bullying

Multicultural Education

Student Assessment

Teacher Evaluation

Student Academic Performance

Safety and Security Committee

Attendance and Excessive Absenteeism

The board may update or add policies as needed. The board shall determine the number of copies of policies to be made and their distribution. The superintendent shall maintain an up-to-date master copy of the policies in the main administrative office. Unless otherwise directed by the board, the master copy shall be considered the official district policy manual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

1003
Mission Statement

The people of this district are committed to educational excellence in a positive, creative and caring environment, preparing each student to be a responsible, productive citizen in our ever-changing global community.

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



Karen Haase
Steve Williams
Bobby Truhe
Shari Russell, Paralegal

MEMORANDUM

TO: Superintendent Tim DeWaard
FROM: Karen Haase, Steve Williams and Bobby Truhe
DATE: September 14, 2016
RE: 2000 Series Policies

We have attached the 2000 series policies that deal with Board Issues.

Policy No. 2001. Role of the Board of Education. This policy outlines the board's role which is (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

Policy No. 2002. Organization of the Board. This policy establishes the organization and functions of the various board members, including the authority to sign all warrants and checks drawing on depository funds of the district. The Nebraska State Auditor takes the position that only the president may utilize the president's own facsimile signature, although we dispute the Auditor's reading of the statutes and therefore authorize the vice president or secretary to utilize the facsimiles to sign checks and warrants.

The policy also addresses board vacancies and states that the January meeting will be used as the meeting for selecting officers and addressing other board organization items.

Finally, under the Committees section, we have listed the statutory required Committee on Americanism. Be sure to form the committee at the beginning of each school year.

Policy No. 2003. Development and Education of Board Members. This policy discusses board member orientation, training, and continuing education.

Policy No. 2004. Oath of Office. Nebraska state law does not technically require school districts other than Class VI school districts to administer the oath. However, we believe it is a good idea to administer this oath of office.

Policy No. 2005. Conflict of Interest. Policy 2005 addresses conflicts of interest for board members, including board members' obligations under the Political Accountability and Disclosure Act. Board members should carefully review this policy, particularly if they are married to a school district employee or if they do any business with the district.

Nebraska state statute prohibits a school board member from being employed as a teacher by the district in which he or she serves on the board. See NEB. REV. STAT. § 79-544. This prohibition would include serving as an administrator, school nurse, or any other position which requires a certificate from the Nebraska Department of Education. Because we have a freestanding version regarding employment of board members in policy 4015, we have simply inserted a cross-reference to that policy here.

Policy No. 2006. Complaint Procedure. This policy outlines the general complaint procedure for all district patrons and staff, including board members, unless another policy or contract such as a collective bargaining agreement applies a separate grievance procedure.

It is important to note that we have combined several required complaint procedures into this general complaint procedure policy, such as Section 504 (prohibiting disability discrimination) and Title IX (prohibiting sex discrimination). Our hope is that having one complaint procedure will make it much easier to follow the correct steps in each complaint, regardless of the nature of the complaint. We have included a reference to the Office of Civil Rights, as well, which is required by many of these federal laws.

We often suggest that board members keep extra copies of this policy readily available to provide to patrons who contact you to lodge general complaints about teachers, coaches, or administrators. Board

members should be very familiar and comfortable with this policy and attempt to follow it with fidelity in all cases.

Policy No. 2007. Reimbursement and Miscellaneous Expenditures. The policy permits district staff and board members to seek reimbursement for attending continuing education, training, and development activities, provided such expenses are permitted by law. This policy will be useful for school districts explaining to the State Auditor why such reimbursements were paid.

The Nebraska Political Subdivision Miscellaneous Expenditures Act allows board to award a "plaque, certificate of achievement, or item of value" to employees, board members, or volunteers. However, the board must set a dollar limit on the value of the award. We have set the value at \$100 – you may change it to reflect your board's practice. However, you may not change the amount more than once in any twelve-month period.

Finally, the last provision states that recognition dinners will be limited to a \$25 per person cost, which comes directly from state statute. You cannot increase this number.

Policy No. 2008. Meetings. The Open Meetings Act requires a public body to identify the method it will use to advertise its meetings. This policy states the board will post (rather than publish in a local newspaper) notice of its meetings at 3 prominent locations within the district. We put that provision in there because many schools use this method rather than the newspaper. If your board uses a different method of advertising your meetings, such as posting on your website, you should adjust the policy accordingly. Keep in mind that a simple posting method doesn't prohibit you from also posting in a newspaper, but the method designated will be your legal minimum requirement. We prefer posting versus a newspaper because circulation timelines are often prohibitive unless your paper is a daily publication.

Policy No. 2009. Public Participation at Board Meetings. This policy covers public comment and participation at board meetings, including public comment and board materials available to patrons attending meetings. The Nebraska Open Meetings Act specifically provides that boards are not required to allow for public comment at every meeting. The Attorney General suggests that boards allow a time for public comment at least four times per year. We prefer to have our policies set for minimum requirements so that boards have the most

possible flexibility. Therefore, you may adopt this policy as it is, even if you allow for public comment more frequently.

We have also attached a sheet of instructions for members of the public who wish to speak for your use during public comment at board meetings. The rules sheet sets forth limits on the time for public comment and sets some other general rules. You should review this document and revise it to reflect your practice. You should then have extra copies of this document available at meetings where you will allow the public to comment.

Policy No. 2010. Preparation for Board Meetings. This policy sets out the general way that your board prepares for its meetings. In our experience, the vast majority of schools have the superintendent set the agenda in consultation with the board president. If that is not the way your board prepares its agendas, please contact us so that we can revise this policy to reflect your practice. This policy also makes it clear that members of the public have no entitlement to be placed on the agenda. You should refer angry callers who demand to be placed on the board's next meeting agenda to this policy, and politely invite them to speak the next time your board has scheduled public comment.

Policy No. 2011. Membership in Organizations. This policy simply states that the board may hold memberships in various organizations. This policy is useful in answering questions from the state auditor or patrons about why you are paying membership dues in organizations such as the Nebraska Rural Community Schools Association, the Nebraska School Boards Association, or the National Association of School Boards. Some boards add a list of approved organizations to this policy annually or on an as-needed basis, as well. You are not required to list all of the organizations of which the board is a member, but you can do so.

Policy No. 2012. Code of Ethics. We have drafted this policy based on input from numerous calls and questions from frustrated board members, administrators, and patrons. This policy attempts to capture what we believe it means to be a healthy, productive board of education. The board should carefully review this policy to be sure that this is consistent with its beliefs and practices. Once the board has adopted its code of ethics, you should review it frequently and include it in new board member training to remind both new and incumbent board members of the ethical obligations they have placed upon themselves. Candidates for the board should be provided with a copy of this policy

after they file for office and new board members should be reminded of this policy after they are elected.

Policy No. 2013. Violation of Board Ethics. Unfortunately, there is very little legally that a board can do to impose consequences on one of its members who violates the code of ethics. We urge board members to use their personal relationships and shared cultural expectations to enforce the code of ethics informally. We do occasionally have board contact us for guidance on more formal methods to use in communicating to a board member and/or to the community that a breach of ethics has occurred. This policy sets out the steps that a board could take in those instances.

Boardsmanship training is one of the most urgent needs that we see in Nebraska school districts. We have worked with many boards on an individualized basis to address specific needs in addition to general Boardsmanship issues. We encourage boards who are struggling with ethical breaches to obtain additional training before resorting to the strategies outlined in this policy.

Policy No. 2014. Relationship with School Attorney. This policy gives the superintendent and the board president the authority to contact the school attorney and to give permission for others to contact the attorney. A few boards have been unpleasantly surprised when they received a bill for legal advice from an attorney who was contacted by an individual board member without permission. This policy provides that any board member who contacts the school attorney without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact. Our general practice is to politely decline to speak to any member of the board who does not have the authority to speak with us. This provision can be a powerful incentive for an unscrupulous board member to be honest about having permission to speak with the attorney.

The policy also states that the board shall choose an attorney to assist it. This is not a legal requirement, but we do find that many boards "choose" an attorney. While Nebraska law does permit boards to use attorneys for legal needs, you are not required to pick only one and formally choose at a certain meeting each year. For example, if your board uses KSB and a local attorney on some issues, it is perfectly permissible to authorize the superintendent to contact either on an as-needed basis, without designating only one.

Policy No. 2015. Student Member of the Board. For those boards who have a student member, this policy authorizes the practice and provides guidelines for the student member's participation. Note that the policy states the decision will be made at the board's regular "May" meeting or "any other meeting" as determined by the board. You should change this to reflect your practice. This policy is not required, so if you do not allow student members, you could simply elect not to pass this policy as part of your policy manual or could change it to say the board does not authorize student members. We would be happy to help with any changes you'd like to make.

2000 Series

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2001	Role of the Board of Education
2002	Organization of Board
2003	Development and Education of Board Members
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2001 Role of the Board of Education

The board of education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

1. Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

2. Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

3. Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2002
Organization of the Board

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

2. Internal Organization
 - a. President
 - i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
 - ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.
 - b. Vice President
 - i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
 - ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.
 - c. Secretary
 - i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.
 - ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings

is provided to each board member and to the superintendent, and that a concise summary of each month=s meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. A treasurer from the board will be designated on a year-to-year basis.
- ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.
- v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

3. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each school year, the board shall appoint three members to form a Committee on Americanism. The committee's duties shall be those prescribed by Nebraska statutes.

4. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.

- ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
 - c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2003
Development and Education of Board Members

1. New Board Member Orientation

- a. All new board members are strongly encouraged to attend new board member training and workshops.
- b. Sitting board members and the superintendent will assist each new member-elect to understand the board's functions, policies, and procedures before he or she takes office.

2. Ongoing Development and Education

- a. Board members provide the most effective service to the district when they are continuously updated on educational and legal issues. Attendance at meetings directly or indirectly related to education or school matters is encouraged for the value they have to the school system and the professional growth of board members.
- b. Board members are encouraged to engage in continuing education such as:
 - i. Participation in local, regional and state conferences and workshops such as meetings of the Nebraska Association of School Boards, the Nebraska Rural Community Schools Association, and the Nebraska Council of School Administrators.
 - ii. Participation in legislative sessions and related activities.
 - iii. Participation in national conventions such as the National School Boards Association and/or the American Association of School Administrators on a rotating basis among the members.
 - iv. Examination of other school facilities and their programs.

The superintendent shall notify board members of all relevant conferences and workshops, other local and regional meetings, and/or in-service activities.

Board members should refer to Policy 2007 for information on reimbursement for attendance at continuing education and training.

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

**2004
Oath of Office**

All new board members shall take the following oath before entering into their official duties:

I,, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Board members shall affirm this oath orally, and shall sign it in written form. Copies of these documents shall be retained as official records of the school district in the main administrative office and such other places as may be required by law.

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

2005 Conflict of Interest

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:

a. Business with which a board member is associated shall include the following:

- (1) A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.**
- (2) A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or he or she, or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.**

b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.

2. Contracts with the School District.

- a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into**

employment contracts with the school district must also comply with Policy 4015.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her immediate family (parent, spouse, or child) has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
 - (1) Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
 - (2) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
 - (3) Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
 - (1) All district employees.

- (2) All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

- a. A board member may recommend for employment or supervise the employment of an immediate family member if:

- (1) The board member does not abuse his or her position.
- (2) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
- (3) The board makes a reasonable solicitation and consideration of applications for employment.
- (4) The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
- (5) The board approves the employment or supervisory position.

- b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

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

- a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or

promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

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

6. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.

- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - (1) The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
 - (2) Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:
 - (1) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict (Use NADC Form C-2);
 - (2) Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and

(3) Abstain from participating or voting on the matter in which he or she has a conflict of interest.

b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:

(1) The names of the contracting parties.

(2) The nature of the interest of the board member in question.

(3) The date that the contract was approved.

(4) The amount of the contract.

(5) The basic terms of the contract.

b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below:

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office

for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. A complainant who is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint may appeal the decision to the superintendent.

- a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.
- a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2007

Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.
2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.
 - a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.
 - b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.
 - c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

- d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than \$100.00.

- e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$25.00.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2008 Meetings

1. Open Meetings

The formation of policy is public business and will be conducted openly.

2. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. Work sessions and retreats. The board may schedule informal work sessions between regular meetings in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion without taking immediate action.

Topics for discussion and study will be announced publicly. Work sessions and retreats will be conducted in open session; however, no board action shall take place at a work session or retreat.

3. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be posted in three prominent places within the school district at least 48 hours before the announced beginning of the meeting. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting in a newspaper of general circulation within the district if, in the opinion of the superintendent, it is convenient and useful to do so.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and that any formal action taken in such meeting

shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and may be published on the school district's website.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2009
Public Participation at Board Meetings

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

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

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

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

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

2010
Preparation for Board Meetings

The superintendent will create the agenda and board packet in consultation with the board president. The materials will be sent or delivered to each board member in advance of the meeting. Members of the public have no entitlement to place an item on the board's agenda, but may address the board during the next meeting at which the board receives public comment.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2011
Membership in Organizations

The board may hold membership in organizations approved by the board.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2012
Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2013
Violation of Board Ethics

The board of education is responsible for enforcing the code of ethics of its members. If any member of the board commits a serious or repeated violation of the code, the board may take any of the following steps:

1. The board president may confer with the board member who has violated the code of ethics in order to:
 - a. Identify the provision of the code that the member has violated;
 - b. Propose how the member can remedy the violation;
 - c. If the board member who violated the code is the board president, the vice president is empowered to confer with the president about the violation.

2. The board may enter executive session during a regular meeting to confront the offending board member.
 - a. The board may enter executive session when necessary to prevent needless injury to the reputation of the offending board member.
 - b. During the executive session, board members will identify the provision of the code that has been violated and propose how the member can remedy the violation.
 - c. The board may invite its attorney to participate in an executive session regarding a breach of board ethics.

3. The board may vote to publicly censure any board member who commits a serious or repeated violation of the code. The board will pass a censure motion to inform the community that an individual member of the board is not fulfilling the responsibilities for which he or she was elected.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2014
Relationship with School Attorney

The board of education shall choose an attorney to assist it and the administration in dealing with legal issues.

The superintendent and the board president shall have the authority to contact the school's attorney on behalf of the district. The superintendent may give other members of the administration permission to contact the school's attorney on an as-needed basis. Individual board members other than the president may not contact the school attorney on behalf of the board without the approval of the board president or a majority of the board. Any board member who contacts the school attorney without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the school attorney is involved.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2015
Student Member of School Board

In order to provide the School Board gain a greater insight into student activities, programs, and needs; and to encourage student involvement in school district governance activities the board may allow one nonvoting student member(s) on the Board of Education. The role of student member is advisory. The board shall decide whether to have a student member at its regular May board meeting or at such other meeting determined by the board.

Selection and Term of Student Member

The student member shall be the student body or student council president, the senior class representative, or a representative elected from and by the entire student body, as designated by the voting members of the School Board.

The term of office will be one school year, beginning on September 1 and ending on June 1.

Student members will not participate in executive or closed sessions.

Guidelines

Student members may not introduce motions.

Student members are expected to attend all public meetings of the Board and can be appointed to committees of the Board at the discretion of the president.

The president of the board, in consultation with the Superintendent of Schools, has the right to bar the participation of a student member at the board's discretion. The decision of the board president is final and is not subject to review.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Mr. Payne

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

The negotiated agreement between the CEA and Board of Education requires, in part, teacher to obtain advance approval from the administration/Board of Education for courses applicable to horizontal movement on the salary schedule.

Please complete this form and return to Tim DeWaard at your earliest convenience. Forms must be received the Wednesday prior to the Board meeting in order to be considered by the Board that month.

TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 553	Using The Internet	3	PSC	Graduate	Masters of Science in Ed.

Course Description:

Provide participants with a working knowledge of how to utilize various components of the Internet & how to integrate them into the classroom.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 540	The Master Teacher	3	PSC	Graduate	Masters of Science in Ed.

Course Description:

Course is for classroom teachers who wish to analyze their teaching styles and methods to improve their repertoire.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 600	Sociology of Education	3	PSC	Graduate	Masters of Science in Ed.

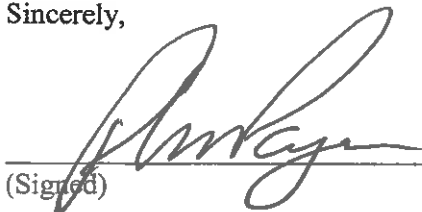
Course Description:

Involves an in-depth study of the environment of students and the relationship to the field. Emphasis on the educational institutions social roles in the community.

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,



(Signed)

9-28-16

(Date)

Mr. Payne

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 500	Inclusionary Practices	3	PSC	Graduate	Masters of Science in Ed.

Course Description:

Course will provide instruction in Inclusionary practices to create an Inclusionary environment in the classroom. Teach both regular and special education students

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 552	Intro. to Multimedia Authoring	3	PSC	Graduate	Masters of science in Ed.

Course Description:

Project based learning to provide participants with working knowledge of multimedia and how to use it in the classroom.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 621	Curriculum Development	3	PSC	Graduate	Masters of Science in Ed.

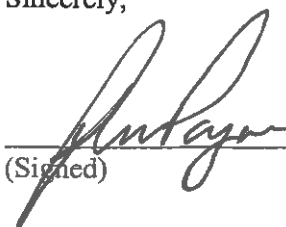
Course Description:

Designed to examine the principles underlying the development of educational curriculum and the relationship to standards, instructional methodology and assessments

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,


(Signed)

9-28-16

(Date)

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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TO: The Centennial Administration and Board of Education

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<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 602	Statistical methods & Data Analysis	3	PSC	Graduate	Masters of Science in Ed.

Course Description:

Training and understanding of common descriptive, & inferential statistical techniques for conducting research and engaging in scholarly activities.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 569	Teachers as Collaborative Learners	3	PSC	Graduate	Masters of Science in Ed.

Course Description:

Teachers will learn about teacher leadership & develop skills required to act as leaders and learners to impact school improvement.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 623	Assessment of Instruction	3	PSC	Graduate	Masters of Science in Ed.

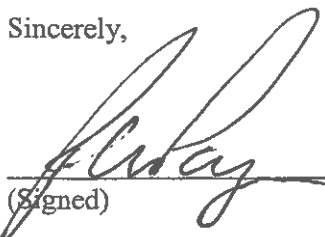
Course Description:

Designed to examine and teach the principles underlying the development of appropriate assessment, instruction and student achievement.

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,



(Signed)

For EDUC 602 ↗

2018-2019
For EDUC 569 &
EDUC 623

9-28-16

(Date)

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
553	Using the Internet	3	Peru	Grad	Yes

Course Description:

The purpose of this course is to provide participants with a working knowledge of how to utilize various components of the Internet & integrate that knowledge into their professional practice.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
540	The Master Teacher	3	Peru	Grad	Yes

Course Description:

This course will analyze a teachers style of teaching & the methods to improve their repertoire with additional methods of teaching.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
600	Sociology of Education	3	Peru	Grad	Yes


Course Description:

This course involves an in-depth study of the environment of students & the relationship to the field of education.

The addition of this course(s) would make me eligible for horizontal movement effective with the ~~2016~~ ²⁰¹⁷ - 2018 school year.

Thank you for considering this request.

Sincerely,


(Signed)

9-26-2016
(Date)

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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TO: The Centennial Administration and Board of Education

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Course No.	Course Title	Hrs.	College	Undergrad. or Grad. Level	Planned Grad. Program Applies
500	Inclusionary Practices	3	Peru	Grad	Yes

Course Description:

This course will provide an overview of the handicapping conditions served under the legislation of IDEA. A review of the law & the eligibility requirements for each identified handicapping condition will be examined. The purpose of the course will be to train general & special educators in Practices conducive to creating inclusionary environments in which to teach both regular education and special education students.

Course No.	Course Title	Hrs.	College	Undergrad. or Grad. Level	Planned Grad. Program Applies
552	Intro. To Multimedia Authoring	3	Peru	Grad	Yes

Course Description:

This course is designed to provide participants with the knowledge & skills associated with the principles of multimedia, and the means whereby they can utilize their knowledge & skills effectively in an educational setting.

Course No.	Course Title	Hrs.	College	Undergrad. or Grad. Level	Planned Grad. Program Applies
621	Curriculum Development	3	Peru	Grad	Yes

Course Description:

This course is designed to examine the principles underlying the development of educational curriculum & the relationship to standards, instructional methodology, and assessment. Emphasis will be placed on the methods of determining priorities, objectives, scope & sequence, & organizational processes.

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,

(Signed) [Signature]

(Date) 9-28-2016

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
602	Statistical Methods & Data Analysis	3	Peru	Grad	Yes

Course Description:

This course offers training & understanding of common descriptive, & inferential statistical techniques for conducting research and engaging in scholarly activities.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
569	Teachers as Collaborative Leaders	3	Peru	Grad	Yes

Course Description:

Teachers will understand the phenomenon of teacher leadership that will help teachers develop skills required to act as leaders and learners to impact school improvement from within. Examine personal and professional roles, teachers will learn to be more effective leaders in their professional communities.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
623	Assessment of Instruction	3	Peru	Grad	Yes

Course Description:

This course is designed to examine the principles underlying the development of appropriate assessment practices & methodology. Emphasis will be placed on the relationship between assessment, instruction, and student achievement.

602 - 2017-218

The addition of this course(s) would make me eligible for horizontal movement effective with the 2018-2019 school year.

Thank you for considering this request.

Sincerely,



(Signed)

9-28-2016

(Date)

CENTENNIAL PUBLIC SCHOOL

Jake Polk

COURSE APPROVAL FORM

The negotiated agreement between the CEA and Board of Education requires, in part, teacher to obtain advance approval from the administration/Board of Education for courses applicable to horizontal movement on the salary schedule.

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TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDAD 831	Social Foundation of Education	3	UNK	Grad	Education Administration

Course Description:

Summer 2016 This class provides insight into the relationship of education in the social order, a rationale for the underlying philosophy of education, and an understanding of how political theory and social forces provide for school organization and authority.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDAD 869	The Principalship	3	UNK	Grad	Education Administration

Course Description:

Summer 2016 This is a foundation course in school administration, that places emphasis on the responsibilities of the principal. It is designed to serve the interests and needs of certified personnel who plan to become principals.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDAD 843	Practicum in EDAD	3	UNK	Grad	Education Administration

Course Description:

Fall 2016 This course is graded as credit/no credit. It is designed to provide practical learning experiences pertaining to principals. This course includes a 105hr internship/mentor program, as well as a visitation to a school district with 25,000+ students.

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,

Jake Polk
(Signed)

09/12/16
(Date)

CENTENNIAL PUBLIC SCHOOL

Jake Polk
1st-4th grade PE

INTENT TO ATTEND AN OUT-OF-STATE STAFF
DEVELOPMENT ACTIVITY

ACTIVITY: SHAPE America

LOCATION (IF KNOWN): Boston, Massachusetts

DATES I WOULD BE GONE (IF KNOWN): March 13th-18th 2017

1. I am requesting to attend this activity for the following reason(s): _____

* I attended SHAPE America in Minneapolis last year & I truly believe it helped me mature as a teacher & person.

* Now that I know what to expect, I think I can let my guard down & continue to grow as an educator & person.

2. A listing of local and state conferences I have attended in the past five years include

(be as specific as possible): _____

* SHAPE America Minneapolis - ~~April 2016~~ April 2016

* Nebraska Coaches Clinic - July 2016

3. My participation in Centennial activities outside the classroom the past five years

include (these include service on committees, teams, task forces, etc.): _____

- Assistant girls basketball coach

- Head softball coach

- Program Advisor for Fuel Up To Play 60 (new group. In early stages)

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return. Thanks for considering!

Jake Polk
Signature

10/6/16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: National Science Conference (NSTA)

LOCATION (IF KNOWN): Los Angeles

DATES I WOULD BE GONE (IF KNOWN): ^{Conference Dates} March 30 - April 2

^{Travel Dates} March 29 - April 3

1. I am requesting to attend this activity for the following reason(s): Students' science

learning has changed dramatically from learning in the past. In a STEM environment students' understanding of the world around them is facilitated through the intentional connections between the four disciplines of science, technology, engineering and mathematics. This conference would help me build up our science program early on. This in the long run would help

2. A listing of local and state conferences I have attended in the past five years include with NESB and ACT scores.

(be as specific as possible): Plain Talk in New Orleans 3 years ago.

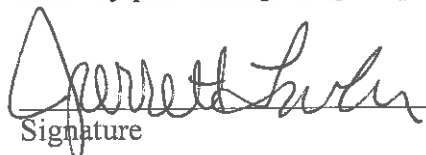
Autism conference in Omaha last spring.

3. My participation in Centennial activities outside the classroom the past five years

include (these include service on committees, teams, task forces, etc.): _____

RTI committee, SAT team

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.


Signature

10/5/16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: National Science Teachers Association Conference

LOCATION (IF KNOWN): Los Angeles, CA

DATES I WOULD BE GONE (IF KNOWN): March 29th - April 3rd
Conference 3/30 - 4/2

1. I am requesting to attend this activity for the following reason(s): It will
enhance my professional learning and provide
networking with fellow science teachers.
There will be workshops, demonstrations, and
presentations covering many topics.

2. A listing of local and state conferences I have attended in the past five years include

(be as specific as possible): Plain Talk About Reading, New
Orleans. Nebraska Association of Teachers of
Science Fall Conference, Fremont NE
Nebraska Science Summit UNL

3. My participation in Centennial activities outside the classroom the past five years

include (these include service on committees, teams, task forces, etc.): RTI, SAT,
Maryano Team Leader

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.

Janice Buss
Signature

10/6/16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: Plain Talk Conference

LOCATION (IF KNOWN): New Orleans

DATES I WOULD BE GONE (IF KNOWN): March 13-15th

1. I am requesting to attend this activity for the following reason(s): As a teacher of low level reading students, I believe attending this conference would give insight to new techniques and strategies that can be used in the classroom.

2. A listing of local and state conferences I have attended in the past five years include (be as specific as possible): Read mastery training, Adventures in language training, NATS - Science Conference

3. My participation in Centennial activities outside the classroom the past five years include (these include service on committees, teams, task forces, etc.): Girls on the Run co-coach, PBIS team, 16-17 Scheduling team,

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.

Megan Wm Bick
Signature

10/4/16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: Plain Talk Conference

LOCATION (IF KNOWN): New Orleans

DATES I WOULD BE GONE (IF KNOWN): March 13-15

1. I am requesting to attend this activity for the following reason(s): I have heard amazing things about what is presented at this conference and I have taken a lot away from others who have presented about what they have learned.

2. A listing of local and state conferences I have attended in the past five years include (be as specific as possible): None

3. My participation in Centennial activities outside the classroom the past five years include (these include service on committees, teams, task forces, etc.):

CEA Event planning, Red Ribbon Committee, One Act

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.

Crystal Becker
Signature

10-4-16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: Plain Talk

LOCATION (IF KNOWN): New Orleans

DATES I WOULD BE GONE (IF KNOWN): March 13-15, 2017

1. I am requesting to attend this activity for the following reason(s): _____

This conference provides the opportunity to hear about evidence-based reading research and strategies. I am using several strategies I learned the last time I attended this conference.

2. A listing of local and state conferences I have attended in the past five years include (be as specific as possible): _____

Plain Talk 2015 (New Orleans, LA)

ERI/NIFDI DI Conference (Eugene, OR)

3. My participation in Centennial activities outside the classroom the past five years include (these include service on committees, teams, task forces, etc.): _____

R+I

CEA Social Committee

SAT

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.

Linda Rafert
Signature

10/6/16
Date

CENTENNIAL PUBLIC SCHOOL

INTENT TO ATTEND AN OUT-OF-STATE STAFF DEVELOPMENT ACTIVITY

ACTIVITY: National Business Education Association Convention

LOCATION (IF KNOWN): Chicago

DATES I WOULD BE GONE (IF KNOWN): April 11-14, 2016

1. I am requesting to attend this activity for the following reason(s): There will be several sessions & speakers that will share new methods/strategies applicable to many courses that I teach; this conference is highly recommended by many of the other NE business teachers that I know & have spoken too.

2. A listing of local and state conferences I have attended in the past five years include

(be as specific as possible): Business, Marketing, Info Tech Workshop (Annually over last 5 years)

Google Summit (2016), ESUS Tech Fair (2015-16)

Union Pacific NE Council for Econ Ed Summer Seminar (2015-16)

Schoology Training (2015)

3. My participation in Centennial activities outside the classroom the past five years

include (these include service on committees, teams, task forces, etc.): _____

SAT Team, Crisis Team, Teammates

4. I understand that this is only an intent to attend an out of state conference and, if selected to attend, I will share the information and knowledge obtained at the conference with my peers and principal upon my return.

G. Bjell
Signature

10-3-16
Date



Board of Education Meeting

Special Education Summary

October 10, 2016

- I. Vocational Rehabilitation (VR) / Developmental Disabilities (DD) Realignment
 - A. Tiered System for Support
 - B. On-going evaluation through December 2016

- II. Assistive Technology Update
 - A. APPS, Extensions, Add-ons
 - B. Focus towards mainstreaming technology for all users
 - C. Using technology as an enhancement for curriculum needs

- III. NDE Alternative Assessment - 2017-2018
 - A. 1% CAP
 - B. Federal guidance for participation

Elementary Principal's Report

Marni Parrack

October 7, 2016

1. Elementary Activities from 9/14 - 10/12:
 - a. Farm Safety Day
 - b. Mr. Polk sponsored Punt, Pass, and Kick
 - c. Grades K-6 attended Plum Creek Literacy Festival @ Concordia
 - d. Math Curriculum Alignment
 - e. Parent-Teacher Conferences - 92% attendance - working to make contact with parents and schedule follow ups - aiming for 100% attendance

2. Enrollment as of 10/12/2015
 - Preschool 3s: 19
 - Preschool 4s: 22
 - Kindergarten: 28
 - 1st Grade: 29
 - 2nd Grade: 20
 - 3rd Grade: 30
 - 4th Grade: 26
 - 5th Grade: 28
 - 6th Grade: 30

Total Enrollment: PreK-6 - 232

Total Enrollment: K-6 - 191

**Secondary Principal's Report
October 10, 2016**

1. **Parent /Teacher Conference Attendance –**
 - a. 80.58% Overall (see attachment for historical comparison)

2. **Fall Sports Update...**
 - a. **Cross Country** – Districts Thurs. at Branched Oak hosted by Malcolm
 - b. **Football** – 7-0 Fri. vs. Cross County
 - c. **Volleyball** – 7-11. Tues @ Fillmore Central, Thurs - Tri (H) Aquinas/DC
 - d. **Softball** – Districts @ Central City last Thurs & Fri, ended season at 14-21

3. **1st Quarter Ends on 10/20...**
 - a. It's been a good quarter...like last year, very low numbers of ineligible students.
 - b. Kids & staff have been working hard all quarter...
 - c. In-service day on 10/24...kids will be ready for a 4-day weekend...

Centennial- JR/SR HIGH PARENT /TEACHER CONFERENCES-ATTENDANCE PERCENTAGE

October	1973	73%	September	1995	83%
February	1974	59%	March	1996	75%
November	1974	69%	September	1996	
February	1975	63%	March	1997	
October	1975	75%	October	1997	83%
March	1976	58%	March	1998	74%
November	1976	71%	October	1998	81%
March	1977	64%	March	1999	N/A
November	1977	69%	September	1999	78%
March	1978	64%	February	2000	75%
November	1978	77%	September	2000	79%
March	1979	69%	February	2001	74%
November	1979	68%	September	2001	80%
March	1980	64%	February	2002	71%
October	1980	73%	September	2002	79%
March	1981	69%	February	2003	72%
November	1981	75%	September	2003	77%
March	1982	69%	February	2004	73%
November	1982	75%	September	2004	79%
March	1983	69%	February	2005	73%
November	1983	76%	September	2005	76%
April	1984	69%	February	2006	77%
October	1984	72%	September	2006	78%
March	1985	68%	February	2007	76%
November	1985	75%	September	2007	71%
March	1986	63%	February	2008	62%
October	1986	72%	September	2008	72%
March	1987	66%	January	2009	63%
November	1987	74%	September	2009	76%
March	1988	68%	February	2010	69%
November	1988	76%	September	2010	76%
March	1989	69%	February	2011	63%
November	1989	75%	September	2011	81%
March	1990	65%	February	2012	76%
November	1990	78%	September	2012	80%
March	1991	74%	February	2013	73%
November	1991	78%	September	2013	79%
March	1992	74%	February	2014	69%
November	1992	77%	S/October	2014	75%
March	1993	74%	February	2015	68%
November	1993	78%	September	2015	77%
March	1994	75%	February	2016	70%
September	1994	79%	September	2016	80.58%
March	1995	78%			

PARENT/TEACHER CONFERENCES

Fall 2016

<u>GRADE</u>	<u>TOTAL STUDENTS</u>	<u>TOTAL PARENTS</u>	<u>WEDNESDAY</u> 9/21/2016	<u>WEDNESDAY</u> 9/28/2016	<u>TOTAL</u>
	207				
7	27	23	48%	37%	85%
8	29	23	41%	38%	79%
9	33	25	36%	39%	75%
10	47	41	49%	36%	85%
11	28	22	43%	36%	79%
12	42	33	48%	31%	79%

TOTAL PERCENTAGE FOR WEDNESDAY 9/21/16

44%

TOTAL PERCENTAGE FOR WEDNESDAY 9/28/16

36%

TOTAL FOR BOTH NIGHTS

80%

SUPERINTENDENT'S REPORT

October 10, 2016

1. It's time to start planning for the NASB State Conference in Omaha. The pre-conference sessions this year on Wednesday, November 16th, from 1:00 p.m. to 4:00 p.m. on "Vision 20/20: One Vision – One State" and "Bullying and Nebraska Schools". The conference will be held on Thursday and Friday, November 17th and 18th. We have room reservations at the Embassy Suites LaVista this year for Larry, Doug, and Jason for Wednesday and Thursday nights. (Wayne has reservations through NASB) Preston Stuhr has been nominated to be one of the Student Voices.
2. Once again, the past month has been state report month. We have worked on the CDC, NSSRS, LEP and Poverty Plans, and the Consolidated Application and hope that we are getting close to having all of them completed.
3. We have not had a Past Board Member's Meeting for several years. We may want to discuss when we want to have another one.
4. Flu shots will be given on Monday, October 12th from 7:15 a.m. to 9:00 a.m. Stop by if you would like to be on the receiving end of the needle.
5. AASA National Conference – I am considering whether to attend the National AASA Conference in New Orleans in March. Does anyone have an issue if I do attend?
6. Track Update