

Board of Education Regular Meeting
Monday, November 15, 2021 7:00 PM
District Office
508 Jefferson Ave.
Morrill, NE 69358

I. CALL TO ORDER FOR REGULAR MEETING

Dave Sherrod called the meeting to order at 7:00 pm

I.1. Pledge to the Flag

I.2. Roll Call

I.3. Notification of Open Meetings Law Posting

I.4. Recognition of Recording

Casey Debus stated she was recording the meeting

II. CONSIDER CONSENT AGENDA

II.1. Approval of minutes of October 18 and November 1, 2021

II.2. Approval of Agenda for November 15, 2021

II.3. Business Manager's and Financial Reports

II.4. Claims payable

II.4.a. Working Monthly Budget

II.4.b. Monthly Budget of Receipts

II.4.c. Activity Accounts

II.4.d. County Treasurers' Reports

III. RECOGNITION OF VISITORS

A number of high school students shared their Leadership Conference experiences. Four community members addressed the board with various questions and concerns.

IV. Reports

IV.1. Curriculum/Amer.Civics: Lisa Kaufman (chair), Shaun Hess, Art Frerichs

IV.2. Facilities/Transportation: Art Steiner (Chairman), Shaun Hess, Bill Watson

IV.3. Finance/Negotiations: Dave Sherrod (Chairman), Bill Watson, Art Frerichs

IV.4. Safety Committee: Art Frerichs (Chairman), Art Steiner

IV.5. Morrill School's Foundation: Bill Watson (Chairman), Lisa Kaufman, Art Frerichs

IV.6. Student Council Report

IV.7. Early Childhood Director's Report

IV.8. Activity Director's Report

IV.9. Secondary Principal's Report

IV.10. Elementary Principal's Report

IV.11. Superintendent's Report

V. NEW BUSINESS

V.1. ~~Presentation of 2020-2021 Audit from Rauner & Associates~~ (Auditor postponed until December 20,2021)

V.2. Consider/possibly approve classified staff hires and wage adjustments

- a. New business office personnel: Bailee Steiner for lunch & breakfast scanning and purchasing
- b. Re-assignment of Elva Lutz: adding Payroll & Benefits
- c. Re-assignment of Seth Sherwood from Grounds to Kitchen for winter months & consider wage adjustment
- d. Re-assignment of Kasi Chabot from secondary SPED para to MTSS para & consider wage adjustment
- e. New secondary SPED para Elila Sifuentes
- f. New Cafeteria Cook: Gordon Shinn
- g. Consider transition wage for Stacy Rodriguez while training the two new business office staff

V.3. Consideration of Staff Appreciation Dinner at Table Mountain Winery on December 15, 2021 cost \$20.00 per person

V.4. Consider/possibly approve request from MECTU to be recognized as exclusive bargaining agent for Morrill's Early Childhood non-administrative Certificated Staff for the 2022-2023 school year

V.5. Discuss Superintendent vacation log

VI. OLD BUSINESS

VI.1. Update and consideration of Interlocal Agreement with Mitchell for FFA Collaboration

VI.2. Update timeline and process for Community Engagement protocol

VI.3. Consider/possibly approve 1st reading on the annual policy updated from Perry Law Firm/ESU 13

VII. Next Regular Meeting Date
December 20, 2021 7:00 pm

VIII. ADJOURNMENT

The meeting was adjourned at 8:10 pm.

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6311 MORRILL SD 11 SINKING
October 31, 2021

Account		October	Year-To-Date
185-00	DISBURSEMENTS	-7,545.04	-64,790.41
305-18	LEVIED TAX 2018	0.00	10.98
305-19	LEVIED TAX 2019	0.00	22.50
305-20	LEVIED TAX 2020	2,659.72	64,582.80
306-18	RE & PP INTEREST 2018	0.00	3.22
306-19	RE & PP INTEREST 2019	0.00	3.45
306-20	RE & PP INTEREST	70.62	179.60
344-01	HOMESTEAD EXEMPT LOSS	0.00	694.87
346-01	PRO-RATE MOTOR VEHICLE	0.00	94.76
346-02	CARLINE TAX	0.00	485.66
361-01	HOMESTEAD EXEMPT COMMISSION	0.00	-6.95
363-01	PROPERTY TAX COMMISSION	-27.30	-648.03
	Month Total	-4,842.00	632.45
	Previous Fund Balance	7,545.04	2,070.59
	Current Fund Balance	2,703.04	2,703.04

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6811 MORRILL SD 11 HAZ/HANDI
October 31, 2021

Account		October	Year-To-Date
185-00	DISBURSEMENTS	-6,539.04	-56,151.71
305-18	LEVIED TAX 2018	0.00	9.51
305-19	LEVIED TAX 2019	0.00	19.50
305-20	LEVIED TAX 2020	2,305.10	55,971.78
306-18	RE & PP INTEREST 2018	0.00	2.79
306-19	RE & PP INTEREST 2019	0.00	3.00
306-20	RE & PP INTEREST	61.22	155.66
344-01	HOMESTEAD EXEMPT LOSS	0.00	602.22
346-01	PRO-RATE MOTOR VEHICLE	0.00	82.13
346-02	CARLINE TAX	0.00	420.90
361-01	HOMESTEAD EXEMPT COMMISSION	0.00	-6.02
363-01	PROPERTY TAX COMMISSION	-23.66	-561.62
	Month Total	-4,196.38	548.14
	Previous Fund Balance	6,539.04	1,794.52
	Current Fund Balance	2,342.66	2,342.66

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6111 MORRILL SD 11 GENERAL
October 31, 2021

Account	October	Year-To-Date
185-00 DISBURSEMENTS	-139,529.99	-1,123,952.86
304-20 MOTOR VEHICLE TAX	13,273.55	52,472.77
305-18 LEVIED TAX 2018	0.00	181.19
305-19 LEVIED TAX 2019	0.00	371.30
305-20 LEVIED TAX 2020	43,885.48	1,065,616.28
306-18 RE & PP INTEREST 2018	0.00	53.20
306-19 RE & PP INTEREST 2019	0.00	56.97
306-20 RE & PP INTEREST	1,165.30	2,963.52
344-01 HOMESTEAD EXEMPT LOSS	0.00	11,465.37
346-01 PRO-RATE MOTOR VEHICLE	0.00	1,563.56
346-02 CARLINE TAX	0.00	8,013.32
361-01 HOMESTEAD EXEMPT COMMISSION	0.00	-114.65
363-01 PROPERTY TAX COMMISSION	-450.51	-10,692.43
470-05 COUNTY COURT FINES	1,708.75	6,875.43
Month Total	-79,947.42	14,872.97
Previous Fund Balance	139,529.99	44,709.60
Current Fund Balance	59,582.57	59,582.57

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 1
01	GENERAL FUND						
1100	REGULAR INSTRUCTIONAL PROGRAMS						
01 1100 111 1 003	Instructional Salaries Elem	380,000.00	83,781.30	453,000.00	55,847.28	87.67	
01 1100 111 2 001	Instructional Salaries Sec	560,000.00	176,734.95	741,000.00	135,748.36	81.68	
01 1100 111 4 000	Regular Flat Salaries	84,000.00	21,000.00	73,500.00	12,250.00	83.33	
01 1100 123 1 003	Elementary Substitute Teachers	20,000.00	4,402.50	25,000.00	9,448.50	62.21	
01 1100 123 2 001	Highschool Substitute Teachers	15,000.00	4,170.00	18,000.00	3,360.00	81.33	
01 1100 150 1 003	Instructional Aide -Sub Para Elementary	3,000.00	2,340.90	7,500.00	3,019.64	59.74	
01 1100 150 2 001	Instructional Aide - Sub Para Highschool	500.00	0.00	0.00	0.00	0.00	
01 1100 151 1 003	STIPENDS -- ELEM XTRA DAYS	2,500.00	4,224.13	2,500.00	1,607.80	35.69	
01 1100 151 2 001	STIPENDS - SEC XTRA DAYS	1,500.00	360.00	2,500.00	2,225.20	10.99	
01 1100 210 1 003	Benefit Package - Elementary Blue Cross Blue Shield	90,000.00	20,384.84	90,000.00	14,979.99	83.36	
01 1100 210 2 001	Benefit Package - Secondary Blue Cross Blue Shield	130,000.00	28,972.36	130,000.00	19,520.30	84.98	
01 1100 220 1 003	Social Security - Elementary	34,000.00	8,448.29	44,000.00	5,666.47	87.12	
01 1100 220 2 001	Social Security Secondary	62,000.00	15,226.60	75,000.00	11,264.11	84.98	
01 1100 220 4 000	SOCIAL SECURITY-FLAT	6,500.00	1,599.52	6,500.00	932.54	85.65	
01 1100 230 1 003	Retirement - Elementary	51,000.00	11,975.98	56,000.00	6,284.32	88.78	
01 1100 230 2 001	Retirement - Secondary	100,000.00	21,737.14	98,000.00	13,451.91	86.27	
01 1100 230 4 000	RETIREMENT-FLAT	8,500.00	2,074.32	8,300.00	1,210.02	85.42	
01 1100 237 0 000	RETIREMENT ADJUSTMENTS	0.00	0.00	0.00	0.00	0.00	
01 1100 270 0 000	Workman's Comp-District	81,450.00	81,450.00	80,000.00	182,185.00	(127.73)	
01 1100 290 1 003	OTHER BENEFITS FRINGE BENEFIT	0.00	2,625.00	0.00	0.00	0.00	
01 1100 320 1 003	Prof Dev- Elementary	4,000.00	0.00	2,000.00	210.88	89.46	
01 1100 320 2 001	Professional Dev - Secondary	4,000.00	1,198.00	2,000.00	500.00	75.00	
01 1100 340 1 003	Repairs/Maint Computers Elem	500.00	0.00	500.00	0.00	100.00	
01 1100 340 2 001	Repairs/Maint Computers- Second	500.00	0.00	500.00	388.02	22.40	
01 1100 382 0 000	DISTANCE ED & TELECOMMUNICATIONS	35,500.00	5,989.93	55,000.00	12,837.13	76.66	
01 1100 443 0 000	Copier-Lease District	35,000.00	5,773.58	30,000.00	8,131.07	72.90	
01 1100 580 0 000	STF DEV/TRAVEL	0.00	158.40	5,000.00	200.00	96.00	
01 1100 610 0 000	SUPPLIES DISTRICT	10,000.00	0.45	2,500.00	29.80	94.81	
01 1100 610 1 003	SUPPLIES-- ELEM	20,000.00	12,263.51	20,000.00	15,330.43	9.72	
01 1100 610 2	SUPPLIES--SECOND	25,000.00	5,298.15	20,000.00	9,949.02	37.97	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 2
001							
01 1100 640 1 003	ELEM CURRICULUM /PERIODICALS	60,000.00	1,396.69	15,000.00	21,753.13	(58.14)	
01 1100 640 2 001	Second Curriculum/PERIODICALS	60,000.00	2,586.22	15,000.00	3,155.35	74.81	
01 1100 733 0 000	Equipment District	10,000.00	2,802.04	10,000.00	2,201.54	77.98	
01 1100 734 0 000	COMPUTER HARDWARE DISTRICT	50,000.00	21,406.29	10,000.00	599.70	94.00	
01 1100 734 1 003	COMPUTER HARDWARE ELEM	0.00	0.00	0.00	899.25	0.00	
01 1100 734 2 001	COMPUTER HARDWARE SEC	0.00	378.00	0.00	270.00	0.00	
01 1100 735 0 000	COMPUTER SOFTWARE	25,000.00	8,862.17	20,000.00	8,151.00	59.25	
01 1100 735 1 003	ELEM-COMPUTER SOFTWARE	15,000.00	11,022.19	15,000.00	4,809.05	63.74	
01 1100 735 2 001	SECOND-COMPUTER SOFTWARE	10,000.00	7,475.05	10,000.00	0.00	95.88	
01 1100 810 0 000	DUES AND FEES	5,000.00	0.00	2,500.00	100.00	96.00	
1100	REGULAR INSTRUCTIONAL PROGRAMS	Total	1,999,450.00	578,118.50	2,145,800.00	568,516.81	73.09
1125	FLEX SPENDING						
01 1125 111 0 000	FLEX REGULAR SALARIES	12,000.00	0.00	15,000.00	0.00	100.00	
01 1125 150 0 000	FLEX OTHER STAFF SALARIES	10,000.00	0.00	6,000.00	0.00	100.00	
01 1125 220 0 000	FLEX SOCIAL SECURITY	0.00	0.00	2,000.00	0.00	100.00	
01 1125 230 0 000	RETIREMENT	0.00	0.00	2,000.00	0.00	100.00	
01 1125 610 0 000	FLEX SUPPLIES	2,349.30	0.00	0.00	0.00	0.00	
1125	FLEX SPENDING	Total	24,349.30	0.00	25,000.00	0.00	100.00
1150	LIMITED ENGLISH PROF PROGRAMS						
01 1150 111 1 003	LEP INSTRUCTIONAL SALARIES ELEM	72,800.00	18,200.01	0.00	0.00	0.00	
01 1150 210 1 003	LEP BENEFIT PACKAGE - ELEM	4,300.00	372.88	1,000.00	0.00	100.00	
01 1150 220 1 003	LEP FICA/MEDICARE - ELEM	6,400.00	1,305.86	0.00	0.00	0.00	
01 1150 230 1 003	LEP RETIREMENT - ELEM	8,900.00	2,526.40	0.00	0.00	0.00	
1150	LIMITED ENGLISH PROF PROGRAMS	Total	92,400.00	22,405.15	1,000.00	0.00	100.00
1160	PROVERTY PROGRAMS						
01 1160 111 1 003	POVERTY INSTR. SALARIES - ELEM	382,000.00	103,381.32	411,720.00	62,480.62	84.82	
01 1160 210 1 003	POVERTY BENEFIT PKG - ELEM	63,000.00	17,397.64	81,000.00	13,298.92	83.58	
01 1160 220 1 003	POVERTY FICA/MEDICARE - ELEM	30,000.00	8,116.69	37,000.00	4,894.63	86.77	
01 1160 230 1 003	POVERTY RETIREMENT - ELEM	38,000.00	13,201.28	48,000.00	6,171.70	87.14	
1160	PROVERTY PROGRAMS	Total	513,000.00	142,096.93	577,720.00	86,845.87	84.97
1190	EARLY CHILDHOOD ED PROGRAMS						
01 1190 111 3 005	INSTRUCTIONAL PRE-K	220,000.00	73,391.97	248,448.75	44,115.22	82.24	
01 1190 112 3 005	Preschool Instructional Aides	154,720.00	47,147.88	290,000.00	39,324.13	86.44	
01 1190 141 3 005	Provisional Teacher	50,000.00	18,586.93	0.00	11,876.78	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 3
01 1190 150 3 005	Preschool Building Coordinator	45,000.00	10,275.68	42,000.00	7,294.72	82.63	
01 1190 210 3 005	BENEFITS -- PRE-K	60,000.00	13,611.37	57,000.00	13,138.19	76.95	
01 1190 220 3 005	FICA/MED -- PRE-K	37,000.00	11,829.90	47,000.00	8,233.53	82.48	
01 1190 230 3 005	RETIREMENT -- PRE-K	48,000.00	15,136.31	61,000.00	9,297.26	84.76	
01 1190 320 3 005	PROF DEV	5,000.00	1,647.87	3,500.00	1,178.21	66.34	
01 1190 580 3 005	STF DEV/TRAVEL -- PRE-K	1,000.00	64.00	1,000.00	0.00	100.00	
01 1190 610 3 005	SUPPLIES -- PRE-K	12,000.00	5,045.16	12,000.00	3,688.46	66.26	
01 1190 640 3 005	CURRICULUM-PREK	2,500.00	2,316.87	2,500.00	3,400.00	(51.92)	
01 1190 733 3 005	EQUIPMENT-PRE K	3,500.00	3,210.88	5,000.00	834.46	83.31	
01 1190 734 3 005	Pre-K Computer Hardware	1,000.00	2,013.00	0.00	0.00	0.00	
01 1190 735 3 005	PRE K-COMPUTER SOFTWARE	1,500.00	117.00	1,500.00	392.49	73.83	
01 1190 810 3 005	DUES AND FEES-PRE K	500.00	0.00	500.00	0.00	100.00	
1190	EARLY CHILDHOOD ED PROGRAMS	Total	641,720.00	204,394.82	771,448.75	142,773.45	81.23
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS						
01 1200 111 1 003	Sped Sal Elem	50,000.00	14,768.85	86,400.00	14,488.64	83.23	
01 1200 111 2 001	Sped Sal Sec	0.00	249.99	0.00	0.00	0.00	
01 1200 111 3 005	Sped Sal Preschool	53,000.00	0.00	42,000.00	9,812.80	76.64	
01 1200 112 1 003	Sped Elem Aides	48,000.00	29,799.22	103,000.00	24,023.65	76.68	
01 1200 112 2 001	Sped Sec Aides	68,000.00	19,790.84	68,000.00	10,306.60	84.84	
01 1200 150 3 005	Sped Preschool Aides	15,000.00	0.00	0.00	0.00	0.00	
01 1200 210 1 003	Sped Bene Elem	11,000.00	3,589.68	24,000.00	10,760.30	55.17	
01 1200 210 2 001	Sped Bene Sec	11,000.00	604.62	18,000.00	1,157.71	93.57	
01 1200 210 3 005	Sped Bene Prek	11,000.00	0.00	10,500.00	0.00	100.00	
01 1200 220 1 003	Soc Sec	8,800.00	3,356.33	17,000.00	2,927.08	82.78	
01 1200 220 2 001	SOCIAL SECURITY	5,200.00	1,522.01	11,009.00	741.12	93.27	
01 1200 220 3 005	SOCIAL SECURITY	4,300.00	0.00	4,000.00	716.48	82.09	
01 1200 230 1 003	Sped Retire Elem	14,000.00	6,319.25	20,600.00	3,151.73	84.70	
01 1200 230 2 001	Sped Retire Sec	11,000.00	3,188.84	8,000.00	823.40	89.71	
01 1200 230 3 005	RETIREMENT	4,300.00	0.00	5,200.00	796.43	84.68	
01 1200 270 1 003	Sped Workmns Elem	4,685.00	4,685.00	9,400.00	0.00	100.00	
01 1200 270 2 001	Sped Workmns Sec	4,685.00	9,370.00	4,600.00	0.00	100.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 4
01 1200 270 3 005	WORKER'S COMPENSATION	4,685.00	0.00	4,000.00	0.00	100.00	
01 1200 320 1 003	Other Prof & Tech Services	500.00	0.00	1,000.00	0.00	100.00	
01 1200 338 1 003	REPAIRS AND MAINTENANCE	2,000.00	0.00	1,000.00	0.00	100.00	
01 1200 340 1 003	OTHER CONTRACTED OR SECURED SERVICES	2,500.00	0.00	2,500.00	0.00	100.00	
01 1200 382 0 000	DISTANCE EDUCATION AND TELECOMMUNICATION	7,000.00	5,182.94	7,000.00	0.00	100.00	
01 1200 520 0 000	Liability Insurance	14,052.00	0.00	0.00	0.00	0.00	
01 1200 561 2 001	HS Sped TUIT PD OTHER DIST	5,000.00	0.00	5,000.00	0.00	100.00	
01 1200 561 3 005	TUIT PD OTHER DIST	2,500.00	0.00	5,000.00	0.00	100.00	
01 1200 580 1 003	SPED--STF DEV--ELEM	2,000.00	0.00	2,000.00	155.40	7.28	
01 1200 580 2 001	SPED--STF DEV--SEC	2,000.00	218.00	1,000.00	0.00	(69.90)	
01 1200 591 0 000	Contr Serv Sped	15,000.00	4,128.53	20,000.00	1,448.39	92.76	
01 1200 591 1 003	SPED ELEM CONTRACT SERVICES	55,000.00	14,627.86	75,000.00	18,480.85	75.36	
01 1200 591 2 001	2nd SPED CONTRACT SERVICES	47,000.00	1,956.31	20,000.00	8,732.14	56.34	
01 1200 610 1 003	Elem Sped Suppl	7,000.00	1,498.07	7,000.00	1,733.48	75.24	
01 1200 610 2 001	Sec Sped Suppl	8,200.00	2,162.05	9,000.00	2,382.17	73.53	
01 1200 610 3 005	Pre K SUPPLIES	2,550.00	0.00	2,500.00	216.77	91.33	
01 1200 640 1 003	ELEM SPED CURRICULUM	500.00	0.00	500.00	0.00	100.00	
01 1200 640 2 001	Sec Sped Curriculum	500.00	0.00	500.00	0.00	100.00	
01 1200 734 0 000	SPED COMPUTER HARDWARE	500.00	0.00	500.00	0.00	100.00	
01 1200 810 0 000	Sped Fees	500.00	0.00	500.00	0.00	100.00	
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	Total	502,957.00	127,018.39	595,709.00	112,855.14	80.48
1291	EARLY CHILDHOOD SPECIAL EDUCATION INSTRU						
01 1291 591 3 005	Sped Age 3-5 Contract Services	50,000.00	9,957.95	60,000.00	3,184.55	94.69	
1291	EARLY CHILDHOOD SPECIAL EDUCATION INSTRU	Total	50,000.00	9,957.95	60,000.00	3,184.55	94.69
1292	BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM						
01 1292 591 3 005	0-2 Sped Contracted Services	9,000.00	5,902.88	21,000.00	4,511.32	78.52	
1292	BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM	Total	9,000.00	5,902.88	21,000.00	4,511.32	78.52
2120	GUIDANCE SERVICES						
01 2120 116 1 003	Guidance/LMHP Counselor Salary	64,000.00	16,698.24	44,000.00	17,309.26	60.66	
01 2120 116 2 001	Guidance Counselor Secondary	62,000.00	15,443.76	0.00	11,302.72	0.00	
01 2120 210 0 000	GUIDANCE BENEFITS	21,000.00	2,625.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 5
01 2120 210 1 003	Benefits	0.00	0.00	10,500.00	0.00	100.00	
01 2120 210 2 001	Benefits	0.00	3,811.08	5,600.00	2,482.48	55.67	
01 2120 220 0 000	GUIDANCE FICA/MEDICARE	1,000.00	200.82	0.00	0.00	0.00	
01 2120 220 1 003	Social Security	5,000.00	1,186.17	4,000.00	1,324.16	66.90	
01 2120 220 2 001	Social Security	5,000.00	1,366.45	5,600.00	940.70	83.20	
01 2120 230 1 003	Retirement	6,400.00	1,649.43	5,200.00	1,709.78	67.12	
01 2120 230 2 001	Retirement	6,100.00	2,285.99	7,200.00	1,116.46	84.49	
01 2120 580 0 000	Guid-Prof Dev	0.00	0.00	0.00	465.00	0.00	
01 2120 580 1 003	GUIDANCE PROF-DEVELOPMENT	500.00	0.00	500.00	100.00	80.00	
01 2120 580 2 001	GUIDANCE PROF Development	500.00	0.00	500.00	600.00	(20.00)	
01 2120 610 0 000	GUIDEANCE-OTHER SUPPLIES AND MATERIALS	12,000.00	1,108.62	10,000.00	974.03	88.93	
01 2120 735 0 000	GUIDANCE-COMPUTER SOFTWARE	2,500.00	690.00	2,000.00	2,259.00	(12.95)	
01 2120 810 0 000	DUES AND FEES	750.00	0.00	750.00	0.00	100.00	
01 2120 890 0 000	Guid-Other misc expenses	500.00	0.00	2,000.00	0.00	100.00	
2120 GUIDANCE SERVICES	Total	187,250.00	47,065.56	97,850.00	40,583.59	58.39	
2130 HEALTH SERVICES							
01 2130 116 0 000	Salary Nurse	60,000.00	15,000.00	64,000.00	10,500.00	83.59	
01 2130 210 0 000	Nurse-Benefits	14,400.00	3,321.36	0.00	3,016.82	0.00	
01 2130 220 0 000	Social Security	4,600.00	930.81	4,100.00	669.06	83.68	
01 2130 230 0 000	Retirement Nurse	0.00	2,303.37	7,000.00	1,037.16	85.18	
01 2130 230 2 001	RETIREMENT	5,900.00	0.00	0.00	0.00	0.00	
01 2130 580 0 000	Prof Dev Nurse	500.00	160.00	500.00	191.70	61.66	
01 2130 610 0 000	Supplies Nurse	3,500.00	441.18	1,500.00	1,126.82	19.69	
01 2130 810 0 000	DUES AND FEES	300.00	0.00	300.00	0.00	100.00	
01 2130 890 0 000	Other Nurse	1,000.00	0.00	0.00	0.00	0.00	
2130 HEALTH SERVICES	Total	90,200.00	22,156.72	77,400.00	16,541.56	78.53	
2190 OTHER PUPIL SUPPORT SERVICES							
01 2190 112 0 000	ACTIVITY BUS DRIVER	11,000.00	5,258.12	17,000.00	1,606.84	90.55	
01 2190 150 0 000	Non Instructional staff salaries/A/D	32,000.00	26,502.40	120,000.00	18,044.38	84.96	
01 2190 151 0 000	REGULAR SALARIES-ACTIVITY	160,000.00	22,433.91	152,000.00	15,604.18	89.73	
01 2190 210 0 000	Insurance	7,200.00	1,107.84	11,000.00	1,318.18	88.02	
01 2190 220 0 000	Social Security/Med-- ACTIVITY BUS	15,000.00	4,616.80	19,000.00	3,038.13	84.01	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 6
01 2190 230 0 000	RETIREMENT -- ACTIVITY BUS	25,000.00	6,870.35	25,000.00	3,294.94	86.82	
01 2190 320 0 000	EXTRA DUTY -- NON-STAFF	25,000.00	8,472.00	26,000.00	5,600.00	78.46	
01 2190 340 0 000	ATHLETIC TRAINER SERVICES-ACTIV	2,000.00	435.00	2,000.00	0.00	100.00	
01 2190 490 0 000	Activity Supplies Purchases Athletics	25,000.00	6,576.63	25,000.00	12,187.20	51.25	
01 2190 580 0 000	Activities -- Travel Expenses	15,000.00	0.00	8,000.00	721.97	90.98	
01 2190 626 0 000	Activities -- Gas & Oil	9,000.00	504.00	9,000.00	0.00	100.00	
01 2190 739 0 000	Track/FTball Field Equipment	215,000.00	187.99	200,000.00	2,996.99	98.50	
01 2190 890 0 000	DUES/FEES -- ACTIVITIES	5,000.00	1,705.00	7,500.00	2,336.25	68.85	
2190	OTHER PUPIL SUPPORT SERVICES	Total	546,200.00	84,670.04	621,500.00	66,749.06	89.26
2211	SCHOOL IMPROVEMENT						
01 2211 580 0 000	SCH IMP: TRAVEL EXPENSES	5,000.00	0.00	5,000.00	0.00	100.00	
01 2211 890 0 000	SCH IMP: ACCREDITATION EXP	10,000.00	0.00	5,000.00	0.00	100.00	
2211	SCHOOL IMPROVEMENT	Total	15,000.00	0.00	10,000.00	0.00	100.00
2212	INST STAFF TRNG AND CURR DEV						
01 2212 320 0 000	PROFESSIONAL SERVICES	10,000.00	0.00	10,000.00	0.00	100.00	
01 2212 580 0 000	TRAVEL EXPENSE AND MILEAGE	20,000.00	0.00	10,000.00	211.65	97.88	
2212	INST STAFF TRNG AND CURR DEV	Total	30,000.00	0.00	20,000.00	211.65	98.94
2220	2220						
01 2220 111 0 000	Salary Librarian	41,300.00	10,325.01	49,600.00	0.00	100.00	
01 2220 112 1 003	Elem Library Paraprofessional	20,000.00	6,306.11	21,000.00	3,776.98	82.01	
01 2220 210 0 000	Benefit Library	10,500.00	2,625.00	10,500.00	0.00	100.00	
01 2220 220 0 000	Fica Librarian	3,200.00	990.68	4,600.00	0.00	100.00	
01 2220 220 1 003	Elem Library Paraprofessional	1,600.00	482.42	2,000.00	288.95	85.55	
01 2220 230 0 000	Retire Library	4,050.00	1,019.88	6,000.00	0.00	100.00	
01 2220 230 1 003	RETIREMENT	1,950.00	74.24	350.00	23.55	93.27	
01 2220 580 0 000	Library-Travel expense and mileage	200.00	0.00	200.00	0.00	100.00	
01 2220 610 1 003	Elem Library Supplies	1,000.00	240.86	1,000.00	469.20	53.08	
01 2220 610 2 001	Sec Library Supplies	1,000.00	686.10	2,000.00	352.18	82.39	
01 2220 640 1 003	Library Books Elem	2,500.00	2,227.75	2,500.00	1,412.62	43.50	
01 2220 640 2 001	Library Books Sec	1,000.00	1,307.30	1,500.00	1,615.83	(7.72)	
01 2220 735 0 000	Library-Computer Software	350.00	173.50	350.00	176.00	49.71	
01 2220 810 0 000	Dues and Fees	200.00	0.00	200.00	0.00	100.00	
2220	2220	Total	88,850.00	26,458.85	101,800.00	8,115.31	92.03

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 7
2230	Technical Services						
01 2230 114 0 000	Technology Assistant	24,000.00	7,481.60	25,000.00	5,460.84	78.16	
01 2230 220 0 000	Fica Tech	1,900.00	572.34	1,900.00	417.75	78.01	
01 2230 230 0 000	Retire Tech	2,330.00	739.02	2,500.00	539.41	78.42	
01 2230 320 0 000	PROF DEV-TECH	250.00	0.00	250.00	0.00	100.00	
01 2230 340 1 003	Repairs Elem Tech	500.00	0.00	500.00	0.00	100.00	
01 2230 340 2 001	Repairs Sec Tech	500.00	0.00	500.00	0.00	100.00	
01 2230 432 0 000	Technology Contracted Services	75,000.00	24,965.00	70,000.00	15,390.00	78.01	
01 2230 580 0 000	Mileage Tech	200.00	0.00	200.00	0.00	100.00	
01 2230 610 0 000	Supplies Tech	750.00	4,423.67	5,000.00	3,486.88	30.26	
01 2230 734 0 000	Tech Hardware	15,000.00	10,885.91	15,000.00	72.53	99.52	
01 2230 810 0 000	Tech Dues/fees	200.00	0.00	200.00	0.00	100.00	
2230	Technical Services	Total	120,630.00	49,067.54	121,050.00	25,367.41	79.04
2310	BOARD OF EDUCATION						
01 2310 310 0 000	Prof Dev	10,000.00	100.00	8,000.00	2,986.00	62.68	
01 2310 350 0 000	Advertising And Printing	10,000.00	5,739.00	10,000.00	0.00	100.00	
01 2310 440 0 000	Periodicals Board	300.00	0.00	300.00	0.00	100.00	
01 2310 520 0 000	District Liability Insurance	77,826.00	77,117.00	80,000.00	0.00	100.00	
01 2310 521 0 000	Board Fidelity Bond Premiums	250.00	0.00	250.00	0.00	100.00	
01 2310 580 0 000	Mileage And Expense	4,000.00	0.00	3,000.00	0.00	100.00	
01 2310 610 0 000	Supplies Board	500.00	0.00	500.00	4.25	99.15	
01 2310 810 0 000	Dues And Fees	10,000.00	0.00	10,000.00	1,225.00	87.75	
01 2310 890 0 000	Other Board	4,000.00	0.00	1,000.00	0.00	100.00	
2310	BOARD OF EDUCATION	Total	116,876.00	82,956.00	113,050.00	4,215.25	96.27
2320	EXECUTIVE ADMINISTRATION						
01 2320 105 0 000	SALARY-SUPERINTENDENT	131,000.00	32,499.99	135,000.00	22,333.34	83.46	
01 2320 150 0 000	Clerical Salary Supt	31,200.00	9,808.18	41,000.00	7,831.73	80.90	
01 2320 210 0 000	Benefits Supt	23,100.00	2,099.62	23,100.00	4,007.04	82.65	
01 2320 220 0 000	Fica Supt	12,400.00	3,176.63	15,000.00	2,248.03	85.01	
01 2320 230 0 000	Retire Supt	18,000.00	8,971.61	26,000.00	2,979.64	88.54	
01 2320 320 0 000	SUPER-PROF DEV	3,500.00	149.50	3,500.00	75.00	97.86	
01 2320 432 0 000	Comp Hardware Supt	1,000.00	0.00	0.00	0.00	0.00	
01 2320 580 0	TRAVEL - SUPT.	2,000.00	0.00	2,000.00	1,652.51	17.37	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 8
000							
01 2320 610 000	Office Supplies	250.00	0.00	250.00	0.00	100.00	
01 2320 733 000	Equip Supt	500.00	0.00	500.00	0.00	100.00	
01 2320 810 000	Dues And Fees	2,000.00	530.00	2,000.00	130.75	93.46	
01 2320 890 000	Other Supt	500.00	25.00	500.00	0.00	100.00	
2320 EXECUTIVE ADMINISTRATION	Total	225,450.00	57,260.53	248,850.00	41,258.04	83.42	
2330 District Legal Services							
01 2330 317 000	LEGAL SERVICES	10,000.00	1,223.50	10,000.00	6,179.50	38.21	
2330 District Legal Services	Total	10,000.00	1,223.50	10,000.00	6,179.50	38.21	
2410 PRIN							
01 2410 111 1003	Salary Elem Prin	107,000.00	26,945.01	90,000.00	15,000.00	83.33	
01 2410 111 2001	Salary Sec Prin	91,000.00	22,025.49	90,000.00	15,000.00	83.33	
01 2410 150 1003	Clerical Elem Prin	36,000.00	9,665.69	40,000.00	7,029.23	82.43	
01 2410 150 2001	Clerical Sec Prin	29,500.00	9,238.67	37,000.00	7,827.11	78.85	
01 2410 210 2001	Benefit Sec Prin	7,400.00	1,886.75	0.00	150.08	0.00	
01 2410 220 1003	Fica Elem Prin	11,000.00	2,772.16	16,000.00	1,685.22	89.47	
01 2410 220 2001	Fica Sec Prin	9,300.00	2,116.77	11,000.00	1,691.45	84.62	
01 2410 230 1003	Retire Elem Prin	14,000.00	3,576.91	12,392.00	2,176.01	82.44	
01 2410 230 2001	Retire Sec Prin	13,000.00	8,115.46	11,975.00	2,241.40	81.28	
01 2410 320 1003	ELEM PRINCIPAL-PROF DEV	1,000.00	0.00	2,000.00	0.00	100.00	
01 2410 320 2001	SEC PRINCIPAL-PROF DEV	1,000.00	0.00	2,000.00	0.00	100.00	
01 2410 580 1003	Mileage Elem Prin	500.00	0.00	1,000.00	0.00	100.00	
01 2410 580 2001	Mileage Sec Prin	500.00	0.00	1,000.00	0.00	100.00	
01 2410 610 1003	Supplies Elem Prin	500.00	0.00	1,000.00	12.00	98.80	
01 2410 610 2001	Supplies Sec Prin	500.00	77.22	1,000.00	0.00	100.00	
01 2410 734 1003	Comp Hardware Elem Princ	800.00	0.00	0.00	0.00	0.00	
01 2410 734 2001	Comp Hardware Sec Princ	800.00	0.00	0.00	0.00	0.00	
01 2410 810 1003	Dues Elem Prin	750.00	0.00	750.00	0.00	100.00	
01 2410 810 2001	Dues Sec Prin	500.00	335.00	750.00	0.00	100.00	
2410 PRIN	Total	325,050.00	86,755.13	317,867.00	52,812.50	83.39	
2510 GENERAL ADMIN-BUSINESS SERVICE							
01 2510 116 000	Business Manager--Salary	77,000.00	18,750.00	85,000.00	14,166.66	83.33	
01 2510 210 000	Business Manager--Benefits Package	0.00	0.00	0.00	0.00	0.00	
01 2510 220 000	Business Manager--FICA/Medicare	6,000.00	1,343.73	6,460.00	1,061.69	83.57	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 9
000							
01 2510 230 0 000	Business Manager--Retirement	7,500.00	1,699.64	8,400.00	1,399.36	83.34	
01 2510 260 0 000	UNEMPLOYMENT COMP OR INS	0.00	2,057.93	0.00	0.00	0.00	
01 2510 315 0 000	Audit	14,000.00	0.00	18,000.00	0.00	100.00	
01 2510 320 0 000	Professional & Technical Svcs	7,500.00	246.38	5,000.00	892.00	82.16	
01 2510 340 0 000	Contracted Services	500.00	0.00	500.00	190.00	62.00	
01 2510 350 0 000	Adver/print General	5,000.00	956.46	5,000.00	2,772.85	44.54	
01 2510 382 0 000	E-rate	15,500.00	443.75	15,500.00	262.22	98.31	
01 2510 531 0 000	Postage General	2,200.00	809.06	2,200.00	598.31	72.80	
01 2510 580 0 000	Travel/Mileage Expenses-General	2,500.00	0.00	2,500.00	192.00	92.32	
01 2510 610 0 000	Supplies General	2,000.00	2,634.96	7,000.00	40.11	98.24	
01 2510 733 0 000	Equip General	750.00	0.00	750.00	510.00	32.00	
01 2510 735 0 000	BUSINESS SOFTWARE	6,500.00	7,600.00	8,000.00	13,536.32	(69.20)	
01 2510 810 0 000	DUES AND FEES	1,500.00	612.32	1,000.00	267.99	73.20	
01 2510 890 0 000	Other General	1,000.00	0.00	500.00	0.00	100.00	
2510 GENERAL ADMIN-BUSINESS SERVICE	Total	149,450.00	37,154.23	165,810.00	35,889.51	78.30	
2610 Custodian							
01 2610 150 1 003	CUSTODIAL SALARY--ELEM	62,500.00	12,006.17	62,500.00	5,106.33	91.83	
01 2610 150 2 001	CUSTODIAL SALARIES -- SEC	50,000.00	11,083.33	50,000.00	9,541.60	80.92	
01 2610 150 3 005	CUSTODIAL-PRE K	16,000.00	2,803.99	10,000.00	927.82	90.72	
01 2610 210 1 003	Benefits Elem	8,000.00	604.62	7,000.00	1,244.56	82.22	
01 2610 210 2 001	Benefits Sec	7,000.00	604.62	7,000.00	1,244.56	82.22	
01 2610 220 1 003	Fica Elem Custodian	4,800.00	804.08	4,500.00	387.01	91.40	
01 2610 220 2 001	Fica Sec Custodian	3,825.00	833.79	3,900.00	720.13	81.54	
01 2610 220 3 005	SOCIAL SECURITY-PRE K CUSTODIAL	1,300.00	121.92	500.00	70.98	85.80	
01 2610 230 1 003	Retire Elem Cust	6,100.00	3,370.89	6,000.00	504.40	91.59	
01 2610 230 2 001	Retire Sec Cust	4,900.00	1,897.19	5,000.00	922.75	81.55	
01 2610 230 3 005	RETIREMENT-PRE K CUSTODIAL	15,200.00	0.00	0.00	0.00	0.00	
01 2610 320 0 000	PROPERTY SERVICES-Equip Rental	500.00	0.00	500.00	0.00	100.00	
01 2610 431 0 000	Repairs and Maintenance	7,500.00	915.75	5,000.00	0.00	73.45	
01 2610 610 0 000	Custodial-Supplies	2,500.00	2,612.30	5,000.00	0.00	88.00	
01 2610 610 1 003	Supplies Elem Cust	15,000.00	2,211.26	15,000.00	2,062.43	71.05	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 10
01 2610 610 2 001	Supplies Sec Cust	15,000.00	2,561.58	15,000.00	1,610.27	78.36	
01 2610 610 3 005	CUSTODIAL SUPPLIES - PRE K	6,000.00	36.94	6,000.00	848.12	54.80	
01 2610 621 1 003	Heat - Elem	162,000.00	24,481.46	150,000.00	26,195.49	82.54	
01 2610 621 2 001	Heat - Highschool	65,000.00	9,389.21	70,000.00	13,026.75	81.39	
01 2610 621 3 005	HEAT-PRE K	10,200.00	1,721.41	12,000.00	2,188.86	81.76	
01 2610 733 0 000	Equipment Cust	5,000.00	2,209.81	5,000.00	0.00	100.00	
2610 Custodian	Total	468,325.00	80,270.32	439,900.00	66,602.06	83.11	
2620 Maintenance							
01 2620 150 0 000	District Maintenance Salaries	65,000.00	20,941.86	90,000.00	25,329.90	71.86	
01 2620 210 0 000	HEALTH INSURANCE	10,000.00	1,209.24	14,000.00	2,489.12	82.22	
01 2620 220 0 000	SOCIAL SECURITY	5,000.00	1,588.46	7,000.00	1,928.67	72.45	
01 2620 230 0 000	RETIREMENT	6,400.00	4,334.19	12,000.00	2,502.05	79.15	
01 2620 340 0 000	Maint-Repairs	10,000.00	206.00	10,000.00	0.00	97.00	
01 2620 340 1 003	Contr Serv Elem Maint	5,000.00	387.93	5,000.00	0.00	100.00	
01 2620 340 2 001	Contr Serv Sec Maint	5,000.00	220.29	5,000.00	0.00	100.00	
01 2620 340 3 005	CONTR SERV (FIRE MONITOR)	4,000.00	0.00	1,000.00	0.00	100.00	
01 2620 610 0 000	Dist-Repair/Maintenance Grounds	10,000.00	4,680.71	10,000.00	1,990.48	74.78	
01 2620 610 1 003	Elem-Maintenance/Repair Supplies	6,000.00	1,455.18	10,000.00	885.97	90.14	
01 2620 610 2 001	Sec Repair/Maintenance Supplies	6,000.00	2,305.66	15,000.00	4,815.03	63.60	
01 2620 610 3 005	PRE K MAINTENANCE SUPPLIES	2,500.00	545.76	2,500.00	56.55	97.74	
01 2620 720 0 000	Bldg Improv District	25,000.00	0.00	25,000.00	0.00	100.00	
01 2620 733 0 000	Maint-Equip-Concession Stand	20,000.00	0.00	20,000.00	0.00	100.00	
01 2620 733 1 003	Equip Maint	5,000.00	1,385.00	5,000.00	0.00	100.00	
01 2620 733 2 001	Equip Maint	5,000.00	0.00	5,000.00	956.32	80.87	
01 2620 733 3 005	FURNITURE AND EQUIPMENT-PRE K	2,500.00	875.00	2,500.00	0.00	98.20	
2620 Maintenance	Total	192,400.00	40,135.28	239,000.00	40,954.09	82.19	
2660 Security							
01 2660 490 0 000	Safety and Security/School Resource	40,000.00	2,444.37	15,000.00	167.69	98.88	
2660 Security	Total	40,000.00	2,444.37	15,000.00	167.69	98.88	
2710 REGULAR PUPIL TRANSPORTATION							
01 2710 112 0 000	Trans-Sub Bus Salary	22,000.00	1,017.89	6,000.00	135.20	97.75	
01 2710 150 0 000	Salary Bus	90,000.00	34,134.79	110,000.00	20,110.80	81.72	
01 2710 210 0 000	Benefits	0.00	188.55	0.00	740.42	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 11
01 2710 220 000	Fica Bus	8,500.00	2,669.82	9,000.00	1,535.47	82.94	
01 2710 230 000	Retire Bus	11,000.00	4,076.55	9,000.00	1,088.20	87.91	
01 2710 610 000	Supplies	7,000.00	14.99	7,000.00	0.00	100.00	
01 2710 626 000	Gas And Oil	35,000.00	6,849.23	40,000.00	9,905.86	75.24	
01 2710 732 000	Vehicle Acquisition	99,000.00	11.00	75,000.00	280.00	99.63	
01 2710 739 000	Other Equipment Tires/Parts	37,000.00	3,410.26	35,000.00	3,071.76	91.22	
01 2710 890 000	Other	3,500.00	4,033.88	10,000.00	1,270.43	87.30	
2710	REGULAR PUPIL TRANSPORTATION	Total	313,000.00	56,406.96	301,000.00	38,138.14	87.33
2712	SCHOOL AGE SPEC ED TRANSPORT						
01 2712 150 2001	SPED TRANSPORTATION/BUS DRIVER	12,131.09	0.00	10,000.00	0.00	100.00	
01 2712 220 2001	FICA/Medicare SPED Transportation	350.00	0.00	500.00	0.00	100.00	
01 2712 230 2001	Retirement -- SPED Transportation	470.00	0.00	500.00	0.00	100.00	
01 2712 338 000	SPED RPRS & MAINT -- PRIUS	1,000.00	0.00	1,000.00	0.00	100.00	
01 2712 610 000	SPED TRNS SUPPLIES -- PRIUS	500.00	0.00	500.00	0.00	100.00	
01 2712 626 000	SPED GAS & OIL -- PRIUS	1,000.00	0.00	1,000.00	0.00	100.00	
01 2712 890 000	SPED TRANS -- OTHER	500.00	0.00	500.00	0.00	100.00	
2712	SCHOOL AGE SPEC ED TRANSPORT	Total	15,951.09	0.00	14,000.00	0.00	100.00
2900	Early Retirement						
01 2900 220 000	SOCIAL SECURITY	0.00	0.00	570.00	573.75	(0.66)	
01 2900 239 000	EARLY RETIRMENT	0.00	0.00	7,500.00	7,500.00	0.00	
2900	Early Retirement	Total	0.00	0.00	8,070.00	8,073.75	(0.05)
3300	COMMUNITY SERVICES						
01 3300 610 000	Community Service	8,000.00	875.20	8,000.00	1,149.91	85.63	
3300	COMMUNITY SERVICES	Total	8,000.00	875.20	8,000.00	1,149.91	85.63
5000	DEBT SERVICES						
01 5000 832 000	Interest On Short Term Debt	0.00	0.00	0.00	0.00	0.00	
5000	DEBT SERVICES	Total	0.00	0.00	0.00	0.00	0.00
6200	TITLE I, PART A NCLB IMPROV THE ACADEM						
01 6200 111 000	TITLE I SALARIES INSTRUCTIONAL	120,000.00	28,525.02	8,000.00	19,152.50	(139.41)	
01 6200 150 000	TITLE I SALARIES/AIDES	65,000.00	17,868.15	0.00	14,957.10	0.00	
01 6200 210 000	TITLE I BENEFITS	0.00	1,666.11	0.00	1,491.35	0.00	
01 6200 220 000	TITLE I FICA/MEDICARE	14,000.00	2,939.65	8,000.00	2,300.50	71.24	
01 6200 230 000	TITLE I RETIREMENT BENEFITS	17,500.00	7,740.11	9,200.00	3,369.28	63.38	
01 6200 580 000	STAFF DEV/TRAINING	1,000.00	0.00	1,500.00	0.00	100.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 12
01 6200 610 000	TITLE I SUPPLIES	1,000.00	0.00	1,000.00	0.00	100.00	
01 6200 890 000	OTHER TITLE I	2,000.00	0.00	1,000.00	0.00	100.00	
6200	TITLE I, PART A NCLB IMPROV THE ACADEM	Total	220,500.00	58,739.04	28,700.00	41,270.73	(43.80)
6210	TITLE I ACCOUNTABILITY						
01 6210 100 000	Title1 Accountability SALARIES	10,000.00	0.00	10,000.00	0.00	100.00	
6210	TITLE I ACCOUNTABILITY	Total	10,000.00	0.00	10,000.00	0.00	100.00
6310	TITLE II, PART A NCLB TCHR QUAL GRANTS						
01 6310 580 000	STF DEV/TRAVEL -- TITLE IIA	20,000.00	0.00	0.00	7,350.00	0.00	
6310	TITLE II, PART A NCLB TCHR QUAL GRANTS	Total	20,000.00	0.00	0.00	7,350.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC						
01 6406 591 3005	IDEA B PREK--PROFESSIONAL SVCS	3,478.00	0.00	4,000.00	0.00	100.00	
6406	IDEA PRESCHOOL(619) BASE ALLOC	Total	3,478.00	0.00	4,000.00	0.00	100.00
6408	IDEA ENROLLMENT/POVERTY						
01 6408 111 000	IDEA-EP--CERTIFIED SALARY	50,000.00	17,018.76	71,000.00	11,691.26	83.53	
01 6408 210 000	IDEA-EP--OTHER BENEFITS	9,000.00	2,625.00	0.00	1,750.00	0.00	
01 6408 220 000	IDEA-EP--FICA/MEDICARE	4,000.00	1,495.92	6,200.00	1,023.70	83.49	
01 6408 230 000	IDEA-EP--RETIREMENT	4,800.00	1,681.08	8,000.00	1,154.84	85.56	
01 6408 591 000	IDEA-EP--PROFESSIONAL SVCS	22,548.00	0.00	0.00	0.00	0.00	
6408	IDEA ENROLLMENT/POVERTY	Total	90,348.00	22,820.76	85,200.00	15,619.80	81.67
6700	FED VOC & APP TECH ED (CARL PERKINS)						
01 6700 610 000	FED VOC & APP (CARL PERKINS) SUPPLIES	4,000.00	0.00	4,990.00	0.00	100.00	
6700	FED VOC & APP TECH ED (CARL PERKINS)	Total	4,000.00	0.00	4,990.00	0.00	100.00
6969	TITLE IV GRANTS						
01 6969 111 2001	TITLE IV SALARIES	3,000.00	0.00	4,500.00	0.00	100.00	
01 6969 220 2001	Social Security/Medicare	160.00	0.00	400.00	0.00	100.00	
01 6969 230 2001	RETIREMENT	290.00	0.00	400.00	0.00	100.00	
01 6969 320 000	PROFESSIONAL SERVICES	3,000.00	0.00	7,000.00	5,250.00	25.00	
01 6969 580 000	TRAVEL EXPENSE AND MILEAGE	50,000.00	0.00	45,000.00	0.00	100.00	
01 6969 610 000	TITLE IV SUPPLIES AND MATERIALS	500.00	0.00	500.00	0.00	100.00	
6969	TITLE IV GRANTS	Total	56,950.00	0.00	57,800.00	5,250.00	90.92
6992	REAP						
01 6992 735 000	REAP-Computer Software	30,242.00	0.00	35,000.00	0.00	100.00	
6992	REAP	Total	30,242.00	0.00	35,000.00	0.00	100.00
6996	ESSERS I						
01 6996 111 1003	ESSERS Teachers/Professional Staff	0.00	0.00	41,590.00	0.00	100.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 13
6996	ESSERS I	Total	0.00	0.00	41,590.00	0.00	100.00
6998	ESSERS III						
01 6998 111 1 003	Salaries Teachers/Professional Staff	0.00	0.00	60,000.00	0.00	100.00	
01 6998 111 2 001	Salaries Teachers/Professional Staff	0.00	0.00	0.00	0.00	0.00	
01 6998 111 3 005	ESSERS III Teacher Salaries-Preschool	0.00	0.00	0.00	0.00	0.00	
01 6998 210 2 001	Health Insurance/Benefits	0.00	0.00	0.00	0.00	0.00	
01 6998 210 3 005	Health Insurance/Benefits	0.00	0.00	0.00	0.00	0.00	
01 6998 220 1 003	Social Security/Medicare	0.00	0.00	4,600.00	0.00	100.00	
01 6998 220 2 001	Social Security/Medicare	0.00	0.00	0.00	0.00	0.00	
01 6998 220 3 005	Social Security/Medicare	0.00	0.00	0.00	0.00	0.00	
01 6998 230 1 003	RETIREMENT	0.00	0.00	6,000.00	0.00	100.00	
01 6998 230 2 001	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6998 230 3 005	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6998 290 1 003	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	
01 6998 290 2 001	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	
01 6998 610 0 001	OTHER SUPPLIES AND MATERIALS	0.00	0.00	0.00	88.00	0.00	
01 6998 640 0 001	ESSERS III Curriculum	0.00	0.00	120,000.00	48,957.58	59.20	
01 6998 643 0 003	Web/Cloud based software	0.00	0.00	0.00	16,579.71	0.00	
6998	ESSERS III	Total	0.00	0.00	190,600.00	65,625.29	65.57
8000	TRANSFERS (OUTGOING)						
01 8000 890 0 000	Depreciation Fund Payables	0.00	0.00	0.00	0.00	0.00	
01 8000 912 0 000	Hot Lunch Trans	0.00	0.00	0.00	0.00	0.00	
01 8000 913 2 001	Activities Transfer	10,000.00	0.00	15,000.00	0.00	100.00	
8000	TRANSFERS (OUTGOING)	Total	10,000.00	0.00	15,000.00	0.00	100.00
9000	NON-PROGRAM EXPENDITURES						
01 9000 890 0 000	Unencumbered Balance	83,091.82	0.00	1,474,265.21	0.00	100.00	
9000	NON-PROGRAM EXPENDITURES	Total	83,091.82	0.00	1,474,265.21	0.00	100.00
01	GENERAL FUND	7,304,118.21	1,846,354.65	9,074,969.96	1,506,811.98	83.13	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 14
Grand Total:		7,304,118.21	1,846,354.65	9,074,969.96	1,506,811.98	83.13	

Detail Check Register

Checking Account: 1

General Fund Checks

Check Number: 41758 Check Type: Check Check Date: 11/13/2021 Vendor: AAPORTAPOT A & A Porta Potties LLC Check Total: 200.00

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
6088	11/09/2021		Porta Potties for FB	01 2190 490 0 000	200.00

Check Number: 41759 Check Type: Check Check Date: 11/13/2021 Vendor: AMAZON Amazon Capital Services Check Total: 4,023.69

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20211110	10/01/2021		Remaining Elem 2nd Grade Orders	01 1100 610 1 003	626.14
20211110	10/01/2021		Remaining Elem 2nd Grade Orders	01 1100 610 1 003	91.04
20211110	10/01/2021		Remaining Elem Supplies	01 1100 610 1 003	75.39
20211110	10/01/2021		Remaining Elem Supplies	01 1100 610 1 003	195.84
20211110	10/01/2021		Remaining Elem Supplies	01 1100 610 1 003	26.99
20211110	10/01/2021		Headphones for Computer Lab	01 1100 610 1 003	254.85
20211110	10/01/2021		Elem Supplies	01 1100 610 1 003	37.66
20211110	10/01/2021		Elem Supplies	01 1100 610 1 003	38.16
20211110	10/01/2021		elem supplies	01 1100 610 1 003	9.76
20211110	10/01/2021		elem supplies	01 1100 610 1 003	8.58
20211110	10/01/2021		Elem Supplies	01 1100 610 1 003	9.98
20211110	10/01/2021		Envelopes for Kristin	01 1100 610 1 003	24.99
20211110	10/01/2021		Wiggle Chairs for 5th Grade	01 1100 610 1 003	437.28
20211110	10/01/2021		Books for English	01 1100 610 2 001	274.28
20211110	10/01/2021		Welding Supplies	01 1100 610 2 001	167.89
20211110	10/01/2021		Bulk Staples for HS	01 1100 610 2 001	37.98
20211110	10/01/2021		HS Supplies	01 1100 610 2 001	35.78
20211110	10/01/2021		FACS Supplies	01 1100 610 2 001	16.36
20211110	10/01/2021		FACS Supplies	01 1100 610 2 001	65.44
20211110	10/01/2021		HS Supplies	01 1100 610 2 001	77.63
20211110	10/01/2021		lights for One Acts	01 1100 610 2 001	74.99
20211110	10/01/2021		Books for English	01 1100 640 2 001	65.89
20211110	10/01/2021		English Books	01 1100 640 2 001	14.83
20211110	10/01/2021		PREK Supplies	01 1190 610 3 005	73.81
20211110	10/01/2021		Prek Supplies	01 1190 610 3 005	404.18
20211110	10/01/2021		PREK Art Supplies	01 1190 610 3 005	37.97
20211110	10/01/2021		PREK Art Supplies	01 1190 610 3 005	145.65
20211110	10/01/2021		PREK Supplies	01 1190 610 3 005	9.99
20211110	10/01/2021		Elem Sped Supplies	01 1200 610 1 003	23.40
20211110	10/01/2021		Cleaning Supplies for Gymn Floors	01 2190 490 0 000	105.98
20211110	10/01/2021		Biswell Sweeper	01 2620 733 2 001	24.99
20211110	10/01/2021		Welder	01 2620 733 2 001	529.99

Check Number: 41760 Check Type: Check Check Date: 11/13/2021 Vendor: APPETGYINC Appetgy, Inc. Check Total: 5,739.00

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
INV-06544	11/01/2021		Thrillshare Yearly Payment	01 2510 735 0 000	5,739.00

Detail Check Register

Checking Account: 1

General Fund Checks

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
41761	Check	11/13/2021	AWARUNLI	AWARDS UNLIMITED	325.00
42245.1		11/01/2021		01 2190 490 0 000	15.45
49230		10/20/2021		01 2190 490 0 000	309.55
41762	Check	11/13/2021	CALE	Caleb Piano Tuning	200.00
20211109		11/09/2021		01 1100 733 0 000	200.00
41763	Check	11/13/2021	CASHWA	CASH-WA DISTRIBUTING	551.44
13121684		10/18/2021		01 1100 610 1 003	578.45
CM3133605		10/21/2021		01 1100 610 1 003	(27.01)
41764	Check	11/13/2021	EREMOTEHEL	ERH Technology Solutions	899.25
1307		10/21/2021		01 1100 734 1 003	899.25
41765	Check	11/13/2021	FORMATIVEL	Formative Loop	315.00
214144		11/09/2021		01 1100 640 1 003	315.00
41766	Check	11/13/2021	FRICKEY	Sierra Frickey	388.88
20211110		11/10/2021		01 2130 610 0 000	388.88
41767	Check	11/13/2021	HEALTHYCHO	Healthy Choices Counseling	360.00
20211109		11/09/2021		01 2120 580 0 000	360.00
41768	Check	11/13/2021	HOUGMIFFHA	HOUGHTON MIFFLIN HARCOURT	785.21
955434005		10/14/2021		01 1100 640 1 003	473.82
955442336		10/21/2021		01 1100 640 1 003	311.39
41769	Check	11/13/2021	KAUFMANGLA	Kaufman Glass	490.00
127035		10/27/2021		01 2710 739 0 000	490.00
41770	Check	11/13/2021	LAMBERT	Chuck Lambert	500.00
20211109		11/09/2021		01 2330 317 0 000	500.00
41771	Check	11/13/2021	LOUSPO	LOU'S SPORTING GOODS	743.72
ATE745681-AX0		10/06/2021		01 2190 490 0 000	743.72

Checking Account: 1

General Fund Checks

Check Number: 41772		Check Type: Check	Check Date: 11/13/2021	Vendor: MC	MASTER CARD	Check Total:	3,035.84
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20211108	11/08/2021		Spy School Activity For Elem Computer La	01 1100 610 1 003	113.19		
20211108	11/08/2021		Champions for Science	01 1100 610 1 003	70.00		
20211108	11/08/2021		FAC Supplies	01 1100 610 2 001	51.64		
20211108	11/08/2021		Quizlet Subscription for Fortney	01 1100 610 2 001	59.88		
20211108	11/08/2021		sewing Supplies	01 1100 610 2 001	35.46		
20211108	11/08/2021		sewing Supplies	01 1100 610 2 001	99.38		
20211108	11/08/2021		FACS Room Supplies	01 1100 610 2 001	23.46		
20211108	11/08/2021		Trainings for Gina L.	01 1190 320 3 005	33.46		
20211108	11/08/2021		Trainings for Gina L.	01 1190 320 3 005	33.46		
20211108	11/08/2021		Trainings for Gina L.	01 1190 320 3 005	33.46		
20211108	11/08/2021		Trainings for Gina L.	01 1190 320 3 005	33.46		
20211108	11/08/2021		Trainings for Gina L.	01 1190 320 3 005	30.00		
20211108	11/08/2021		Father Engagement Activity	01 1190 610 3 005	89.23		
20211108	11/08/2021		Sorcha's Carpet	01 1190 610 3 005	312.79		
20211108	11/08/2021		Candy Corn Playdough supplies	01 1190 610 3 005	56.70		
20211108	11/08/2021		Prek Supplies	01 1190 610 3 005	8.46		
20211108	11/08/2021		Behavior Tools	01 1190 610 3 005	264.44		
20211108	11/08/2021		Mini Christmas Trees for Father Engageme	01 1190 610 3 005	79.80		
20211108	11/08/2021		Tadpoles Subscription	01 1190 735 3 005	45.00		
20211108	11/08/2021		Brightwheel	01 1190 735 3 005	92.50		
20211108	11/08/2021		Meal For State Cross Country	01 2190 490 0 000	127.10		
20211108	11/08/2021		Meal For State Cross Country	01 2190 490 0 000	90.77		
20211108	11/08/2021		FFA National Registration	01 2190 890 0 000	240.00		
20211108	11/08/2021		Credit from UNL Coll ED Hum Science	01 2190 890 0 000	(25.00)		
20211108	11/08/2021		MTSS Training Meal	01 2212 580 0 000	127.09		
20211108	11/08/2021		MTS Training Meal	01 2212 580 0 000	84.56		
20211108	11/08/2021		Postage	01 2510 531 0 000	58.22		
20211108	11/08/2021		Postage	01 2510 531 0 000	6.80		
20211108	11/08/2021		Lights for Buses	01 2710 739 0 000	621.09		
20211108	11/08/2021		Relay Part for Pride Bus	01 2710 739 0 000	139.44		
Check Number: 41773		Check Type: Check	Check Date: 11/13/2021	Vendor: MORRROTA	MORRILL ROTARY CLUB	Check Total:	241.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
21-3	11/10/2021		Fndtin Contributions, Meals and Dues	01 2320 810 0 000	130.75		
21-4	10/07/2021		Contributions, Meals and Dues	01 2190 890 0 000	110.75		
Check Number: 41774		Check Type: Check	Check Date: 11/13/2021	Vendor: MORRACTI	MPS -- ACTIVITIES FUND	Check Total:	7,000.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20211110	10/21/2021		To Pay back Gate from Seminar	01 6310 580 0 000	7,000.00		

Detail Check Register

Checking Account: 1

General Fund Checks

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Check Number: 41775 Check Type: Check Check Date: 11/13/2021 Vendor: NASB NEBRASKA ASSOCIATION OF SCHOOL BOARDS Check Total: 1,486.00					
INV-09263-B7P6R9	10/23/2021		NASB State Convention	01 2310 310 0 000	1,486.00
Check Number: 41776 Check Type: Check Check Date: 11/13/2021 Vendor: NEBRASKARU Nebraska Rural Radio Association Check Total: 450.00					
MCC-12110320431	10/31/2021		Advertisement	01 2510 350 0 000	450.00
Check Number: 41777 Check Type: Check Check Date: 11/13/2021 Vendor: ONESOURCE ONE SOURCE - THE BACKGROUND CHECK COMPAN Check Total: 109.00					
2046-20211031	10/31/2021		Background Checks	01 2510 320 0 000	109.00
Check Number: 41778 Check Type: Check Check Date: 11/13/2021 Vendor: PAETOW Jack Paetow Check Total: 494.00					
20211110	10/20/2021		Bale and baling	01 2620 610 0 000	494.00
Check Number: 41779 Check Type: Check Check Date: 11/13/2021 Vendor: PIONEERDRA Pioneer Drama Check Total: 317.00					
614678	10/12/2021	FY-220004	Scripts for Drama	01 2190 890 0 000	317.00
Check Number: 41780 Check Type: Check Check Date: 11/13/2021 Vendor: VISA PLATTE VALLEY BANK VISA Check Total: 96.28					
20211109	11/09/2021		Supplies for Ag Complex	01 1100 610 2 001	43.96
20211109	11/09/2021		Go Daddy Charges (going to get refunded)	01 2510 735 0 000	9.98
20211109	11/09/2021		Go Daddy Charges (going to get refunded)	01 2510 735 0 000	42.34
Check Number: 41781 Check Type: Check Check Date: 11/13/2021 Vendor: QUALITYKEA Quality Inn Check Total: 376.30					
60209722	10/22/2021		X Country State Hotel Rooms	01 2190 580 0 000	85.00
60209723	10/22/2021		X Country State Hotel Rooms	01 2190 580 0 000	97.10
60209729	10/22/2021		X Country State Hotel Rooms	01 2190 580 0 000	97.10
60209788	10/22/2021		X Country State Hotel Rooms	01 2190 580 0 000	97.10
Check Number: 41782 Check Type: Check Check Date: 11/13/2021 Vendor: QUICK QUICK CARE MEDICAL SERVICES Check Total: 125.00					
4021768	10/13/2021		Health Check up for CDL	01 2710 890 0 000	125.00
Check Number: 41783 Check Type: Check Check Date: 11/13/2021 Vendor: QUILL Quill Corporation Check Total: 24.40					
20161136	10/11/2021		Bulck HS supplies Post its	01 1100 610 2 001	24.40
Check Number: 41784 Check Type: Check Check Date: 11/13/2021 Vendor: RSCHOOLTOD rSchoolToday (DWC) Check Total: 300.00					
62725	09/30/2021		Activity Scheduler Renewal	01 2190 890 0 000	300.00

Detail Check Register

Checking Account: 1

General Fund Checks

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
208128920648	10/26/2021		Slips for HS	01 1100 610 2 001	44.59
796993	10/31/2021		Legal Fees	01 2330 317 0 000	2,719.50
20211109	11/09/2021		Supplies for PREK (Reimbursement)	01 1190 610 3 005	22.17
20211110	11/10/2021		Fall Photo FB, VB, JH, Homecoming	01 2190 890 0 000	500.00
00267913	10/26/2021		Meeting Notice	01 2510 350 0 000	8.81
262736	10/04/2021		Meeting Notice	01 2510 350 0 000	7.25
20211110	10/31/2021		3 WTC Jackets	01 2190 490 0 000	150.00
242330-01	10/12/2021		Toilet Repair	01 2620 733 2 001	172.32
0053691-IN.1	09/01/2021		Remaining balance	01 2120 610 0 000	0.80
0055199-IN	10/18/2021		Random Pool upcoming year	01 2510 340 0 000	100.00
62556	10/31/2021		Advertisement for Elem Principal	01 2510 350 0 000	470.50
1292116-0001	11/01/2021		Distance Teledcommunications	01 1100 382 0 000	259.49
					788.07

Detail Check Register

Checking Account: 1

General Fund Checks

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
4915226993-0024	11/01/2021		Preschool Gas Charges	01 2610 621 1 003	42.12
5029295697-0025	11/01/2021		Elem Speed Heat	01 1200 610 1 003	23.25
5029295697-0025	11/01/2021		Heat Elementary (410 Madison)	01 2610 621 1 003	441.66
5029295697-0025	11/01/2021		Credit	01 2610 621 1 003	(74.46)
5029295697-0025	11/01/2021		Credit	01 2610 621 2 001	(74.46)
5029295697-0025	11/01/2021		Heat HS(M#SG578003 400 E Hamilton)	01 2610 621 2 001	142.08
5029295697-0025	11/01/2021		Sped Heat HS	01 2610 621 2 001	7.48
5029295697-0025	11/01/2021		East Side(M#BHE426274-400 E Hamilton)	01 2610 621 2 001	134.60
5029295697-0025	11/01/2021		HS Athletic Fac(M#sg583858 & SGN590009)	01 2610 621 2 001	145.80
Check Number: 41796	Check Type: Check	Check Date: 11/15/2021	Vendor: CENTELEM	CENTURYLINK (ELEM)	Check Total: 234.01
314230519-0095	10/06/2021		Elem Pone Charges	01 1100 382 0 000	234.01
Check Number: 41797	Check Type: Check	Check Date: 11/15/2021	Vendor: CENTHIGH	CENTURYLINK (JR&SR HIGH)	Check Total: 969.05
314117981-0031	10/06/2021		HS Phone Charges	01 1100 382 0 000	969.05
Check Number: 41798	Check Type: Check	Check Date: 11/15/2021	Vendor: CONNPOIN	CONNECTING POINT	Check Total: 520.00
14314-0001	11/01/2021		Service Contract-Copiers	01 1100 443 0 000	520.00
Check Number: 41799	Check Type: Check	Check Date: 11/15/2021	Vendor: ESU13	EDUCATIONAL SERVICE UNIT #13	Check Total: 21,464.76
1-0001	11/11/2021		Distance Learning/E-Rate Consortium	01 1100 382 0 000	1,715.33
1-0001	11/11/2021		Professional Development	01 1100 580 0 000	80.00
1-0001	11/11/2021		Professional Development	01 1100 580 0 000	40.00
1-0001	11/11/2021		Special Education Inservices	01 1200 580 1 003	77.70
1-0001	11/11/2021		Supervision Of ESU Programs	01 1200 591 0 000	665.30
1-0001	11/11/2021		Occupational Thereapy Services	01 1200 591 1 003	9,104.78
1-0001	11/11/2021		Secondary Sped Contract Service Lifelink	01 1200 591 2 001	2,022.41
1-0001	11/11/2021		Secondary Contracted Services	01 1200 591 2 001	1,547.27
1-0001	11/11/2021		3-5 Sped Contracted Services	01 1291 591 3 005	1,797.12
1-0001	11/11/2021		0-2 Sped Contracted Srvc(Ages 0-2)	01 1292 591 3 005	627.97
1-0001	11/11/2021		Therapeutic Behavior	01 2120 580 2 001	300.00
1-0001	11/11/2021		forticare tech serv	01 2230 610 0 000	3,486.88
Check Number: 41800	Check Type: Check	Check Date: 11/15/2021	Vendor: EREMOTHEHEL	ERH Technology Solutions	Check Total: 5,130.00
1310-0001	11/01/2021		Monthly IT Fee For services	01 2230 432 0 000	5,130.00
Check Number: 41801	Check Type: Check	Check Date: 11/15/2021	Vendor: GREAAAMER	GREATAMERICA FINANCIAL SVCS.	Check Total: 800.00
30381398-0001	11/01/2021		Copier Lease	01 1100 443 0 000	800.00

Detail Check Register

Checking Account: 1

General Fund Checks

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
41802	Check	11/15/2021	IDEALLINE	IDEAL LINEN SUPPLY	368.60
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
11089284-0001	10/05/2021		Custodial Supplies	01 2610 610 1 003	46.08
11089284-0001	10/05/2021		Custodial Supplies	01 2610 610 2 001	46.07
11090291-0001	10/12/2021		Custodial Supplies	01 2610 610 2 001	46.08
11090291-0001	10/12/2021		Custodial Supplies	01 2610 610 3 005	46.07
11091319-0001	10/19/2021		Custodial Supplies	01 2610 610 1 003	46.08
11091319-0001	10/19/2021		Custodial Supplies	01 2610 610 2 001	46.07
11092336-0001	10/26/2021		Elem	01 2610 610 1 003	46.08
11092336-0001	10/26/2021		HS	01 2610 610 2 001	46.07
41803	Check	11/15/2021	MOBIUSES	MOBIUS COMMUNICATIONS COMPANY	130.73
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
0308247341-0023	10/01/2021		Phone Charges	01 2510 382 0 000	130.73
41804	Check	11/15/2021	MORRHARD	MORRILL HARDWARE & BUILDING SUPPLIES	304.62
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
01-0008	10/01/2021		HS Shop	01 2620 610 2 001	127.27
01-0008	10/01/2021		AG Complex	01 2620 610 2 001	177.35
41805	Check	11/15/2021	MORRSUPP	MORRILL SUPPLY	507.45
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
01-0010	10/01/2021		HS Shop	01 2620 610 2 001	175.97
01-0010	10/01/2021		Vehicle Maintenance	01 2710 890 0 000	331.48
41806	Check	11/15/2021	ROCKYMOUNT	Rocky Mountain Air Solutions	70.52
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
30311506-0001	10/20/2021		HS Welding Supplies	01 1100 610 2 001	70.52
41807	Check	11/15/2021	VILLMORR	VILLAGE OF MORRILL	11,233.21
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
01-0023	10/01/2021		Sped Electric Elem	01 1200 610 1 003	253.82
01-0023	10/01/2021		Elem Sped Water, Sewer, Trash	01 1200 610 1 003	89.81
01-0023	10/01/2021		Sped HS Electric	01 1200 610 2 001	159.97
01-0023	10/01/2021		HS Swr, Wtr, Trsh	01 1200 610 2 001	533.14
01-0023	10/01/2021		HS Sped Swr, Wtr, Trsh	01 1200 610 2 001	28.06
01-0023	10/01/2021		Elem Electric	01 2610 621 1 003	4,822.48
01-0023	10/01/2021		Elem sewer, Trash, Water	01 2610 621 1 003	1,706.39
01-0023	10/01/2021		HS Electric	01 2610 621 2 001	3,039.37
02-0023	10/01/2021		PREK Electric	01 2610 621 3 005	396.87
02-0023	10/01/2021		Swr, Trsh, Wtr	01 2610 621 3 005	203.30
41808	Check	11/15/2021	WESTCO	WESTCO COOPERATIVE COMPANY	2,447.36

Detail Check Register

Checking Account: 1

General Fund Checks

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
5190500-0006	10/29/2021		Gas and Oil	01 2710 626 0 000	2,447.36
Check Number: 41809	Check Type: Check	Check Date: 11/15/2021	Vendor: WEX	WEX BANK	Check Total: 1,982.06
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
75562733-0001	10/31/2021		Gas and Oil	01 2710 626 0 000	1,982.06

*Denotes Expensed Invoice Item

Checking Account ID: 1

Total without Voids: 80,982.38

Sioux
MONTHLY COLLECTION REPORT
Fund # 6111 SCH DIST 11S
October 31, 2021

Account	October	Year-To-Date
185-00 DISBURSEMENTS SD 11S GENERAL	-29,185.74	-226,037.52
304-20 MOTOR VEHICLE TAX	1,182.58	5,879.86
305-20 REAL ESTATE & PERSONAL TAX	7,084.81	222,872.92
306-20 INTEREST	255.51	367.35
344-01 HOMESTEAD	0.00	268.31
346-01 PRO RATE	0.00	198.63
346-02 CARLINE TAX	0.00	2,488.82
361-01 HOMESTEAD EXEMP COMMISSION	0.00	-2.68
363-01 TAX COMMISSION	-73.40	-2,232.40
470-05 COUNTY COURT FINES AND LICENSE	215.00	697.20
Month Total	-20,521.24	4,500.49
Previous Fund Balance	29,185.74	4,164.01
Current Fund Balance	8,664.50	8,664.50

Sioux
MONTHLY COLLECTION REPORT
Fund # 6311 SCH DIST 11S SINK
October 31, 2021

Account		October	Year-To-Date
185-00	DISBURSEMENTS SD 11S SINK	-1,664.18	-13,216.85
305-20	REAL ESTATE & PERSONAL TAX	429.38	13,507.45
306-20	INTEREST	15.49	22.27
344-01	HOMESTEAD	0.00	16.26
346-01	PRO RATE	0.00	12.04
346-02	CARLINE TAX	0.00	150.84
361-01	HOMESTEAD EXEMP COMMISSION	0.00	-0.16
363-01	TAX COMMISSION	-4.45	-135.30
	Month Total	-1,223.76	356.55
	Previous Fund Balance	1,664.18	83.87
	Current Fund Balance	440.42	440.42

Sioux
MONTHLY COLLECTION REPORT
Fund # 6411 MORRILL 11S - hdcp
October 31, 2021

Account		October	Year-To-Date
185-00	Disbursements 11S HDCP	-1,442.29	-11,454.61
305-20	REAL ESTATE & PERSONAL TAX	372.13	11,706.45
306-20	INTEREST	13.42	19.30
344-01	HOMESTEAD	0.00	14.09
346-01	PRO RATE	0.00	10.43
346-02	CARLINE TAX	0.00	130.73
361-01	HOMESTEAD EXEMO COMMISSION	0.00	-0.14
363-01	TAX COMMISSION	-3.86	-117.25
	Month Total	-1,060.60	309.00
	Previous Fund Balance	1,442.29	72.69
	Current Fund Balance	381.69	381.69

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6111 MORRILL SD 11 GENERAL
October 31, 2021

<u>Account</u>		<u>October</u>	<u>Year-To-Date</u>
185-00	DISBURSEMENTS	-139,529.99	-1,123,952.86
304-20	MOTOR VEHICLE TAX	13,273.55	52,472.77
305-18	LEVIED TAX 2018	0.00	181.19
305-19	LEVIED TAX 2019	0.00	371.30
305-20	LEVIED TAX 2020	43,885.48	1,065,616.28
306-18	RE & PP INTEREST 2018	0.00	53.20
306-19	RE & PP INTEREST 2019	0.00	56.97
306-20	RE & PP INTEREST	1,165.30	2,963.52
344-01	HOMESTEAD EXEMPT LOSS	0.00	11,465.37
346-01	PRO-RATE MOTOR VEHICLE	0.00	1,563.56
346-02	CARLINE TAX	0.00	8,013.32
361-01	HOMESTEAD EXEMPT COMMISSION	0.00	-114.65
363-01	PROPERTY TAX COMMISSION	-450.51	-10,692.43
470-05	COUNTY COURT FINES	1,708.75	6,875.43
	Month Total	-79,947.42	14,872.97
	Previous Fund Balance	139,529.99	44,709.60
	Current Fund Balance	59,582.57	59,582.57

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6811 MORRILL SD 11 HAZ/HANDI
October 31, 2021

Account		October	Year-To-Date
185-00	DISBURSEMENTS	-6,539.04	-56,151.71
305-18	LEVIED TAX 2018	0.00	9.51
305-19	LEVIED TAX 2019	0.00	19.50
305-20	LEVIED TAX 2020	2,305.10	55,971.78
306-18	RE & PP INTEREST 2018	0.00	2.79
306-19	RE & PP INTEREST 2019	0.00	3.00
306-20	RE & PP INTEREST	61.22	155.66
344-01	HOMESTEAD EXEMPT LOSS	0.00	602.22
346-01	PRO-RATE MOTOR VEHICLE	0.00	82.13
346-02	CARLINE TAX	0.00	420.90
361-01	HOMESTEAD EXEMPT COMMISSION	0.00	-6.02
363-01	PROPERTY TAX COMMISSION	-23.66	-561.62
	Month Total	-4,196.38	548.14
	Previous Fund Balance	6,539.04	1,794.52
	Current Fund Balance	2,342.66	2,342.66

Scotts Bluff
MONTHLY COLLECTION REPORT
Fund # 6311 MORRILL SD 11 SINKING
October 31, 2021

Account	October	Year-To-Date
185-00 DISBURSEMENTS	-7,545.04	-64,790.41
305-18 LEVIED TAX 2018	0.00	10.98
305-19 LEVIED TAX 2019	0.00	22.50
305-20 LEVIED TAX 2020	2,659.72	64,582.80
306-18 RE & PP INTEREST 2018	0.00	3.22
306-19 RE & PP INTEREST 2019	0.00	3.45
306-20 RE & PP INTEREST	70.62	179.60
344-01 HOMESTEAD EXEMPT LOSS	0.00	694.87
346-01 PRO-RATE MOTOR VEHICLE	0.00	94.76
346-02 CARLINE TAX	0.00	485.66
361-01 HOMESTEAD EXEMPT COMMISSION	0.00	-6.95
363-01 PROPERTY TAX COMMISSION	-27.30	-648.03
	Month Total	632.45
	Previous Fund Balance	2,070.59
	Current Fund Balance	2,703.04

November 15, 2021

Early Childhood Board Report

- ❖ Enrollment
 - Infants- 4
 - Toddlers-15
 - Preschool-55
 - Part C children-4
- ❖ Kyla Odermann, Kristen Skavdahl, Becky Jo Wylie and Kelsey Southard attended the Ne-MTSS training in Sidney Ne on Oct 18 & 19 serving as the Early Childhood team on the District MTSS team. This EC team will attend the follow up training that will occur in the spring.
- ❖ Brightwheel is up and running. Elva Lutz, Brooklyn Clynke, Kayla Christensen and I have taken a series of onboarding webinars and have the staff trained and using the program. We have the majority of our families using the check-in and checkout process. We are sending out our monthly bills on November 20. This will be our first billing cycle using the Brightwheel platform, with the credit card option, and bank transfer option we are excited to see if this increases the payments we receive. The feedback from our families thus far has been positive.
- ❖ Parent/Teacher Collaborative meeting was held on October 21. We had a great turnout and plans were made for a Fall Family Festival to take place November 20 in the Elementary Gym. We will have games, food and each class will perform a song or finger play for their families. The event will take place from 12-2.
- ❖ Head Start completed the Height/Weight/Vision screenings for the EC building on November 10, 2021
- ❖ First semester Parent/Teacher conferences were completed, and we had a spectacular turn out. During these conferences, each teacher introduced Brightwheel to our families, and got each family set up on the app. We also shared GOLD data and Head Start goals.
- ❖ Halloween stroll was held on Oct 29, and the 6th grade Leadership team and several family members supported the entire EC building on the stroll. The weather was wonderful and everyone that attended had fun.
- ❖ Becky Jo and I are working on streamlining our processes with the Early Development Network. We are trying to meet monthly to discuss caseload, screenings, and services and so on.
- ❖ I have completed my internship hours. My internship mentors will submit their evaluation to CSC, and I will graduate December 17.
- ❖ It has been a pleasure working alongside Eldon Hubbard. He is a great addition to the team, and his knowledge and leadership that he brings to the district is valued and appreciated.
- ❖ I attended the virtual SPED Law conference on November 4 and 5. I learned a great deal from each speaker, and have applied some of my knowledge in IEP meetings.

- ❖ The EC building continues to have teacher and para educator's PLC professional learning communities. These are proving to be beneficial for staff morale, problem solving, and professional collaboration and problem solving.
- ❖ Picture retakes took place on Nov 8...
- ❖ The Early Childhood School Improvement Team has been meeting planning for our Cognia visit. We have started the process and have been making great progress on uploading our evidence for our review taking place in February
- ❖ Dental Screenings are coming up this month
- ❖ I will be participating in a training at ESU 13 on Nov 17 to learn more about the Cognia process and preparing for our review in February. I have taken place on a Cognia review team for the Ogallala school district; I feel I have a good handle on the process and what we need to gather as evidence.
- ❖ November 9 the District MTSS team met in the boardroom. We set meeting norms and protocols, and identified Eldon as the chair of the MTSS team. It was a successful meeting and we scheduled another meeting for November 19, during our PD day. It is greatly appreciated that we scheduled the meeting for a day when the Early Childhood building is not providing care, allowing us to all participate instead of needing some of the staff to cover rooms appropriately.
- ❖ Certificated teachers and waiver teacher's first semester evaluation are completed for the EC building for the first semester. The conferences will take place before the end of the month.
- ❖ If you have, any questions or need anything further, please let me know.

Board Report

November 15, 2021

Activities

Booster Club

Booster club is up and running. It is a great group of people that are committed to building a strong club that will provide many opportunities for our students. We are very thankful for all the people that are running the club. They have already started making an impact for our kids.

Winning Mindset

Winning Mindset had their first in person training with our students November 12, 2021. He was very excited to meet our students and have his first interaction with them. He felt like it was a good first session and it gave him a tremendous amount of information to build the future programs. He also sent us the academic mindset curriculum I have attached that for you to look at if you have an interest. The challenge will be to figure out a way to incorporate all the information that we now have access to.

WTC Choir

We are excited to be the host of the 2021 Western Trail Conference honor choir on November 11, 2021. Cheyanna Stumpff has done an amazing job. I am so thankful for her organization and execution of this event. Her attention to detail and desire to host a great event has been very evident in the planning and preparation of this event. We are very luck to have such a high caliber music teacher here at Morrill Public Schools.

PAC One Acts

We are excited to be the host of the 2021 Panhandle Athletic Conference One Act competition on November 19, 2021. There will be five schools that participate in this competition. We really appreciate all the people that have offered to help on that day as it is the same day as our Junior High wrestling tournament that is a big event and requires a big work force.

Winter Sports

Winter sports officially start on November 15th. We look to have good numbers of kids participating in the winter sports. Coaches are doing a great job of working with their kids and marketing their programs.



ACADEMIC MINDSET CURRICULUM

Academic Mindset Contract

The Academic Mindset program is designed to give you a mental edge in every aspect of your education. Schooling is more competitive in today's world than it has ever been. SAT scores and G.P.A.s are closely monitored by high schools and colleges alike. Bachelor degrees are almost expected in entry-level jobs. Standardized tests occur frequently and the results from them can determine your class placement, course options, and even your advancement from grade to grade and graduation eligibility.

It can be difficult to remain competitive in the academic world by simply studying more. To gain a true edge in your academics, you need to continuously build and strengthen your mindset. Developing your mindset has nothing to do with your natural skills or abilities; it is about your attitude, beliefs, and emotional intelligence. A strong mindset can overcome any obstacle, academic or otherwise. Along with many other factors, our mindset determines how we perform on tests, how well we stay focused and consistent in classes, and how effectively we study. It seems crazy to ignore our mindset and not train it!

Academic Mindset is not like any other prep course. There are no practice tests. It will not cover any academic content. It will not teach you how to write an essay or solve an equation. Instead this program WILL teach you how to develop your mindset and become more mentally strong in the pursuit of your goals. The Academic Mindset activities are designed to help you change your attitude toward learning and persevering through difficult and complex situations. This program will give you the tools necessary to become a more competitive student who is positive and confident in school and in life.

Academic Mindset is an extensive training program that will evaluate and assist you in every aspect of developing your mindset as a part of your education. For the program to be as effective as possible, it will require your honesty in each activity. Do not be afraid of the process! In order to strengthen our mindset and grow as individuals we must endure moments that make us feel insecure about who we are in this moment. We improve our mindset by both acknowledging who we are, and working tirelessly toward who we want to be. Before starting the Academic Mindset program you must commit to this process. The following statement is not a legal document, rather it is a promise you are making to yourself to be open and receptive to change so that you can reach your maximum potential and achieve your academic goals.

Contractual agreement with yourself: I will complete the Academic Mindset program to the best of my ability. I will approach each lesson with honesty and a desire to learn and improve. I will not be concerned with getting answers right or wrong; instead I will be concerned with growing and understanding more about myself and my mindset. I want to reach my maximum potential and I will work relentlessly to achieve it.

Your Name: _____

Date: _____



Academic Mindset Checklist

Goal Setting/Action Plan

1. Do I have clear academic goals written down?

Yes No

2. Do I have a specific, written action plan to improve in each aspect of my academics (classroom, studying, test-taking)?

Yes No

3. Do I take personal responsibility for my mistakes & weaknesses?

Yes No

Habits/Routine

4. Do I have a consistent routine to prepare for school each morning and before each class?

Yes No

5. Do I have a plan to adjust your routine when something suddenly changes?

Yes No

6. Are my energy and effort levels similar whether I am in class or taking a big test?

Yes No

7. Do I take clear, specific steps to maintain my health on a daily basis?

Yes No

Motivation

8. Can I name the things that motivate/inspire me?

Yes No

9. Do I know how to visualize my success and rely on the thoughts that bring out my best performances on tests?

Yes No

10. Am I good at reminding myself why I love learning during difficult times in or out of school?

Yes No

11. Do I have role models and positive sources of inspiration to draw from when I am facing adversity?

Yes No

Confidence

12. Do I believe that I will accomplish the goals I have set for academic excellence?

Yes No

13. Do I use language that empowers and builds me up rather than diminishes or breaks me down?

Yes No

14. Do I consistently believe I will do well on any test, project, or assignment that I complete?

Yes No

Mental Toughness

15. Do I believe I am the most mentally tough person I have ever met? (If not, who is? What would I have to do to catch up?)

Yes No

16. Do I know how to refocus and bounce back from adversity and difficult situations that are outside of my control?

Yes No

17. Am I able to push past boredom and distractions constantly in the pursuit of my goals?

Yes No

Refocus & Responsibility

18. Do I take responsibility for my failures or setbacks without using excuses?

Yes No

19. Do I learn from failures and turn them into positive experiences that help me grow as an academic?

Yes No

20. Does my attitude and work ethic reflect a student who is teachable?

Yes No

Objective: Students will understand the academic mindset principles

The Academic Mindset Principles:

1.	I am thankful for the opportunity to pursue my education.
2.	I am confident and consistent.
3.	I have no fear of failing or making mistakes.
4.	I never ever give up.

It is easy to lose focus and clarity without core principles to guide who you are and who you are striving to become as a student and a person. The Academic Mindset principles are designed to give you a clear focal point at the start of any academic challenge, whether it is a difficult class, a large exam, or a grueling study session. If you start and end each challenge by reading and reciting these principles, you will find yourself becoming more focused and full of purpose in every academic setting. As you explore your self-knowledge, it is vital that you make these four statements a part of every academic task you complete to ensure your best effort and performance in completing them.

Activity: Write a reflection on the prompts for each mindset principle.

Prompt #1: Gratitude is one of the easiest ways to increase your happiness. Being grateful for your education helps you to genuinely enjoy the learning process and engage better with any class materials. **Write a list of the reasons why you are thankful for your education.** Think of all of the benefits that having an education will give you.

--

Prompt #2: Confidence means that you feel able, ready, and prepared to complete an academic challenge with ease. Consistent means that you can apply that confidence and show a great effort every time you attempt an academic challenge. **Write down what it will look like when you have confidence and consistency in every aspect of your academics, including class time, studying/homework, and on big test days.**

Class	
Studying	
Tests/Exams	

Prompt #3: Often, self-doubt and fear can interrupt our potential and limit what we are actually capable of. Many people are unsuccessful in reaching their academic potential because they worry about what will happen if they try and fail, rather than staying laser focused on creating success. This mindset journey will require you to put your fears to the side so that you can reach heights you don't currently think are possible. **Write a list of academic goals that seem unrealistic to you right now, but you would like to achieve in the future.**

Prompt #4: Achievement is not always determined by natural talent or the environment that somebody lives in. Success comes most often through persistence. Refusing to give up and pushing through set-backs will play a huge influence on your future accomplishments. It is most tempting to give up when the most difficult challenges are directly in front of you. **Create a list of words and phrases you will tell yourself when you feel like giving up on an academic challenge, in order to help you remain persistent.**

Objective: Students will identify their strengths in the classroom (i.e., approaches to assignments, tests, participation, interacting with teachers and classmates, etc.)

Self-knowledge starts with an awareness of what you are and what strengths you already possess. It is easy to forget our strengths and be overly critical of our weaknesses, but understanding your strengths helps you to excel in every aspect of your education.

Activity: Fill out the following chart to gain clarity on the strengths you already possess.

Subject	Best skill/concept you've mastered	Best strategy you use (study strategy, note-taking strategy, etc.)
Math		
English		
Science		
History		
Other/elective		
Other/elective		
Other/elective		

Objective: Students will identify positive and negative behaviors on days when they feel they have performed their best and worst on an exam.

Consistency plays an important role in every aspect of your life. Your academic journey is no exception. Everybody wants to have their “best day” on a difficult test day, but the best academics focus on having a consistent effort in every academic goal they strive for. As you work on your self-knowledge, you will identify the thoughts and feelings you have had before your best and worst performances on academic tasks, in order to find themes and common thought patterns. You are likely to notice a completely different thought process was at work in each scenario.

Common Thought Patterns

Best Academic Task Performances	Worst Academic Task Performances
Focused on what you know and can do	Worried about what you don't know
Treated the task as the same/not special	Made a big deal over the importance/difficulty of the task
Confident in your studying effort	Believe you didn't study enough/learn enough
Kept high energy throughout the task	Energy fluctuated (too high or too low)
Excited to demonstrate your knowledge	Nervous about your level of knowledge
Helped other students understand the material	Worried that other students knew more than you/embarrassed to ask for help
Fought for every point you could get	Gave up/didn't finish the task

Activity: Now, consider your three bests and three worst academic task performances. These could be tests, projects, presentations, or any other meaningful assignments you have completed. For each, list the thoughts/feelings you had going into each task.

Best Performances

	Thoughts/Feelings before & during (be specific)
Task 1	
Task 2	
Task 3	

Common Themes & Thought Patterns:

Worst Performances

	Thoughts/Feelings before & during (be specific)
Task 1	
Task 2	
Task 3	

Common Themes & Thought Patterns:

Objective: Students will understand the difference between approaching a task with confidence (I AM!) rather than uncertainty (AM I?).

Your **Academic Mindset (AM)** defines who you are as a student. Confident students who believe in their abilities and work hard to be successful have an **I AM!** mindset. This means that they know who they are and they proudly declare it and have no problem stating what their goals and intentions are. On the other hand, passive students who doubt themselves and are often fearful about upcoming assignments or tests have an **AM I?** mindset. They worry about potential outcomes and constantly wonder if they are good enough, smart enough, or skilled enough.

The words we speak and think shape the actions that we take. Language has the power to change your mindset and determine how you view yourself and the world around you. The goal of this lesson is to evaluate the type of language you commonly use and determine if it is an active (**I AM!**) or a passive (**AM I?**) voice. An active voice makes declarative statements and displays confidence and determination, while a passive voice poses questions and creates anxiety and uncertainty.

Activity: To create an **I AM! Mindset**, your next step is to transform your words and thought patterns from passive to active. For each of the following categories, write down three thoughts you typically have that are passive (**AM I?**), displaying doubt, and change them to active (**I AM!**) thoughts.

Examples of common AM I? thoughts: Am I smart enough for this? Can I pass this test? How long should I study for? Will this assignment bring my grade up enough? I'm not sure if I will ever understand this.

Examples of I AM! thoughts: I will understand this concept. I am capable of passing any test. I will complete every assignment. I am going to study until I understand the material.

In the Classroom

Common AM I? Thoughts	New I AM! Thoughts

Studying/Homework

Common AM I? Thoughts	New I AM! Thoughts

During Exams/Tests

Common AM I? Thoughts	New I AM! Thoughts

Objective: Students will create their own definitions of success and failure to consider how they measure their progress.

Many successful people hate to lose or make mistakes, but they do not let this attitude stop them from trying. Successful people are willing to take chances and calculated risks, viewing failures and set-backs as learning experiences which will only increase their future success. Meanwhile, others fear failure and either refuse to try new things, or shut down after failing at anything. To create your bold, confident, I AM! mindset, redefining success and failure will create new opportunities for you to learn and grow in every aspect of your life.

Activity: You will write down your new definition of success, failure, and your new view on mistakes and errors.

<p>New Success Definition Examples: Never giving up, going out of your comfort zone, taking pride in what you do</p>	
---	--

<p>New Failure Definition Examples: Playing it safe, refusing to try new things, compromising on your values</p>	
---	--

<p>New View on Mistakes/Errors Examples: Opportunities to learn, Measures of growth, Part of a process</p>	
---	--

Objective: Students will consider appropriate and inappropriate responses to constructive criticism.

Having a strong Academic Mindset does not require you to be a perfect student with no flaws or faults. It does, however, require you to be teachable. Oftentimes, we think the best and brightest students are the ones who seem to know everything before they walk into the classroom. The strongest and most successful academics tend to be the opposite. They are humble, believing they know very little, but also confident that they are capable of knowing very much. They seek advice and criticism from others in order to correct their mistakes and weaknesses to turn them into academic strengths. They practice difficult concepts and skills with every opportunity they get.

How do you deal with constructive criticism? Do you seek it out and ask for critique in order to improve your academic skills? Do you actively avoid it? Do you get upset when you see feedback on a paper or a test? Your reaction to feedback and criticism has a large impact on how capable you are of learning and improving in every academic area. Embracing the critiques of others will greatly enhance your ability to master skills you once thought too difficult.

Activity: For each situation, write down how you typically respond. Then, write down how you would like to improve your typical response/reaction in order to have a growth-focused mindset.

Situation	Typical Response	Improved Response
A teacher marks errors all over a paper you thought was your best work.		
A parent glances at your homework and declares that you are doing it all wrong and offers to help you correct it.		
A friend that you studied with scored much higher on a test than you did.		
A teacher expresses disappointment in you for not understanding a concept or skill.		

Objective: Students will create long term and short term goals.

When somebody asks you what your goals are, do you have an answer ready? The average person has a general idea of what they want to accomplish, but they cannot specifically define their goals. The most successful academic achievers know exactly what they want to accomplish, when they want to accomplish it, and how they will measure their success. Your goals should be very specific and detailed so you know exactly what you are trying to achieve and what steps must be taken to reach it.

To set goals that help establish an **(I AM!)** mindset, you will make **S-M-A-R-T** goals.

S – Specific – states clearly what your goal is

M – Measurable – describes how you will clearly measure the achievement of your goal

A – Attainable – Explains how you will change/adjust to meet this goal

R – Resources – Details the materials or supplies you need to reach your goal

T – Time – Specifies the length of time this goal will take to accomplish

Activity: Write down two goals you would like to reach by the end of the school semester, one goal you would like to reach by the end of a full school year, and one long term goal (at least 3-5 years from now). Each of your goals will be S-M-A-R-T goals, so you must account for each of the five categories.

Example: (The more detailed you are with each step, the more likely you are to reach, and even surpass your goal!)

Specific	My goal is to have straight A's this semester in every class.
Measurable	The achievement will be measured by the results of my semester report card.
Attainable	I received A's and B's last semester, so with more tutoring and turning in all of my assignments on time, I can reach this goal.
Resources	I will need an organizer to keep track of assignments, and peer tutoring for math.
Time	I have 18 weeks (one semester) to complete this goal.

Semester Goal #1	Your Response
Specific	
Measurable	
Attainable	
Resources	
Time	

Semester Goal #2	Your Response
Specific	
Measurable	
Attainable	
Resources	
Time	

School Year Goal	Your Response
Specific	
Measurable	
Attainable	
Resources	
Time	

Long Term Goal	Your Response
Specific	
Measurable	
Attainable	
Resources	
Time	

Objective: Students will consider their support systems (parents, teachers, friends, schools, clubs, teams, etc.)

Research has shown that a child's perception of high parental critique and expectations are related to greater anxiety and less confidence in high pressure situations (like high stakes testing, large projects, etc.). Consider the following chart honestly, remembering that it is about your perception (how you feel and think) of your parental support.

Your Parents:	Yes	No
It's difficult to meet their expectations of me.		
They always expect me to maintain a high G.P.A. and great test scores.		
They expect me to be the best at just about every subject.		
Their standards for me are higher than my own.		
They get mad/disappointed when I am less than perfect.		
They have a problem with me when I make errors or mistakes.		

Answering yes to any of these questions puts you at risk to perform less than your best in stressful, pressure-filled situations. It is important to communicate with your parents and help them to understand your perceptions of their support. Only then can you work together with them in creating a support system that helps you to surpass the goals you have set.

Activity: First, answer the following questions about your parents and the way you prefer to receive feedback. Then, share this chart with your parents. This is not an easy step, but sharing your responses with your parents will open up communication on how you perceive your support and the unique needs that you have.

Note to Parents:

It is assumed that everyone has good intentions for their child in the pursuit of their academic success. This is meant to be educational and enlightening, not to frustrate or degrade you or the student. These responses do not have as much to do with reality as they do with your child's perception of reality. Their perceptions become their mindset. Their mindset will not change if their perception of reality does not change.

Activity Questions:

1) What do my parents do that helps me mentally to focus and achieve my academic goals?

2) What do my parents do that inadvertently hurts me mentally to focus and achieve my academic goals?

3) How would I prefer my parents to critique me:

- a) Directly – say it like it is, don't sugar coat anything
- b) A little bit more positively – sandwich critiques with compliments
- c) Very positively - Critique sets me back, focus more on encouragement
- d) Lay off completely – I work better with self-critique
- e) Other-

4) How would I prefer my parents to treat me before a big exam/high pressure test?

- a) Fire me up! Yell/get intense
- b) Keep me calm and relaxed
- c) Joke around/talk about things other than the test
- d) Help me review/study
- e) Lay off completely/focus on keeping peace and quiet
- f) Other-

5) How would I prefer my parents to deal with me after a big exam/high pressure test?

- a) Tell it like it is, give corrective feedback and critique
- b) Keep it positive and encouraging
- c) Lay off completely, give feedback later
- d) Other-

Objective: Students will consider the ways they plan on achieving their long-term & short-term goals.

By creating specific academic goals, you have an important foundation in creating a powerful academic mindset. However, having goals is no guarantee that you will reach them. Every goal worth achieving has multiple steps that must be completed that lead into the completion of the goal itself. Action plans account for every small step that must be made to keep you on track to reach your goals. An action plan is specific, detailed, and focused on every aspect of your life that could either assist in or detract from your goal achievement.

You should constantly be aware of your goals and the end result that you are seeking, but a majority of your daily effort should be based on your action plan. If you write a strong, detailed action plan, you can trust that the following of it will lead you to a positive end result. While goals are distant, action plans are immediate and deal with daily life. Therefore, this action plan will be a road-map for you to create your bold, courageous I AM! mindset.

Activity: Fill out your action plan by writing specific actions you will complete on a regular basis for every category mentioned (include whether it will be done daily, weekly, etc.). The more detailed it is, the easier it will be for you to check and hold yourself accountable in following it.

Example

Study habits	I will study for 30 minutes each day right before I go to bed. I will prioritize my weakest subjects first. If there are no subjects to study/upcoming tests, I will study test preparation materials or read ahead a chapter of my textbooks.
---------------------	--

My Action Plan

Study Habits (when, where, how long)	
Classroom Habits (where will you sit, how will you stay alert)	
Note-taking (strategies you will use, materials you will need)	

Test-taking (strategies you will use, what will you do on test days to perform your best)	
Tutoring (how/where will you receive help in difficult subjects/tasks)	
Service (how/when/where will you help others in your school/community)	
Nutrition/Health (what will you do to maintain your health to do your best in school)	
Sleep (how will you ensure that you get proper amounts of sleep)	
Rest/Recovery (what will you do to quickly recover from difficult projects/ assignments or tests)	

Objective: Students will hold themselves accountable to their action plan.

The most successful scholars and academics are disciplined. They repeat the actions that they believe will bring them success, and they are very good at policing themselves. They reward themselves when they follow their action plans, and they punish themselves when they deviate from their plan. To ensure that you will follow your action plan, it is time to set up rewards and punishments that will reinforce the actions that you have committed to. You should use hobbies and fun activities for your rewards/punishments, NOT necessities (like no eating if you don't study, etc.). This will help you practice prioritizing and learn how to balance work and play.

Activity: Develop a daily reward and punishment system for complying with your action plan.

<p>If I complete my action plan for the day, I will allow myself to...</p>	
<p>If I complete my action plan for a full week straight, I will allow myself to...</p>	
<p>If I do not complete my action plan for the day, I will not partake in...</p>	

Objective: Students will consider their priorities and how they will balance and navigate their many responsibilities.

“Life” often gets in our way of accomplishing the many goals we set for ourselves. Without clear priorities, it is easy to get lost in things that shouldn’t matter as much and lose track of what does matter most. Having clarity in your priorities will help you to focus your time, energy, and effort on the activities that will lead you toward your goals, as well as help you to limit your efforts on activities that are much lower in your priority order.

Activity 1: You will identify the top 5 priorities you currently uphold in your life, and then identify the top 5 ideal priorities that you believe you should uphold. Be honest with yourself, considering the time, energy, and effort you pour into each priority.

Examples: Family, Academics, Social Life, Faith, Job/Career, Video Games

	Your Current Priority Order	Your Ideal Priority Order
1		
2		
3		
4		
5		

Activity 2: You will now write 3 steps that you can take immediately to reprioritize your current priorities to your ideal priorities.

1	
2	
3	

Even with a clear action plan and a specific priority order to follow, many people fall victim to overthinking and confusion. Complicated situations will always pop up that make you stray from your priorities and forget your action plan. It is important in those situations to have effective questions that you can ask yourself to lead you back to the priorities that you have decided are most important.

Activity 3: You will adopt these effective strategies to help you navigate complicated situations and/or create your own strategies.

Complicated situation	Your effective question to guide you back to your priorities/action plan/goals
Evaluating your thoughts (is this a good thought I'm having)	Is this an I AM! mindset thought, or an AM I? mindset thought?
Making a decision (what should I do)	Does this reflect my priority list? Is this moving me closer or farther from my goals?
In a difficult situation out of your control (how do I cope with this?)	Is this a situation I can change? If not, how can I make the best of it?
(Create your own)	
(Create your own)	
(Create your own)	

Objective: Students will establish a comprehensive plan that will prepare them for class or an exam.

Developing a confident and consistent mindset is no easy feat. It is one thing to understand all the traits that go into having a strong academic mindset, but a completely different task to apply it to your life consistently. The key to holding consistency is to have a great routine. No matter what surprises greet you throughout the day, you should have certain things that you do the exact same way/place/time every day to help focus your mind and give you clarity.

Having a structured routine reminds your mind and body of the person you are trying to be and the tasks you need to accomplish to become that person. It is much easier to stay focused on your goals and the completion of your action plan when your routine requires little thought. The more consistent you make your routine, the more consistent the rest of your behaviors will become.

Activity: You will create a routine for class/test days. Be as specific as possible, including details such as time that you will complete the tasks each day, where you will do it, for how long, etc.

Daily Routine

Morning (How do you get ready for school? What's for breakfast? When do you leave?)	
Pre-Class (What do you do before each class? What do you do when you first walk in to a class? What supplies do you take out?)	
After-Class (How do you wind down after a class? Do you keep a journal/calendar for homework?)	

<p>Pre-Test (What do you do before walking into a big test? How do you relax and calm your nerves?)</p>	
<p>Studying/Homework (Where/when/how do you study? Do you eat certain snacks or listen to specific music while studying?)</p>	
<p>Bedtime (When do you sleep? How do you settle your mind?)</p>	

Objective: Students will consider the ways they react/respond when situations do not turn out the way they planned or anticipated.

Routines provide much needed consistency for you as you make the changes necessary to gain incredible academic success. However, routines can be thrown off at any moment by a circumstance out of your control. Something as simple as a power outage or an alarm not going off can quickly change your day and your routine. It is impossible to prevent any situation from upsetting your routine, so instead you must learn how to create a level of consistency even when your routine is suddenly changed. This is especially important when dealing with a difficult academic task. Truly successful scholars stick to a routine, but also have methods to bring them back to their consistency when their routine is changed.

Activity: You will write down 3 things you can do to regain control of your routine and consistency when one of the following situations out of your control changes it.

Situation	3 ways to regain control
<p>Something makes you late for school.</p>	<p>Examples: Having an emergency snack, deep breathing</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>You have a pop quiz or a test you forgot to study for.</p>	<p>Examples: Focusing on what you know, reading directions carefully</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Something interrupts your homework/study time.</p>	<p>Examples: Making up the time later that day, waking up earlier</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Something interrupts your sleep.</p>	<p>Examples: Budgeting time for a nap, drinking extra water, exercising</p> <ol style="list-style-type: none"> 1. 2. 3.

Objective: Students will consider how they can create similar conditions in low pressure and high pressure situations to consistently perform at their best and remain calm regardless of the task at hand or goal in mind.

Consistency helps to keep our emotions in check while we pursue our goals. A large reason why many students have trouble with test anxiety is because testing conditions are not a consistent part of their routine. If day to day classroom tasks become boring, easy, loose, and relaxed, it becomes a much different feeling than a high pressure exam day which might be difficult, intense, and stressful. Bouncing between those two drastically different feelings will interrupt your consistency and add to anxiety in the most important moments when you have to perform. To fix this, you will find ways to make regular classroom days feel more intense like an exam day, while also finding ways to be calm and relaxed during exam days. The closer these two types of tasks feel, the more consistent your performances will be and the more confident you will feel on test days.

Activity 1: You will create a list of ways that you can add to the intensity of your daily classroom routine to help mirror testing conditions. Then, you will create a list of ways that you can relax and find peace during high pressure testing days to help mirror daily classroom routines.

Daily Classroom Routine	Your Responses
How will you increase the intensity level of each class?	Examples: Sitting in the front, rewarding yourself/punishing yourself for class performance, try to get ahead in every subject
How will you motivate yourself to do your best in each class?	Examples: Music playlists, motivational quotes, advice from role models/mentors
How will you prevent boredom in each class?	Examples: Keeping it light/telling jokes, answering questions/participating

Test/Exam Routine	Your Responses
How will you calm your nerves before the test?	Examples: Keeping it light/telling jokes, listen to music, play cards
How will you reduce the level of stress you feel during the test?	Examples: Focusing on what you know, not worrying about the potential results, take notes/highlight directions
How will you deal with difficulties/surprises (a question you didn't expect on the test, something you do not know)	Examples: Finding confidence in answers you do know, making your best guess and not worrying about the outcome

One of the greatest strategies to eliminate distractions, reduce stress, and focus on the present moment is deep breathing. Whether you are dealing with the hardest test you have ever seen, or the most boring classroom lecture you have ever sat in, deep breathing will give you the determination and focus needed to continue performing at your highest levels. Deep breathing also relaxes you, which is an important factor in reducing test/classroom anxiety and displaying your best work. Here are some key elements of deep breathing:

1. Understand that relaxation is your body's natural state. You don't need to try to relax, you must simply allow it.
2. Close your eyes so you can focus only on your breath.
3. Breathe deeply through your abdomen, not in your chest.
4. Breathe in through your nose and release your breath through your mouth.
5. Repeat 3-5 times in a row to clear your mind and allow yourself to reset.
6. Have an image in your mind that relaxes you. It could be a place that brings you happiness (your room, the beach, a vacation spot) or a thing that reminds you to be at peace (A flower garden, a group of people meditating, a musical instrument).

Activity 2: Create your relaxation image. Every time you breathe deeply to relax yourself and refocus during classes/tests, you will use this image to help you stay calm and centered.

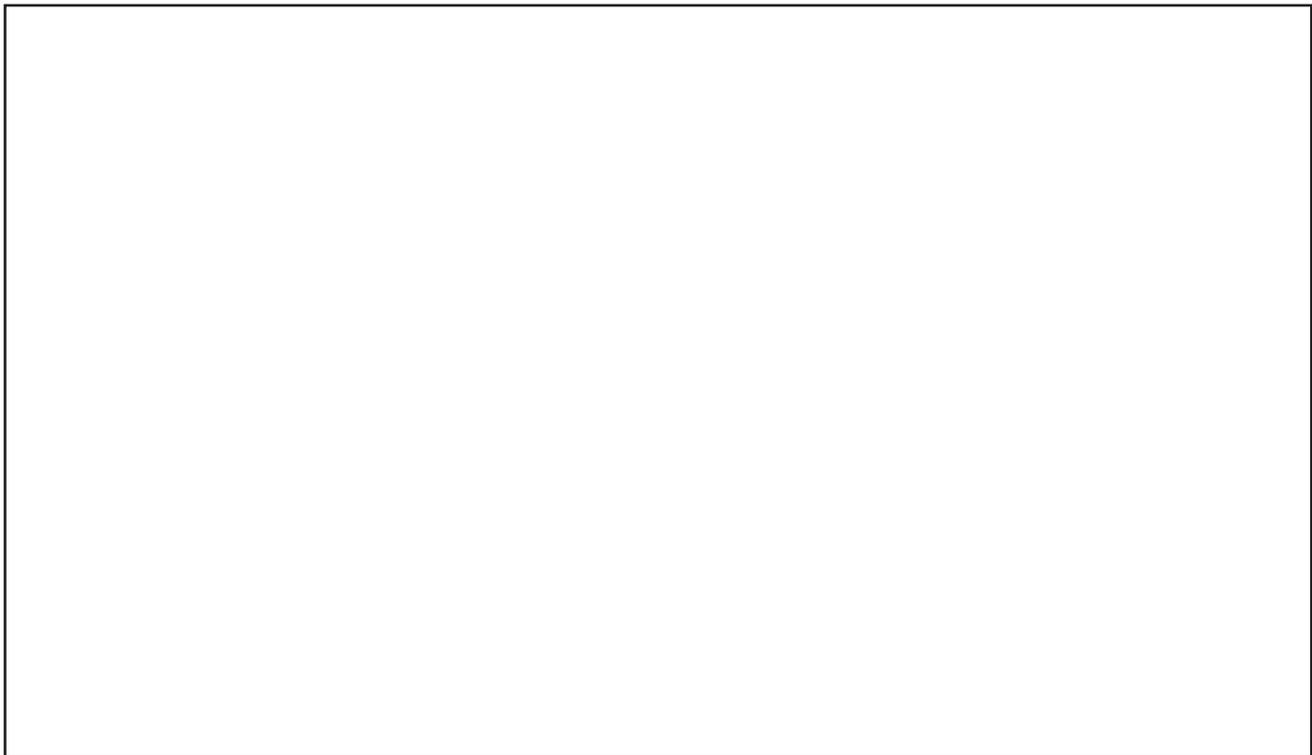
Objective: Students will identify the personality traits/behaviors of their ideal successful student.

One of the first steps in turning a dream into a reality is to be able to visualize what the reality will look like. As you embrace the Academic Mindset mentality, it is important to be able to see what it will look like when you become the super student that you are capable of becoming.

Activity: You will create the perfect student and describe all of the traits and characteristics that the perfect student possesses. This perfect student will be the model for you to strive for as you continue in your academic mindset journey.

Activity 1: Draw the perfect student (stick figure is okay). Label parts of the anatomy that reflect skills/abilities/characteristics that will help the student with academic success.

Examples: Brain with extra memory storage and faster data retrieval, perfect length fingers for durable writing grip.



Activity 2: Write down the attitude and qualities that your perfect student demonstrates in school.

Examples: Consistent effort in every class, always motivated, does not get nervous for tests or worry about results/class ranks.

Activity 3: Write down the attitude and qualities that your perfect student demonstrates outside of school.

Examples: Regularly does community service, humble, studies consistently, healthy eating/sleeping patterns.

Objective: Students will be reminded that preparing for class or an exam is also a physical activity.

Most people assume that classroom success is simply a mental exercise and a greater intellectual effort will lead to better results. While mental effort is extremely important in academics, it is equally important to maintain physical health. Being physically active and healthy allows your body to participate in lengthy classroom lectures, difficult exam situations, and embrace time-consuming study sessions with energy and enthusiasm. Ignoring your physical health needs can make academic tasks seem like more of an energy-draining chore and cause physical and mental discomfort. An important part of creating routines that prepare you for academic success is to create a plan to promote consistency and health in your sleeping, eating, and exercise habits.

Activity: You will evaluate your current routines in regards to your physical health. Then, you will examine and pick out adjustments that you will make in order to have an effective and consistent routine that allows you to perform at your best in all academic pursuits.

Sleep

Your Routine	Recommendations	Your Adjustments/Changes
	<ul style="list-style-type: none"> -Have a consistent routine, things you do each night before bed in a specific order. -Close your eyes at the same time each night. -Keep your room dark (shut off/cover electronics). -White noise. -Keep a clean room for a comforting environment to sleep in. -Only use your bed for sleep, no electronics, work, etc. -Deep breathing. -Having an image/visual that is peaceful. 	

Eating/Nutrition

Your Routine	Recommendations	Your Adjustments/Changes
	<ul style="list-style-type: none"> -Avoid caffeine & sugar close to bedtime. -Get doctor recommendations on daily vitamins/nutrients that would be beneficial. -Limit “empty” liquid calories (sodas, milkshakes, etc.). -Eat a proper balance of foods (grains, veggies, proteins, healthy fats, fruit, dairy). -Avoid binge-eating (overeating) or food deprivation (undereating) 	

Exercise/Health

Your Routine	Recommendations	Your Adjustments/Changes
	<ul style="list-style-type: none"> -Around 1 hour of physical activity per day. -Do things you enjoy (sports, hiking, walking with friends, etc.). If it feels like a chore, you are less likely to stay consistent. -Have a workout partner/group to help with accountability. -Use a variety of movements/exercises (weightlifting, yoga, plyometric, dance). -Consult a doctor for options on exercise programs that will work for you. -Exercise at a consistent time each day (try not to work out too close to bed time). 	

Objective: Students will consider the expectations they have of themselves and how they stay motivated to reach their expectations.

Motivation often separates the most successful people from the rest of the pack. We are all capable of academic greatness, yet many fall short in moments of difficulty, boredom, or apathy. The highest achieving students have learned how to keep their passion and desire burning even when obstacles are in the way. They realize that big goals do not get accomplished in a day, and they must keep their motivation burning for long periods of time before they will reach the goal they have set. You can liken persistent motivation to a candle burning for a full day, rather than a firework burning much brighter for a few moments and then fading quickly.

To harness your motivation and keep it going for long periods of time, you must understand the difference between **intrinsic** and **extrinsic** motivation.

Intrinsic Motivation: Motivation that comes from within yourself (wanting to be proud of yourself, mastering a topic/skill, enjoyment of learning something new)

Extrinsic Motivation: Motivation that comes from outside of yourself (making money, getting a trophy, fame/reputation)

Extrinsic motivation is like a firework. It will greatly motivate you for short periods of time, but extrinsic motivation does not have the lasting power to fuel your greatest and most difficult to reach goals. Intrinsic motivation is less tangible and harder to see and measure, but is much more effective in keeping you motivated and full of a passion for completing your goals for long periods of time.

Activity: You will learn to motivate yourself by coming up with intrinsic motivations for academic tasks. Make a list of 5 intrinsic motivations you can use for each of the following situations.

Classroom Lectures	Studying/Homework	Testing/Exams/Projects
Examples: Desire to learn more, wanting to be reliable/helpful for classmates	Examples: Curiosity about subjects, creating a work ethic you are proud of	Examples: Testing your limits, Wanting to see how far you've come

Objective: Students will describe the qualities of the people that they admire and what makes them inspirational.

Most people can identify their role models, but many do not consider the specific qualities and characteristics they admire. Role models do not have to be famous or well-known. The only requirement of a role model is that a person exhibits the characteristics and traits that you value and wish to have. They can be parents, friends, celebrities, people who work in career fields you are interested in, authors, and many others. Finding role models with qualities you are striving for can accelerate your progress in acquiring those same qualities.

Activity: You will identify and describe role models that possess traits, characteristics, or qualities that you admire and wish to incorporate in your life. Describe in detail how they demonstrate those traits and where you can see their example (in person, youtube videos, motivational quotes from them, social media, etc.). Pick a different role model for each category, no repeating!

1. The most influential role model that you know/embodies all the characteristics you want.	Name: Traits: Where you see their example:
2. The most mentally tough role model that you know.	Name: Traits: Where you see their example:
3. The most academically focused role model that you know.	Name: Traits: Where you see their example:
4. A classmate/peer that you look up to or admire.	Name: Traits: Where you see their example:

Objective: Students will think about how the decisions and actions they have taken help them to be successful.

Earlier, you learned the difference between an I AM! mindset (confident, declarative) and an AM I? mindset (uncertain, fearful, passive). When evaluating your motivation, it is easy to slip into the AM I? mentality and let doubts and fears take over. Changing your motivations to bold, I AM! statements will allow you to stay passionate and persistent in doing difficult tasks. AM I? questions help you follow the crowd, while I AM! statements will ensure that you stand out from the crowd and achieve the highest levels of your academic goals.

Activity: You will consider some of the most difficult, frustrating, or strenuous academic activities that you do. First, consider the AM I? questions you might ask that demotivate you and allow you to push off/forget that task. Then, change the question to a bold and courageous I AM! statement that will allow you to stay motivated and consistent with completing these difficult tasks with a positive attitude.

Academic Task	Old AM I? Questions	New I AM! Statements
Example: Studying	Will I need to know all this? Can I really memorize it all? What grade do I need to pass? Can I do this later?	I will know more and feel confident on this test. I will be proud of the effort I put in. I will be the best version of myself possible.
Doing homework:		
Bored, tired, or stressed during class:		
During a difficult exam:		

Working on a group project:		
Write your own difficult academic activity:		
Write your own difficult academic activity:		

Objective: Students will consider how the expectations they have of themselves are similar or different from the expectations of other people in their lives.

Are you proud of yourself? Many students have difficulty answering that question because of the expectations that rest on their shoulders; either the lofty expectations they have placed on their own shoulders, or the expectations that their parents/friends/family have put on them. It is hard to stay motivated on accomplishing a goal if you aren't satisfied with your progress or proud of your effort level.

There are two common ways that expectations can interrupt your Academic Mindset and become an obstacle to your success.

- 1) Worrying about the expectations of others. This creates a fear that you will let other people down and not live up to what they think you are capable of. Living in that fear does not allow you to take academic risks, make mistakes, and grow from those learning opportunities.
- 2) Being overly critical of the expectations you have of yourself. Perfectionism is commonly thought of as an ideal, yet it can hinder your academic performance in many ways. You should always strive to do your best, but beating yourself up over small mistakes or obsessing over projects that aren't completely perfect will prevent you from stepping out of your comfort zone and making larger learning gains.

Activity: You will confront the expectations others have of you, as well as the expectations you have of yourself. You will then make statements to help remove those barriers.

Write down all the people you are afraid of letting down.	
What academic expectations do you feel they have placed on your shoulders?	
Write a 1-2 sentence statement that shows you will focus on academic success for your own reasons, and not to please others.	

<p>Write down the academic expectations you have of yourself.</p>	
<p>Write down your belief of your current progress toward meeting those expectations you have of yourself.</p>	
<p>Write a 1-2 sentence statement that shows a willingness to accept mistakes/errors and a desire to give maximum effort in meeting your expectations with no fear of failure.</p>	

Objective: Students will visualize themselves performing in class or on an exam at their best.

Many students obsess over failures and repeat them in their mind throughout the day. Visualizing failure either prepares you for more failure, or makes you afraid to give your best effort and possibly find greater success outside of your comfort zone. Instead of replaying negative situations, it is important to learn how to visualize success. This includes remembering past successes and moments of pride, and visualizing what future successes and accomplishments will look like. These thoughts don't occur at will naturally, so you need to make a deliberate effort at picturing yourself in positive moments. Once you practice visualizing your success, you will find that those achievements come easier and more often.

Activity 1: You will come up with 3 moments, 2 academic and 1 other moment, where you had success. Describe every detail you remember about that moment, including the emotions/feelings that you had during it. Write these down and look at them every day (before school is a great time, but find what works for you) to help you stay motivated and on task.

Moment	Describe the moment with as much detail as possible
Academic Moment #1	
Academic Moment #2	
Non-Academic Moment	

Activity 2: Remembering past achievements can help to keep your motivation up through daily tasks. Sometimes though, motivation can dwindle in times of high pressure and anxiety leading up to a big moment (like an exam or a presentation). In those times, it is important to be able to visualize what your success will look like when you accomplish a goal. Pick three challenging results that you would like to see yourself obtain (look at your goals) and describe in detail what it will look like when you reach those results. Include the feelings/emotions you will have and the reactions of others.

Example: You bring your report card home to show your parents the straight A's that you received.

Future Result	Describe how that moment will go in as much detail as possible
Result 1:	
Result 2:	
Result 3:	

Objective: Students will consider the things they tell themselves before a class, presentation, exam, or big moment that help them to focus and/or relax.

A constant theme in changing your mindset is the role of language. Words have incredible power and the simple wording of sentences can change the way you think about challenging academic tasks. Negative, passive, AM I? phrases cause us extra stress and frustration and encourage us to slow down, quit, or avoid difficulty. Positive, active, I AM! phrases promote courage and boldness and they help us spring to action no matter what the obstacles may be. Using AM I? phrases will imprison your mind and not allow you the freedom to reach for your most ambitious goals. This often happens unconsciously, so we must bring these thoughts to the front of your brain for you to see if and how your language may be encouraging or denying your opportunities for success.

Activity: For each phrase, determine how often you use I AM! positive statements of power. Then, circle the phrases that you use positive statements LEAST often and write down the replacement I AM! words you will start using in those moments

Common AM I? Phrase	Positive I AM! Word Choices	Never, Rarely, Sometimes, Often, Always
I should, have to, need to, ought to, (statements of need, with no action)	I will, choose to, going to (creates an action)	
I'll Try/I'm trying (fear of failure, setting up excuses)	I will, I'm going to/for (sets up success/fearless attempt)	
Lucky/Luckily, Fortunate/fortunately (distracts us from gratitude)	Blessed, Thankfully	
I already know this (excuse to blow something off, missing opportunities to learn)	How well do I apply this? Can I improve? (redirects you to growth)	
Worry/Worried (Worry creates no action/change, just becomes a mental block)	Focus/Focused (Allows you to impact/change a problem)	
Always, Never, Everyone, No one (Extreme language is rarely rational, sets you up to make excuses)	Usually, rarely, often, sometimes, most people, few people (removes the excuse and allows you to focus on you.)	

Terrible, awful, horrible, stinks, sucked, the worst (things are not 100% bad, opens up complaining)	Inconvenient, frustrating, undesirable, annoying, aggravating (doesn't downplay the problem but moves you toward solution)	
Perfect/Perfection (Unachievable, sets you up for failure, beating yourself up)	Master/Mastery (Focuses on your confidence, abilities, and growth)	
Negative commands: Don't fail, don't mess up (puts your mind on defense, creates worry/fear)	Positive commands: Score every point I possibly can on this test, Give my maximum effort (commands action and fearlessness)	
Why questions: Why me? Why does this keep happening? (keeps you stuck, prevents solutions)	How questions: How can I change this/improve? (focuses on what you can do about it)	
Reacting phrases: What do I do? How do I deal with this? (centers you on the problem)	Responding phrases: I will do/learn/research a solution. (Centers you on the resolution)	
I don't have enough time (It is not important enough for you/betrayal of your priorities)	I will make time (refocuses you on your priority list and where a situation fits)	
Can/could (cop out/sets you up for an excuse later, allows you to not try)	Will/would (Sets you up for action and uses your reasoning)	
Problem, dilemma (makes you more aware of their being an issue, less focused on overcoming it)	Challenge, task (Makes you more focused on overcoming the obstacle)	

List your three weakest areas where you most commonly use AM I? phrases	What I AM! statements/phrases will you start using in place of them?

Objective: Students will consider factors that may be preventing them from achieving their short-term and/or long-term goals.

Many students refuse to try their best out of a fear of failure. Some students however, hold themselves back due to a fear of success. Self-sabotage is a defense mechanism that people use to avoid the “consequences” of success, like added pressures, greater expectations, attention, ridicule, etc. Others use self-sabotage because they do not feel confident and they ruin their chances to reach a goal that they feel is out of reach, no matter what the reality of the situation is. Self-sabotage can be extremely dangerous because you will allow yourself to come very close to your goal before suddenly shutting down and avoiding the completion of it.

It is important to identify self-sabotaging thoughts quickly to avoid a sudden stop to the completion of your goals. It is very possible to bounce back from small challenges, but self-sabotage feels more like sinking in quicksand and as everything seemingly goes wrong, it is much more difficult to control and recover.

Activity: You will identify any self-sabotaging thoughts you have had and write positive, I AM! statements to correct them.

Self-Sabotaging Thought	New I AM! Statement
Example: People will expect more of me if I succeed.	I work hard to meet my own expectations. I have no fear of letting people down. I seek out challenges to better myself, for myself.

Objective: Students will take time to identify worst case scenarios that may occur in an upcoming class or exam.

Confidence can be described as a belief you have in your ability to complete certain tasks or learn certain skills. One of the greatest interrupters of confidence is nervousness. It is hard to believe in yourself when you are nervous and fearful of potential outcomes of a situation. Allowing your mind to succumb to the fear of what negatives might happen blocks your ability to visualize the positives that could happen. Your confidence is then replaced with doubt and anxiety as you brace for the worst case scenario instead of preparing yourself to achieve the best case scenario.

Activity 1: You will confront the nervous fears that get in the way of your confidence by writing out what you believe could be the worst-case scenario in each situation. Be as specific and detailed as possible.

Worst-Case Scenario	Vivid and Complete Description
During a big exam	
In a classroom	
During a presentation or project	
While Studying	

Activity 2: The best way to recover your confidence is to realize that any worst-case scenario has actions you can take to get back on track. Nothing can throw you off of your goals unless you allow it to have that power over you. For each worst-case scenario that you described, write a plan for how you would handle it and move forward confidently.

Worst-Case Scenario	Your plan to overcome the situation with confidence
During a big exam	
In a classroom	
During a presentation or project	
While Studying	

Objective: Students will consider how past successes helped to shape their confidence.

Past success becomes a huge part of future confidence. It is much easier to approach a challenge knowing that you have conquered similar challenges already. The problem is that many people, when facing a daunting new task, focus on the fears they have of the upcoming task rather than remembering their successes and using that as fuel for their confidence.

To remind yourself of past success and to keep your confidence at a high level, we will create a confidence anchor. This is a physical gesture that you will begin to link with visualizing and remembering your past successes. As you keep reinforcing that link, you will be able to use your confidence anchor in moments when you need to feel confident, especially in high pressure situations.

Activity 1: Create a confidence anchor. This should be a physical gesture that you could incorporate anywhere, even in the middle of a silent exam.

Examples: Tapping your pencil to your head, a pat to your own back, head tilted back with eyes closed.

Your Confidence Anchor is:	
----------------------------	--

Activity 2: Now that you have created a confidence anchor, you need to write out past successes to link that gesture to. Think about moments that made you feel proud of yourself, no matter how big or small. You should have a variety of successes to draw from, not just specifically toward academics.

Past Successes:

School/Academic Success	Life/Out of School/Non-Academic Success
Examples: High score on a test, passing a difficult teacher’s class, receiving a national honors society nomination.	Examples: Sports/Club trophies, Leadership role in a community or faith-based organization, job/career award.



Objective: Students will consider the reasons they deserve to be successful and accomplish the goals they have set for themselves.

Confidence requires you to have a desire to accomplish something and a belief that you will achieve it. It isn't good enough to just say that you can do something. It must be a deep-down core belief. Often, our confidence is interrupted, not because we can't do something, but because we feel like we don't deserve the accomplishment of the goal. If you've ever found yourself thinking that someone else worked harder or deserves something more, you have interrupted your own confidence.

To become more confident, you must have an awareness that you do not know anybody else's journey or what they have done to reach or not reach their goals. Your only focus must be on driving forward to reaching your own goals with a belief that you will be successful. When you are self-focused, you will assume that you do deserve to accomplish your goals as you will be thinking about how much work and effort you have put in. This is something that you have to remind yourself daily in order to maintain your confidence and core belief in yourself.

Activity 1: Imagine that you are a lawyer. Pick one of the academic goals you have set. Go on trial and defend why you deserve to accomplish the goal. Use the most effective reasoning and as much evidence as possible. Don't worry about how near or far you are from reaching the goal. Make the best case for yourself and be as convincing as possible. This will help you to develop the deep belief that you should, and will, be successful.

State Your Goal.	List all the "evidence," all of the reasons you deserve to achieve your goal.

Understanding that you deserve success and you have reason to be confident is a critical part of your Academic Mindset. Just like improving in a sport or picking up a new skill, confidence has to be practiced before your mind will naturally apply it without thought. Affirmations are a fantastic way to reprogram your mind and practice the confidence that you deserve to have. Affirmations are short statements that you make about yourself that remind you who you are and what great things you are capable of.

Activity 2: You will create five positive affirmations that you will read every day near the start of your day. Make some of them about your goals and academic endeavors, but also be sure to make some of your affirmations about your life, beliefs, and priorities that are important to you. Use the reasons you wrote for deserving success in activity 1 to help guide you in creating your affirmations.

Examples: Nothing can stop me from achieving my goals. I bring an important perspective to every class. I am mentally strong and capable of anything.

	Your Daily Affirmations
1	
2	
3	
4	
5	

Objective: Students will consider how they respond to adversity/failure.

Many people view adversity and failure as stopping points or a time to quit. Often, those times happen right before you break through and reach a new level of success. If you stop short in times of adversity, your mind instead learns to accept mediocrity. Your mindset cannot rest at average as you are pushing to stand out as mentally strong and reach all of your goals, no matter how challenging. If you learn to embrace the feeling of adversity or failure as a learning opportunity and a chance to refocus, every difficult moment will help you grow as a person.

Activity: You will respond to a series of adversities/failures you will likely feel during your academic career. For each moment, you will pre-plan what thoughts you will think and emotions you will channel in order to push through, recover, and keep trying. Remember, the goal is not to feel bad and wallow in the moment; it is to find a solution that keeps you moving in a confident, forward trajectory with no fear of failing or giving up.

Adverse Academic Moment	Your Response to Push Forward
A teacher hands back a test that you thought you did well on, and you failed it/got a low score.	
You feel you got an unfair grade on an assignment and the teacher will not change the grade.	
You feel you got an unfair grade on an assignment and the teacher will not change the grade.	
You are in a study group for a challenging class, and the members of your group all quit and decide not to study anymore.	
You have a class with a difficult, strict teacher who does not explain the content well enough to you.	
You go to do homework/study and realize that you forgot all your work at school or somewhere else.	
You are extremely tired and mentally burned out during a long and boring classroom lecture.	

Objective: Students will consider the benefits of challenging their limits and determine what they learn about themselves from stepping outside of their comfort zones.

A comfort zone is a place where you are guaranteed to have no risks, no failures, and unfortunately, no growth either. Some people stay in their comfort zone because of the immediate good feelings that it gives of stability and peace. Your comfort zone may feel nice, but it can damage every aspect of your mindset little by little. To rationalize staying in your comfort zone, your mind might say things like “I wouldn’t have gotten it anyways” (damaging to your confidence & motivation) or “even if I do get it, it will be so inconvenient on my schedule” (damaging to your priorities and habits).

Mentally tough students regularly stay outside of their comfort zone. They know that true growth and character development can only happen by facing fears and new situations while applying a strong, confident mentality that has worked for them in other moments. They learn by doing and take failures and successes as a mental victory when outside of their normalcy.

Activity: You will challenge yourself to do two things outside of your comfort zone every week, for the next month. One will be an academic activity, and the other will be a general/life activity. You will not be able to step outside of your comfort zone regularly if you don’t practice it, so you must make this a priority and hold yourself accountable to it. Do not worry about successes or failures. The emphasis of this activity is to get you used to taking risks and having no fear in trying things that seem challenging or outside of your reach.

Step out of your academic comfort zone	Step out of your comfort zone
Examples: Sign up for an online class/tutoring for your weakest subject area, join/create a study group, try out for an academic competition, sit in the front of a class, volunteer to lead a group presentation.	Examples: Try out for a club/sport that you’ve never been involved with, make friends with someone completely out of your circle/different school, take a leadership role in a community organization/place of worship, apply for a job that seems out of reach.
Week 1 - Academic	Week 1 - Life/General
How did you step outside of your comfort zone?	How did you step outside of your comfort zone?
What was the result (so far)?	What was the result (so far)?
How did it feel to try this new thing?	How did it feel to try this new thing?
Will you continue this activity?	Will you continue this activity?

Week 2 - Academic	Week 2 - Life/General
<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>	<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>
Week 3 - Academic	Week 3 - Life/General
<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>	<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>
Week 4 - Academic	Week 4 - Life/General
<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>	<p>How did you step outside of your comfort zone?</p> <p>What was the result (so far)?</p> <p>How did it feel to try this new thing?</p> <p>Will you continue this activity?</p>

Objective: Students will consider influences on their behavior and how these influences impact their academic performance and the ways they respond to adversity/failure.

Everybody has beliefs and values that guide the way they live their life and the purpose they have in attempting and accomplishing goals. In day-to-day situations however, situations often occur faster than you can remember and reflect on those beliefs and values. There are many things that you believe that you should do and shouldn't do, but those beliefs will be tested often throughout your life. Living and acting outside of your beliefs, values, or ideals of who you want to be can interrupt your progress, academically and otherwise. Mentally tough people know what they stand for and create boundaries to ensure that they stay focused on their ideals and do not get distracted by things outside of their boundaries of behavior.

Activity 1: You will state the beliefs and ideals that guide your behavior. Writing down your values helps you to remember them in moments of confusion.

Your academic beliefs, values, and ideals	Examples: G.P.A. range you believe you should reach, amount of discipline/focus in your classwork, when are sick days acceptable?
Your core life beliefs, values, and ideals	Examples: What your family means to you, your purpose/mission in life, faith, your character, how do you want to be seen by others?

Activity 2: To increase your mental toughness in staying grounded in your beliefs and focused on the person you want to become, you will write boundaries of behavior. The boundaries should be consistent with your values and supportive of the accomplishment of your goals. These boundaries will become the lines that you will not cross, with the knowledge that any time you do cross them, it will distract you from your goals and the mindset you are trying to achieve.

Boundaries of Behavior	Your Response
Drinking/Drug Use	
Dating	
Going to Parties/Social Events	
Friendships	
Staying Up Late	
Social Media Use	

Activity 3: Based on your responses and the knowledge you have of yourself, what are the biggest distractions and barriers you have from living out your values and reaching all of your goals? Write down the three biggest distractions/concerns you have. Then, come up with solid, concrete steps you can take to reduce those distractions and give them less power over your life.

Biggest distractions that trouble you or often get in the way of your success:	Concrete ways to improve on avoiding that distraction:
1	
2	
3	

Objective: Students will work to actively change their responses to the things they believe distract or limit them.

In a test, exam, or project, your goal is simple: to accumulate as many points as possible. Events, situations, and even thoughts interrupt that goal and distract you from reaching your full potential on high pressure academic tasks. Anything that pulls your focus away from scoring every single point you can on any academic work is a distraction that is in the way of you unlocking your full potential as a student. Mentally tough students know how to stay in the moment and focus their entire energy on performing to their best ability.

Activity: Consider the following situations that could distract you during a high pressure academic task. For each situation, make a plan for how you will notice/identify the distracting thought, and what you will say to yourself to refocus on scoring as many points as possible in that present moment.

Distracting situation during high pressure task	How you will identify it	Thoughts to help you refocus
Example: You are taking a test that you know you are going to fail/are not prepared for.	Example: Calculating your overall grade if you fail. Giving up on questions before you finish reading them. Not attempting every question.	Example: A 50% is better than a 0. How many questions do I know? What are the best guesses I can make? What words/phrases are familiar?
Your parents/teachers stressed that they expect a higher grade than you think you will reach on the test.		
You are overthinking the amount of questions you need to get right to receive a passing grade.		
Other students are being talkative/disruptive.		
Something negative just happened in your life (a break-up, argument with a friend, etc.).		
You aren't feeling your best (headache, illness)		

Objective: Students will consider the ways they approach their classes, assignments, and exams regardless of their grade or score.

Grades can be deceiving. They can reflect a variety of factors, like the performance of your group/class, your preparedness, the time given to complete it, or even the difficulty of the assignment. Worrying about your grades is counterproductive because there are too many issues to keep track of and evaluate. Instead, you want your focus to be on what you have the most control over: your effort. Your grades will improve as you learn to give better, more consistent effort in every academic task you attempt. As you learn to refocus and take responsibility for your learning, it is crucial for you to evaluate your effort without considering your grades/scores.

Activity: Evaluate your most recent high pressure test/exam performance. Remember, the score you received is not important. This activity is only to evaluate the effort you put in.

Before the Test	Yes	No
Studied/practiced for the test and felt prepared		
Took advantage of a study group/tutoring/help from friends		
Woke up on time and had breakfast		
Went through your pre-test routine/calmed your nerves		
Showed up early and prepared with all testing materials		
During the Test	Yes	No
Removed distractions, focused on scoring points		
Did not give the test too much credit/worry about how difficult or important it was		
Used deep breathing/relaxation image to calm nerves		
Remembered advice from role models/inspirational quotes to help stay motivated		
Attempted every question to best of your ability		
Read/underlined/highlighted directions		
Trusted your answers/no doubts or fear of making a mistake		
Stayed present, didn't get overwhelmed with boredom/fall asleep		
After the Test	Yes	No
Good attitude (confident, upbeat, looking forward to positive results, no worry or fear of failing)		
Used the test as a learning experience, took note of what you still need to learn, wrote down skills/concepts you will improve on		
Asked for/received feedback and used it constructively		
Overall Performance	Yes	No
Embodied the I AM! attitude by taking the test with confidence and an effort consistent with the goals you have set and the expectations you have of yourself		
Embodied the AM I? attitude by letting nerves, fear, or anxiety control my effort or doubting my ability/intelligence		

Objective: Students will consider how they respond to failure and take responsibility for a less than desirable outcome.

In moments of adversity, many people rely on excuses to shift blame off of themselves and onto the circumstances surrounding them. While an excuse may change the conversation or make you feel relief from pressure, the fact remains that excuses only satisfy the people who make them. The more often you use excuses, the more likely you are to lean on excuses instead of relying on accountability and truth. To truly grow as an academic and a well-rounded individual, it is necessary to take responsibility for results and outcomes, even if they are undesirable or fell short of what you hoped for.

Activity: Consider the excuses you make most in each of the following situations. Then, write a statement for how you will take personal responsibility for that situation in the future to avoid excuses and stay accountable for your actions. If you have trouble thinking of your most common excuses, ask parents, friends, or teachers.

Situation	Typical Excuses (list as many as possible)	New personal responsibility statement (how will you hold yourself accountable)
You forgot to complete your homework.		
You blew off studying for a test/exam/project/presentation		
You failed an assignment/quiz/test		
You got in trouble in school or received a low participation grade		

Objective: Students will understand the role of gratitude and positivity as responses to stress and complaints.

Negative thinking has the potential to be a dream killer. You could have a great idea and a strong sense of purpose, but focusing on complaints and negativity can become an unrelenting obstacle that prevents your ideas from becoming reality. Studies have shown that one of the easiest and most effective ways to remain positive and happy is to show gratitude. If you find yourself trapped in negative thoughts and feel like you are complaining about circumstances rather than working to change them, gratitude can be your way out. It is not enough to just “turn your frown upside-down” or to stop being so negative. You have to find positives in every situation and make statements of gratitude for those positives. By practicing that skill, you will find that your complaints and negative thinking will be drowned out by thankfulness and positivity. This will allow you to continue pursuing your goals regardless of your actual circumstances.

Activity 1: Write down the 3 biggest complaints or negative thoughts that you typically have. For each complaint or negative thought, find 3 positives you can be thankful for in those situations.

Biggest complaints/negative thoughts	Positives to be thankful for (3 for each)
Example: I never have enough time!	I'm thankful for the activities I'm involved in that keep me busy and productive. I cherish the time that I do have. I have a much greater value for the importance of time now.

Activity 2: Our mind creates “cognitive distortions” that trick us into believing things that are not true. These distortions lead us to negative thoughts and turn into complaints. If we give into cognitive distortions, we allow our mind to hold us prisoner to irrational thoughts. Review the chart of cognitive distortions and circle the 3 distortions that happen most often to you. For each of those 3 distortions, write a statement that helps you ignore the distortion and remind you of the reality of the situation.

Cognitive Distortion	Explanation of the distortion
All or Nothing	Black & White categories. “Everything has to be perfect or it’s all ruined.”
Overgeneralizing	Seeing 1 negative event as a pattern. Saying something “always happens” or “never happens.”
Mental Filter	Fixating on a single piece/few pieces of information. “I failed a test so I’m no good at math.”
Jumping to Conclusions	Assuming a result before it’s happened. “I missed the first question so I’m obviously going to fail the test.”
Mind Reading	Assuming negative thoughts from others. “My teacher hates me because they marked so many things wrong.”
Fortune Telling	Anticipating the worst result with no evidence. “I know I’m going to bomb this exam.”
Magnification	Making negatives a bigger deal than they are. “If I don’t turn in this homework, I won’t get into college.”
Minimization	Making positives a smaller deal than they are. “I got an A but that was an easy test, I won’t pass a more difficult one.”
Emotional Reasoning	Assuming that our feelings reflect our realities. “I feel anxious so that’s a bad sign that I will fail this task.”
Labeling	Name calling/categorizing yourself. “I’m stupid, no good, a dumb jock”
Fixed Mindset	An overemphasis on talent and a lack of emphasis on hard work and achievement. “I’m not naturally talented at science so I won’t succeed in this class.”

Write a statement for each of the 3 biggest distortions you have to help you stay grounded in the reality of the situation.
1
2
3

Objective: Students will consider how they respond to constructive criticism.

A confident and motivated student has potential to achieve great academic success. To accelerate your growth as a student, your confidence must always be balanced with a humble desire to learn as much as you can from anyone that you can. You must strive to be “teachable.” A “teachable” student is one who is constantly seeking out knowledge and showing respect to those who help them to gain more knowledge. No matter what level of academic success you reach, the more teachable you are, the more rapidly you can continue to advance in your knowledge.

Activity: Review the following chart that identifies traits of being a teachable student. For each trait, write at least 1 actionable step you will take to better embody that trait and become more teachable.

Trait	Action step you will take to improve on that trait
Humble: You believe you can always learn more and can learn from anyone.	
Active Listener: You repeat advice people give you/take notes.	
Respect: You show appreciation for the time/investment other people make in you.	
Determination: You seek out feedback and guidance for areas you struggle in.	
Constructive Criticism: You take criticism as constructive and use it to improve.	
Effort: You do extra activities to improve on areas of weakness.	
Trust: You are patient and understand that learning is a process that takes time and practice.	
Community: As you receive help, you help others to improve on areas you are skilled in.	
Consistency: You always seek out more knowledge/help/advice, not just before a test/project.	

Objective: Students will understand how they can view failure/adversity as a positive experience.

Momentum is an underrated but important part of building a strong Academic Mindset. Forward momentum allows you to stay mentally tough under pressure with ease. Failures can take the wind out of your sails and slow your forward momentum to a crawl, making every aspect of your mindset more difficult to maintain. Your focus is always to move forward, progress, and learn so you must learn to view failures as a positive experience. If you believe that a failure is the best thing that could have happened to you, it will not break your momentum and allow you to use it as an experience for growth, continuing your forward momentum.

Activity: You will come up with 5 questions or statements you can make in moments of failure to help you appreciate the learning opportunity and understand that it will become a positive experience in your life and fuel for your future growth and success.

Statement or guiding question to turn failure into a positive experience:

Example question: What did I learn from this experience that will encourage future success?

Example statement: I am proud of my effort and my consistent effort will lead to success eventually.

1

2

3

4

5

Objective: Students will reflect on their Academic Mindset experience and plan for future success.

Throughout this academic school year, you have been challenged to sharpen and refine your mindset to reach your highest levels of potential and find success in your goals. It is time to reflect on your progress, remembering that the I AM! mindset must be a constant work in progress and not something that you complete and either have or do not have.

Activity 1: Revisit the checklist from the beginning of the Academic Mindset program. If you answer “no” to any of these, create a plan to continue improving on that specific aspect.

Goal Setting/Action Plan

1. Do I have clear academic goals written down?

Yes No

2. Do I have a specific, written action plan to improve in each aspect of my academics (classroom, studying, test-taking)?

Yes No

3. Do I take personal responsibility for my mistakes & weaknesses?

Yes No

Habits/Routine

4. Do I have a consistent routine to prepare for school each morning and before each class?

Yes No

5. Do I have a plan to adjust my routine when something suddenly changes?

Yes No

6. Are my energy and effort levels similar whether I am in class or taking a big test?

Yes No

7. Do I take clear, specific steps to maintain my health on a daily basis?

Yes No

Motivation

8. Can I name the things that motivate/inspire me?

Yes No

9. Do I know how to visualize my success and rely on the thoughts that bring out my best performances on tests?

Yes No

10. Am I good at reminding myself why I love learning during difficult times in or out of school?

Yes No

11. Do I have role models and positive sources of inspiration to draw from when I am facing adversity?

Yes No

Confidence

12. Do I believe that I will accomplish the goals I have set for academic excellence?

Yes No

13. Do I use language that empowers and builds me up rather than diminishes or breaks me down?

Yes No

14. Do I consistently believe I will do well on any test, project, or assignment that I complete?

Yes No

Mental Toughness & Resilience

15. Do I believe I am the most mentally tough person I have ever met?
(If not, who is? What would I have to do to catch up?)

Yes No

16. Do I know how to refocus and bounce back from adversity and difficult situations that are outside of my control?

Yes No

17. Am I able to push past boredom and distractions constantly in the pursuit of my goals?

Yes No

(Re)Focus & Responsibility

18. Do I take responsibility for my failures or setbacks without using excuses?

Yes No

19. Do I learn from failures and turn them into positive experiences that help me grow as an academic?

Yes No

20. Does my attitude and work ethic reflect a student who is teachable?

Yes No

For any "NO" responses, how will you improve in that aspect of your academic mindset?

Activity 2: Consider your mindset at the very beginning of this program and now, at the close of it. Write down the two aspects of your mindset that you believe you have improved on most throughout the program (it does not have to be your strongest qualities, just your most improved). Then, write down the two aspects of your mindset that you struggled with the most. This will give you confidence in your progress while also helping you identify the work you will continue to put in moving forward.

Most Improved	Biggest Struggle

Morrill Public Schools
Secondary Principal's Board Report
November 15, 2021

- MTSS team identifying needs/interventions to implement
- School Improvement - Folder created, staff provided results from last review, gathering evidence and inputting data/evidence into folder. Would like to request a meeting with the admin team and board to input more evidence.
- Brian Mendler on October 22nd - great professional development opportunity - Thank you to the board!
- Michelle Keszler came afternoon of October 22nd for professional development w/staff
- Parent/teacher conferences had a good turnout with about 50% participation October 26th/28th
- Shane Buchholz ag adviser w/4 previous FFA members to National Convention October 28th-31st
- First Booster Club meeting held October 28th with beginning plans and officers elected. Second meeting November 12th.
- Michelle Keszler working with me on instructional walk-throughs - good information and feedback to share with staff
- Four students participated in the PAC Band Clinic November 3rd
- Coaches, AD, and Counselor took group of students to Scottsbluff for Panhandle Youth Leadership Day November 10th
- Veterans Day program November 11th - Thank you to Gregg Waters and the High School Student Council and Cheyanna Stumpff and HS choir
- Winning Mindset - 5th through 11th grades on November 12th, first of six visits
- Data review for instructional purpose continuing - Winter testing being scheduled
- November 19th Amy Trauernicht from ESU 13 working with School Improvement team
- Shane Buchholz and ag classes continuing excellent educational opportunities at the property and spent time with 3rd grade classes
- Craig Manley working with/training me as new District Assessment Coordinator (DAC)

Morrill Elementary School
Morrill, Nebraska

Board of Education Elementary Report
Submitted by Eldon Hubbard
November 15, 2021

I have spent some time attempting to familiarize myself with the schedules and standard operating procedures of Morrill Elementary. Additionally I have been trying to learn staff and student names.

We have three days of inservice, including a speaker Brian Mendler, Mandt Training and today we worked on Cognia School Accreditation.

In my initial observation, I am very pleased with teaching and classified personnel. They seem to be a quality, cohesive group of individuals that serve the Morrill students well.

I have begun evaluation observations and will be continuing to monitor and observe the instruction process throughout the year.

The process to provide more intensive behavioral intervention is progressing, we are meeting next week to consider placing a student at Panhandle Beginnings Day Treatment.

The annual Halloween Parade was fun for the kids and showed great community support. Fourth grade visited the Wyoming Sustainable Agriculture and Research Center in Lingle, Wyo and were able to harvest some potatoes. The Fifth Grade Wax museum was impressive and well attended by parents and the community. My first observation of Den Friday, it appears that it truly does build ownership and teamwork across the building and students love the team concept. Fifth and sixth grade students were presented " A Winning Mindset" speaker at the high school, organized by Mr. Gerue

The Elementary staff began reviewing the School Accreditation process and are currently collecting artifacts for verification of accreditation standards.

Enrollment Summary

K	24
1	23
2	25
3	17
4	20
5	26
6	25

October till November 15, 2021**Ryan Stec's work at Brown's Field**

Once weekly spot spray thistles
Once weekly pickup community trash around perimeter of property
Removed rotten steps from Caboose deck
2x burned weeds, branches and scrap decking materials
Arranged pallets for homecoming bonfire – oversaw burn and disposal of nails & screws
Put up Goat Fence and Horse Fence (see Invoice # 1 for pasture rental)
Coordinate weekly with Shane Buchholz for ag education projects and property projects
Assisted Shane Buchholz with Goat Education
Chicken Education
Cow Digestive track Education
3rd grade goat education
Drove to Robinson's processing in Mitchell to obtain internal organs for Animal Science Lesson
Trap / poison goffers
Removed partitions, stools and rubbish from bathrooms
Wired outlets inside on each side
Sealed/caulked cracks inside, outside and on roof of bathrooms
Installed door sweeps and thresholds on bathrooms
Removed top half of back stop fencing and poles
Removed benches for team seating around three ball fields (6 benches, used jackhammer/saw)
Painted well & tool shed, removed dilapidated door
Retrofitting fencing and poles for installation, made top straps instead of purchasing

Trimmed trees & shrubs and hauled off on 'free Morrill dump day' used his own pickup and trailer and did not clock in because it was a Saturday

Ryan uses his own truck, trailer, 4 wheeler, tools and supplies

Upcoming projects:

Investigating used (hailed) tin from Josh Guerue
Build a lean-to shelter inside winter dry lot
Install Cross fencing to split pasture from garden area (winter dry lot)
Burn sandburs to mitigate before spring

October till Nov 15, 2021**Brad & Justin's work Early Childhood, Elementary, High School****Custodial Needs:**

We are short one full-time custodian at the elementary
We are short a two evening per week custodian at the early childhood building

Maintenance Work done in past 6 weeks:

Repaired heater in Wrestling room

Replaced shop welder
Replaced activity van side window and windshield
Horse Creek Tire replaced short bus fuel pump
Continue to work on old Chevy pickup taking care of damages from theft
Replaced relays & climate controls on Chevy impala
Replaced Coolant tank on Seth's bus
Replaced serpentine belt and belt tightener on Willie's bus
Replaced coolant hose on another bus
Caulked dishwasher wash table to wall in cafeteria kitchen
Fixed leaking sink faucet in cafeteria
Cleaned out storage containers for construction use
Fixed PA system in HS Gym for Winning mindset
Installed new theater lights (summer auction purchase) including wiring project for One Acts
Fabricated cords for Lighting Box for One Acts so it could be controlled in gym instead of backstage
Took down shade covers from Early Childhood Playgrounds for winter storage
Fertilized all fields and yards except brownsfield

Set up for events:

Set up tarp tables and chairs, screen and projector in Elementary gym for Morrill/Mitchell staffs for Brian Mendler half day event
Set up tarp tables and chairs, screen and projector in HS gym for MTSS trainings 2Xs
Seth up HS Gym tables chairs podium and sound system for school board meeting
Set up tarp tables and chairs, screen and projector in HS gym for Winning mindset
Set up Elementary Gym for Junior High Girls Basketball then take down
Set up and take down cafeteria tables every day before breakfast and after lunch

Upcoming projects:

Move Benches and Bleachers from Brown's field to sports complex and two benches to elementary playground
Apply roof sealant to Industrial Arts roof
Paint north side of Industrial Arts & Bus barn buildings
Complete siding repair to door addition on activity bus barn
Windowpane replacement on one of the double glass doors (north side of elementary building playground access
Additional rock at HS Parking lot and between bus barn and wrestling practice room to avoid mud and goatheads being tracked into wrestling room
Complete concrete pour in cafeteria walk-in anex

Morrill Public Schools

508 Jefferson Ave
Morrill, NE 69358

Phone: 308-247-3414
Fax: 308-247-2196
E-mail: joe.sherwood@mpslions.org

Invoice

Ag Production Invoice # 1

Date: November 15, 2021

To: Ryan Stec

For: Animal Management Unit Payment for Pasture Rental

711 County Road
Morrill, NE 69358

DESCRIPTION	AMU's	RATE	AMOUNT
October	1	18.00	18.00
November	3	18.00	54.00
TOTAL			72.00

Make all checks payable to: Morrill Public Schools

Total due on or before the 20th of the November.

Thank you for your business!

Morrill Public Schools

508 Jefferson Ave
Morrill, NE 69358

Phone: 308-247-3414
Fax: 308-247-2196
E-mail: joe.sherwood@mpslions.org

Invoice

Ag Production Invoice # 2
Date: November 15, 2021

To: Michele Sherwood

For: Farm Fresh Eggs 18 count

PO Box 20
Morrill, NE 69358

DESCRIPTION	AMU's	RATE	AMOUNT
October 15, 2021	1	3.00	3.00
October 29, 2021	1	3.00	3.00
November 12, 2021	1	3.00	3.00
TOTAL			9.00

Make all checks payable to: Morrill Public Schools

Total due on or before the 20th of the November.

Thank you for your business!

New Business

1. AUDIT Julie requested that we reschedule until the December 20, 2021 meeting
2. Staff Hires and Wage Adjustments
 - a. Bailee Steiner- Jenny, Elva and Joe interviewed her on Wednesday, Nov. 10 at 9:30 am. During the interview we talked to her about stepping into other roles in the business office rather than payroll and benefits. Elva is going to take over Payroll and benefits, because at this point, Elva is the only one training and proficient in Software Unlimited. Bailee will start as cafeteria scanner (Elva has been doing that) and learn the purchasing processes. Bailee agreed to the job offer (understanding that it is not payroll and benefits) at \$16.50 per hour. While waiting for her two week notice at Target to run its course, she will work part of the day on Monday, Tuesday and Wednesday of this week and then begin full time in the Business office on November 22, 2021

We'll need approval from the board for the hire of Bailee Steiner at 16.50/hour

- b. We'll need approval from the board to re-assign Elva to Payroll and Benefits
- c. We'll need approval from the board to re-assign Seth Sherwood during the winter months from grounds keeping to cafeteria (dishwashing) when we hired Julia in that role we hired her at \$15.00/hour, when we hired Brenda (1 day) and Zoe (1 ½ days) they began at \$13.00/hour. I recommend a wage increase during this assignment to \$13.00/hour
- d. One of the para candidates interviewed on Thursday is not being recommended for hire. I recommend we raise her rate of pay from \$11.00/hour to 12.00/hour (she started in March and did not get a raise at the beginning of the year) Principal Stec is really happy with Kasi and feels she is being significantly underpaid because of her effectiveness and attitude.

We need approval from the board to increase Kasi Chabot's wage to \$12.00/hour

- e. Jessica Stec and Julie Black interviewed Elila Sifuentes on Thursday. Both were really impressed with her. She has an AA degree and Biology and Ecology and is bilingual. They offered her a job and I recommend a starting pay at \$12.50/hour

We need approval from the board to hire Elila Sifuentes at \$12.50/hour

- f. Julia is the temporary (trial) food services director agreed to last meeting, Seth is re-assigned to dishwasher/prep (pending board approval). China's house is closing on December 2nd and they plan to move to Indiana. Gordon would like to be the main cook but we need a transition between him and China. We need him to start right away, I have offered him \$15.00/hour

We need approval from the board to hire Gordon Shinn to be cook at \$15.00/hour

3. We need approval from the board to hold a staff appreciation dinner on December 15 at the Table Mountain Winery west of Lyman, at a cost not to exceed \$25.00/staff. Spouses/significant others will need to pay for their own meal.

4. We need approval from the board to recognize the MECTU as the exclusive bargaining agent for Morrill's early childhood non-administrative certificated staff for the 2022-2023 school year.
5. A board member requested that we hold a discussion on the superintendent vacation log – the board member said he may want to enter executive session to do so, to protect the reputation of an individual.

Old Business:

1. Interlocal Agreement: Kathy Urbanek requested that we wait to hold the joint committee meeting until their ag teacher's family health situation improves – he is out of state now.
2. Report from Bill Watson on next steps in the process
3. We will need a motion and approval from the board to approve the 1st reading of the annual policy update from Perry Law Firm/ESU 13

November 11, 2021

To the Morrill Board of Education;

This letter is to request that the School Board recognize the Morrill Early Childhood Teacher Union, who are all members of the American Association of Educators, as the exclusive bargaining agent for the Early Childhood non-administrative certified staff for the school year of 2022-2023.

We appreciate your consideration in this matter. If you have any further questions please feel free to contact myself at becky.wylie@mpslions.org, 308-247-3412, or 308-672-2594.

Regards,

Becky Jo Wylie

Becky Jo Wylie

Superintendent Sherwood's Vacation Log

	21-22	reason	20-21	reason	19-20	reason	18-19	reason	17-18	reason	16-17	reason	15-16	reason
August	none		none		none		30,31	Baby Houston	none		none		4	vacation
September	none		9	Seth to College	none		1,2,3	Dad's 80 birthday	none		none		none	
October	none		none		none		none		none		none		none	
November			23,24	Family in Houston	none		none		none		none		none	
December			1, 7-11,14	Colonosc / Dad died	none		none		none		none		none	
January			none		16,17	Ohio college vis	2,3	vacation	none		none		none	
February			none		none		none		13	vacation	none		none	
March			none		none		none		29(.5)	vacation	none		none	
April			3-5,12,13	Baby in Albuquerque	none		none		12,13	vacation	none		none	
May			none		none		29-31	vacation	none		none		none	
June			none		30	Painted house	24	vacation b4 Conf	4	vacation	19-23	vacation	none	
July			none		none		none		none		18	vacation	1,5-8,11-14	vacation
Total			15		3		11		4.5		6		10	

Annual Policy Update NASB

1005.10 Bulletin Boards, Display Case and Posted Material				Addition to existing policy
1200.00 Community Relations / Anti-Discrimination				NEW
203.01 Internal Board Policies / Annual Organizational Meeting				REPLACE
203.01 R1 Resolution for Official Depository of School Funds				REPLACE
203.06 Internal Board Policies / Standing Committees				REPLACE
203.061 Standing Committee on American Civics				Remove part of 1 st paragraph
203.062 Standing Committee on Negotiations				NEW
403.03 Professional Boundaries between Employees & Students				REPLACE
404.06 Anti-discrimination, Anti-harassment, Anti-retaliation				REPLACE
404.06 E1 Complaint Form				REPLACE
404.06 N1 Notice of Nondiscrimination				NEW
410.03 E1 FMLA Forms				NEW
410.07 E1 FMLA Military Forms				NEW
503.01 E1 Compulsory Attendance Release for age 6				NEW
503.01 E2 Compulsory Attendance Disenroll for Homeschool				NEW
503.01 E3 Withdrawal from Mandatory Attendance before 18				NEW
504.18 Anti-discrimination, Anti-harassment, Anti-retaliation				REPLACE
504.18 E1 Complaint Form				REPLACE
603.00 Assessments – Academic Content Standards				NEW
606.00 Classroom Environment				NEW
612.00 Special Education	Eliminate:	612.01	612.04	612.14
		612.02	612.13	612.15
		612.03	612.06	612.16
		612.05	612.09	612.17
		612.08	612.12	612.11
		612.10	612.07	
700.10 Business Operations / Internal Controls				NEW

add into 1005.10

Community Relations

Bulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature. No information, poster or other display may be posted on any school bulletin board, display case or other areas without the prior permission of the building principal. The building principal shall have the final determination as to whether any posting is political and/or commercial in nature, and there shall be no appeal process if the principal denies a request to post or display non-school related information.

Add into policy 1005.10
Pg 2 above Bulletin Boards

Proposed new

Add into 1005.10

Community Relations

Bulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature. No information, poster or other display may be posted on any school bulletin board, display case or other areas without the prior permission of the building principal. The building principal shall have the final determination as to whether any posting is political and/or commercial in nature, and there shall be no appeal process if the principal denies a request to post or display non-school related information.

DISTRIBUTION OR POSTING OF MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are noncurricular. Noncurricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It shall be the responsibility of the superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The superintendent or designee shall determine distribution procedures for noncurricular materials. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;
2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or
3. Solicitation of school-related groups such as parent organizations to distribute materials.

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

The facilities, the staff or the students of the district shall not be used in any manner to advertise or promote commercial, cultural, organizational or other nonschool interests except that the district may:

1. Utilize films and other instructional aids furnished by private sources when the advertising content is reasonable in the judgment of the building principal;
2. Cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program when such cooperation will not interfere with the school program;

Approved _____ Reviewed _____ Revised _____

3. Permit participation on a student option basis in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;
4. Release promotional material for nonschool athletic and cultural events only through appropriate school departments;
5. Accept limited advertising on extracurricular activity schedules and programs at the discretion of the principal of the school involved;
6. Permit other exceptions when, in the judgment of the superintendent, students of the district will benefit. The superintendent may, at his/her option, refer specific cases to the board for decision.

Bulletin Boards: School authorities may restrict the use of bulletin boards to school announcements. Ample bulletin board space may be provided for the use of students and student organizations, including a reasonable area for notices relating to out of school activities or matters of general interest to students. The following general limitations on posting shall be applied:

1. School authorities shall prohibit material which may be obscene, which may be libelous, or which may inflame or incite students, other individuals, or organizations, or which may create a clear and present danger toward the commission of unlawful acts, or which may cause physical disruption to the orderly operation of the school.
2. Students shall not post material without first discussing the contents of the material to be posted with their organization sponsor, with a teacher, or with the building principal. Identification shall be required on any posted notice of the student or group posting the material.
3. The school shall require that notices or other communications be officially dated before posting and that such material be removed after a prescribed reasonable time to assure full access to the bulletin boards.

Signs and Banners: Signs and banners will be allowed in or upon buildings and other district facilities only with the prior written approval of the building principal with consideration for the health, safety and welfare of staff and students.

The following guidelines shall be applied in considering requests to display signs or banners:

1. Signs and banners on sticks require special authorization;
2. Signs and banners fastened to any structure of a building or structures immediately adjacent to an open space shall not be allowed without specific prior written permission;
3. Signs and banners presenting recognizable health or safety hazards are prohibited;
4. Signs and banners presenting false information shall be prohibited.

Buttons and Badges: The wearing of buttons, badges or arm bands bearing slogans or sayings shall be permitted as another form of expression; however, the conditions set forth in the third paragraph above must be observed.

Cross References:	504.03	Student Conduct
	504.08	Freedom of Expression
	506	Student Activities
	604.10	Academic Freedom

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of [Name] Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of [Name] Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Community RelationsPersonnel - All Employees and StudentsAnti-discrimination**A. Elimination of Discrimination.**

The policy of [Name] Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of [Name] Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

1. **Purpose:** [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Replace

Policy No. ~~8130~~

203.01

Internal Board Policies - Organization

Annual Organizational Meeting

- A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

- 1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.
- 2. Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If a tie is not broken after five ballots, the Chair will determine the winner by the flip of a coin, followed by a vote ratifying such selection. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.
- 3. The President shall assume the chair immediately upon the President's election.
- 4. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for meeting shall be as follows:

- 1. Call to Order and Roll Call
- 2. Oath of office for most recently elected
- 3. Elections
 - a. President
 - b. Vice President
 - c. Treasurer
 - d. Secretary

4. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to elect Secretary to the BOE
 - b. Consider, discuss and take action to select legal counsel
 - c. Consider, discuss and take action to elect Committees as determined by the BOE
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to select District newspaper(s) of record
5. Approval of current Board policies and regulations
6. Designate date for the annual review of BOE policies
7. Dissemination to each Board member of conflict of interest statutes
8. Adjournment

Date of Adoption: [Date of Adoption]

Internal Board Policies - Organization

Annual Organizational Meeting

A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.

Formatted: Indent: Left: 1", Hanging: 0.5", No bullets or numbering

2. Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. If a tie is not broken after five ballots, the Chair will determine the winner by the flip of a coin, followed by a vote ratifying such selection. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

Formatted: Indent: Left: 0", Tab stops: Not at -1"

Formatted: Indent: Left: 1", Hanging: 0.5", Tab stops: -1", Left

3. The President shall assume the chair immediately upon the President's election.

Formatted: Indent: Left: 1", Hanging: 0.5", No bullets or numbering

4. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

B. The order of business for meeting ~~should~~shall be as follows:

- 1. Call to Order and Roll Call
- 2. Oath of office for most recently elected
- 3. Elections

- a. President
 - b. Vice President
 - c. Treasurer
 - d. Secretary
4. Approval of committees, positions, and designations
- a. Consider, discuss and take action to elect Secretary to the BOE
 - b. Consider, discuss and take action to select ~~Legal~~ legal counsel
 - c. Consider, discuss and take action to elect Committees as determined by the BOE
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to select District newspaper(s) of record
5. Approval of current Board policies and regulations
6. Designate date for the annual review of BOE policies
7. Dissemination to each Board member of conflict of interest statutes
8. Adjournment

Date of Adoption: [Insert-Date of Adoption]

Replace

203.01 R1

RESOLUTION

RESOLVED, that the official depository of school funds for this School District is hereby designated to be _____, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, and member _____ seconded the same. After discussion and roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution, having been consented to and approved by a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____

President

Attest:

Secretary

Legal Reference: Neb. Rev. Stat. Sections 77-2350 and 77-2350.01

Date of Adoption: [Insert Date]

RESOLUTION

RESOLVED, that the official depository of school funds for this School District is hereby designated to be _____, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, and member _____ seconded the same. After discussion and roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution, having been consented to and approved by more than a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____
President

Formatted: Font: Not Bold

Attest:

Secretary

Legal Reference: Neb. Rev. Stat. §§Sections 77-2350 and 77-2350.01

Date of Adoption: [Insert Date]

Replace
Policy No. ~~8151~~
203.06

Internal Board Policies - Organization

Standing Committees

It shall be the policy of [Name] Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Budget Committee
5. Policy Committee

It shall further be the policy of [Name] Public Schools that the Board President shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. Sec. 79-724
 Neb. Rev. Stat. Sec. 79-520

Date of Adoption: [Insert Date]

Internal Board Policies - Organization

Standing Committees

It shall be the policy of [Name] Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Budget Committee
5. Policy Committee
6. ~~Administration Review Committee~~

It shall further be the policy of [Name] Public Schools that the ~~Superintendent~~Board President shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. Sec. 79-724
 Neb. Rev. Stat. Sec. 79-520

Date of Adoption: [Insert Date]

~~BOARD COMMITTEES~~ ON AMERICAN CIVICS

The board of education shall always act as a whole. There shall be no standing committees appointed which carry over into successive years. The president of the board of education may appoint special committees to perform some particular duty or responsibility. A special committee will cease to function when its duty has been performed or at the end of the fiscal year. The president may annually appoint such special board committees as Building and Grounds, Curriculum, Negotiations, and Transportation. At the annual organizational meeting in January, the Board President will appoint three members to the Committee on American Civics for one year,

eliminate this part

The Committee on American Civics shall:

1. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
2. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
3. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted by the Nebraska Department of Education and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
4. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
5. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
6. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted by the Nebraska Department of Education;
7. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - a. naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - b. Attendance or participation between the beginning of eighth grade and completion of twelfth grade in a meeting of a public body which is a subdivision of the state and not a subcommittee of that body, followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to that attendance or participation; or

Approved _____ Reviewed _____ Revised _____

- c. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by either George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, or Thanksgiving Day or on a topic related to such person or persons or event; and
8. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

Legal Reference: Neb. Statute 79-724

Cross Reference: 201.01 Board Powers and Responsibilities

~~Policy No. 8152~~
NEW
203.062

Internal Board Policies

Standing Committee on Negotiations

It shall be the policy of [Name] Public Schools that the Negotiations Committee shall consist of three members appointed by the Board President.

The Negotiations Committee will represent the full Board of Education in negotiations with recognized labor organizations. The full Board of Education may also include selected administrators on the negotiations team. The Board of Education reserves the right to appoint a chief spokesperson who is not a member of the Board to represent the Board in negotiations.

After negotiations are completed, the negotiations committee will make a recommendation to the full Board of Education on the salary schedule and benefits under consideration.

Date of Adoption: [Insert Date]

Internal Board Policies

Standing Committee on Negotiations

It shall be the policy of [Name] Public Schools that the Negotiations Committee shall consist of three members appointed by the Board President~~Superintendent~~.

The Negotiations Committee will represent the full Board of Education in negotiations with recognized labor organizations. The full Board of Education may also include selected administrators on the negotiations team. The Board of Education reserves the right to appoint a chief spokesperson who is not a member of the Board to represent the Board in negotiations.

After negotiations are completed, the negotiations committee will make a recommendation to the full Board of Education on the salary schedule and benefits under consideration.

Date of Adoption: [Insert Date]

Personnel - All Employees

Professional Boundaries Between Employees and Students

Definitions:

Grooming means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

Personal communication system means a device or software that provides for communication between two or more parties and is capable of receiving, displaying, or transmitting communication. Personal communication system includes, but is not limited to, a mobile or cellular telephone, an email service, or a social media platform;

School employee means a person nineteen years of age or older who is employed by a public, private, denominations, or parochial school approved or accredited by the State Department of Education. Neb. Rev. Stat. § 28-720. School employee also includes any person who is contracted with, or otherwise paid by the district and who has access to or interaction with students including all student teachers or interns.

Sexual contact has the same meaning as in section 28-318;

Sexual penetration has the same meaning as in section 28-318; and

Student teacher or intern has the same meaning as in section 79-875.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of this policy or any violation of professional boundaries is misconduct and will likely result in disciplinary action.

In addition, a violation of employee and student boundaries is also a violation of standards of professional conduct which could result in the revocation of a certificated educator's certificate or permit. 92 Nebraska Administrative Code Chapter 27.

Such violations could also result in a referral to the Nebraska Department of Health and Human Services and law enforcement.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

Prohibited Activity:

Engaging in any relationship that involves sexual contact or sexual penetration with a student while the student attends the school where the employee works and for one year after the student graduates or otherwise ceases enrollment.

The following is a non-exclusive list of actions that will be regarded as a violation of the professional boundaries that all employees are expected to maintain with all students. In addition, repeatedly engaging in any of these activities or a combination of these activities are examples of grooming as defined in this policy.

1. Communication with students through any method not approved or not designated by the school district including social networking apps or websites and texting, or other instant messaging, one-on-one with any students.
2. Communication with students on any matters or subjects that do not pertain to school or school-related activities. School or school related activities include student homework, in class activities, school sponsored sports or clubs or any other school-sponsored activity.
3. Engaging in any kind of behavior or communication that could be reasonably construed as a sexual advance or respond in any positive manner to a student's sexual advance.
4. Being alone with a student anywhere where all doors to such room are closed.
5. Showing a student any inappropriate or sexually suggestive material that is not part of classroom lesson or curriculum known to appropriate school authorities.
6. Telling jokes with sexual themes or subject matter.
7. Invading a student's physical privacy. One example would be walking in on a student changing in a locker room or bathroom when the employee has no duty to be there.
8. Intruding on a student's personal physical space in any manner that makes a student uncomfortable.
9. Initiating unwanted physical contact.
10. Treating one student differently from other students either by providing privileges or failing to enforce school policy or other disciplinary action.
11. Discussing an educator's private personal matters with a student and inquiring about a student's private personal matters when no basis for concern about the student's health or safety.
12. Providing rides to a student in an employee's personal vehicle without the express written permission of a student's parent or guardian and permission from an administrator unless another school employee is in the vehicle.
13. Meeting with a student outside of school for any reason other than a school sponsored activity or event.
14. Having a student in an employee's home without a student's parent or appropriate chaperone.
15. Giving or receiving gifts to or from one student. A gift to a class or the same gift to a group of students is not prohibited.
16. Consuming alcohol in the presence of any student when the student's parent or

- guardian is not present or consuming illegal drugs in the presence of students at any time.
17. Providing alcohol or illegal or unauthorized drugs or medications to a student under any circumstances.
 18. Any other behavior with could exploit the unique position of trust and authority between a student and employee.

Exceptions to these prohibitions may include:

1. Communicating with your own child or another student with whom there is personal relationship that exists independent of that child being a student at the same school where the employee works such as when the student is a relative, neighbor or fellow member of a group or organization outside of the school or school sponsored setting when such communications pertain to such a group or organization.
2. An emergency or concern for that student's immediate health or safety.
3. A singular chance encounter at a public place provided the encounter provided there is no additional violation of this policy

Except in the case of a true emergency, or an unplanned chance encounter, employees must obtain permission in writing from his or her administrator prior to engaging in such communication.

Permissible methods to communicate with students outside of school:

The Superintendent or Superintendent's designee will circulate to staff the District-approved apps or social media sites that employees may use to communicate with student regarding educationally related topics.

In addition, employees may utilize:

1. Text messages that include at least one other adult and a student. The adult may either be the student's parent or guardian or another school employee.
2. Use of social media through a district approved social media account as a coach or supervisor of a school sponsored club or activity. However, even approved social media communication must abide by the standards of professional conduct and must be professional in nature and in the best interest of the school district.
3. Use of the school district email system.

Allowing students to view an educator's social media postings is not a preferred method of communication. Educators are responsible for any social media postings that is viewed by students when such posting violates the standards of professional conduct.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor and ensure the student's parent or guardian is aware of your concerns.
2. Contact the student's parents or guardian if the concern is not with the parent or guardian.
3. If you believe the student is in immediate danger, contact the Nebraska Department of Health and Human Services child abuse hotline or contact law enforcement.

Reporting Violations:

If any school employee violates this policy or has reason to believe another employee has violated this policy, the employee is required to make a report to the superintendent within 24 hours. The school employee also has an obligation to report to the Nebraska Health and Human Services and the Nebraska Department of Education.

The most serious violations shall be reported immediately. The Superintendent shall also ensure a report is made to the Nebraska Department of Education, the Nebraska child abuse and neglect hotline and law enforcement authorities as required by law and notify the school Board President. If the superintendent is the alleged violator or fails to take appropriate steps, the School Board President shall be notified by the school employee.

Students who feel his or her boundaries have been violated or know of another student whose boundaries have been violated may report to any school employee he or she is comfortable to confide in. That school employee will then have an obligation to report as identified above.

Reprisal or retaliation for good faith reports made by students or school employees is itself a violation and is prohibited.

Records retention:

School employees are required to maintain copies of any communication exchanged with students via a personal communications system. Such copies must be maintained pursuant to district records retention policies and schedules. The records may be kept electronically or in hard copy or any format easily retrievable by the employee upon request. Any employee who is unable to produce copies of such communications for any reason will be in violation of this policy.

FERPA and Confidentiality:

School employees are encouraged to consult their school's policy on confidentiality of personally identifiable student information before posting any information regarding student or student activities online.

Legal Reference: Neb. Rev. Stat. Sec. 79-879

Date of Adoption: [Insert Date]

Replace

404.06

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation

or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary,

and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to

complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each

building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation

or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary,

and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to

complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each

building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Current

HARASSMENT BY EMPLOYEES

Harassment of employees, students, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

Harassment on the basis of race, religion, national or ethnic origin, color, marital status,

Approved _____ Reviewed _____ Revised _____

disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the compliance coordinator for harassment complaints.

The compliance coordinator is:

Name and/or Title: Mrs. Stacy Rodriguez

Address: 508 Jefferson Ave, Morrill, NE 69358

Telephone No.: 308-247-3414

Upon receiving a complaint, the compliance coordinator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the compliance coordinator to promptly and reasonably investigate claims of harassment. The compliance coordinator shall render a decision on the matter and recommend remedies as needed. In the event that the grievant is not satisfied with the decision of the compliance coordinator, the grievant may appeal to the superintendent. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim.

It shall also be the responsibility of the superintendent, in conjunction with the compliance coordinator and principals, to develop administrative rules regarding this

policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. §§ 2000e et seq. (1994).
29 C.F.R. Pt. 1604.11 (1996).

Cross Reference: 103 Equal Educational Opportunity
402.01 Equal Opportunity Employment
402.05 Employee Grievances
403.03 Abuse of Students by School District Employees
405 Employee Conduct and Appearance
504.18 Harassment By Students
505 Student Discipline

Replace 404.06 E1

Complaint Form Discrimination, Harassment or Retaliation

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint): _____

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

**Complaint Form
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint): _____

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

Notice of Nondiscrimination

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Notice of Nondiscrimination

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

410.03 E1

Notice of Eligibility & Rights and Responsibilities under the Family and Medical Leave Act

U.S. Department of Labor Wage and Hour Division



DO NOT SEND TO THE DEPARTMENT OF LABOR. PROVIDE TO EMPLOYEE.

OMB Control Number: 1235-0003 Expires: 6/30/2023

In general, to be eligible to take leave under the Family and Medical Leave Act (FMLA), an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. While use of this form is optional, a fully completed Form WH-381 provides employees with the information required by 29 C.F.R. §§ 825.300(b), (c) which must be provided within five business days of the employee notifying the employer of the need for FMLA leave. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

Date: _____ (mm/dd/yyyy)

From: _____ (Employer) To: _____ (Employee)

On _____ (mm/dd/yyyy), we learned that you need leave (beginning on) _____ (mm/dd/yyyy) for one of the following reasons: (Select as appropriate)

- Birth of a child, or placement of a child with you for adoption or foster care, and to bond with the newborn or newly-placed child
Your own serious health condition
You are needed to care for your family member due to a serious health condition. Your family member is your: Spouse, Parent, Child under age 18, Child 18 years or older and incapable of self-care because of a mental or physical disability
A qualifying exigency arising out of the fact that your family member is on covered active duty or has been notified of an impending call or order to covered active duty status. Your family member on covered active duty is your: Spouse, Parent, Child of any age
You are needed to care for your family member who is a covered servicemember with a serious injury or illness. You are the servicemember's: Spouse, Parent, Child, Next of kin

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including in a common law marriage or same-sex marriage. The terms "child" and "parent" include in loco parentis relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for an individual who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a child for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

SECTION I - NOTICE OF ELIGIBILITY

This Notice is to inform you that you are:

- Eligible for FMLA leave. (See Section II for any Additional Information Needed and Section III for information on your Rights and Responsibilities.)
Not eligible for FMLA leave because: (Only one reason need be checked)
You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately: _____ towards this requirement. (months)
You have not met the FMLA's 1,250 hours of service requirement. As of the first date of requested leave, you will have worked approximately: _____ towards this requirement. (hours of service)

Employee Name: _____

- You are an airline flight crew employee and you have not met the special hours of service eligibility requirements for airline flight crew employees as of the first date of requested leave (i.e., worked or been paid for at least 60% of your applicable monthly guarantee, and worked or been paid for at least 504 duty hours.)
- You do not work at and/or report to a site with 50 or more employees within 75-miles as of the date of your request.

If you have any questions, please contact: _____ (Name of employer representative)
at _____ (Contact information).

SECTION II – ADDITIONAL INFORMATION NEEDED

As explained in Section I, you meet the eligibility requirements for taking FMLA leave. Please review the information below to determine if additional information is needed in order for us to determine whether your absence qualifies as FMLA leave. Once we obtain any additional information specified below we will inform you, **within 5 business days**, whether your leave will be designated as FMLA leave and count towards the FMLA leave you have available. **If complete and sufficient information is not provided in a timely manner, your leave may be denied.**

(Select as appropriate)

- No additional information requested. If no additional information requested, go to Section III.
- We request that the leave be supported by a certification, as identified below.
 - Health Care Provider for the Employee
 - Health Care Provider for the Employee's Family Member
 - Qualifying Exigency
 - Serious Illness or Injury (Military Caregiver Leave)

Selected certification form is attached / not attached.

If requested, medical certification must be returned by _____ (mm/dd/yyyy) (Must allow at least 15 calendar days from the date the employer requested the employee to provide certification, unless it is not feasible despite the employee's diligent, good faith efforts.)

- We request that you provide reasonable documentation or a statement to establish the relationship between you and your family member, including *in loco parentis* relationships (as explained on page one). The information requested must be returned to us by _____ (mm/dd/yyyy). You may choose to provide a simple statement of the relationship or provide documentation such as a child's birth certificate, a court document, or documents regarding foster care or adoption-related activities. Official documents submitted for this purpose will be returned to you after examination.
- Other information needed (e.g. documentation for military family leave): _____
The information requested must be returned to us by _____ (mm/dd/yyyy).

If you have any questions, please contact: _____ (Name of employer representative)
at _____ (Contact information).

SECTION III – NOTICE OF RIGHTS AND RESPONSIBILITIES

Part A: FMLA Leave Entitlement

You have a right under the FMLA to take unpaid, job-protected FMLA leave in a 12-month period for certain family and medical reasons, including up to **12 weeks** of unpaid leave in a 12-month period for the birth of a child or placement of a child for adoption or foster care, for leave related to your own or a family member's serious health condition, or for certain qualifying exigencies related to the deployment of a military member to covered active duty. You also have a right

Employee Name: _____

under the FMLA to take up to **26 weeks** of unpaid, job-protected FMLA leave in a single 12-month period to care for a covered servicemember with a serious injury or illness (*Military Caregiver Leave*).

The 12-month period for FMLA leave is calculated as: (*Select as appropriate*)

- The calendar year (January 1st - December 31st)
- A fixed leave year based on _____
(*e.g., a fiscal year beginning on July 1 and ending on June 30*)
- The 12-month period measured forward from the date of your first FMLA leave usage.
- A "rolling" 12-month period measured backward from the date of any FMLA leave usage. (*Each time an employee takes FMLA leave, the remaining leave is the balance of the 12 weeks not used during the 12 months immediately before the FMLA leave is to start.*)

If applicable, the single 12-month period for *Military Caregiver Leave* started on _____ (*mm/dd/yyyy*).

You (*are* / *are not*) considered a **key employee** as defined under the FMLA. Your FMLA leave cannot be denied for this reason; however, we may not restore you to employment following FMLA leave if such restoration will cause substantial and grievous economic injury to us.

We (*have* / *have not*) determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us. Additional information will be provided separately concerning your status as key employee and restoration.

Part B: Substitution of Paid Leave – When Paid Leave is Used at the Same Time as FMLA Leave

You have a right under the FMLA to request that your accrued paid leave be substituted for your FMLA leave. This means that you can request that your accrued paid leave run concurrently with some or all of your unpaid FMLA leave, provided you meet any applicable requirements of our leave policy. Concurrent leave use means the absence will count against both the designated paid leave and unpaid FMLA leave at the same time. If you do not meet the requirements for taking paid leave, you remain entitled to take available unpaid FMLA leave in the applicable 12-month period. Even if you do not request it, the FMLA allows us to require you to use your available sick, vacation, or other paid leave during your FMLA absence.

(*Check all that apply*)

- Some or all of your FMLA leave will not be paid.** Any unpaid FMLA leave taken will be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- You have requested to use some or all of your available paid leave** (*e.g., sick, vacation, PTO*) during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- We are requiring you to use some or all of your available paid leave** (*e.g., sick, vacation, PTO*) during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Other:** (*e.g., short- or long-term disability, workers' compensation, state medical leave law, etc.*) _____
Any time taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.

The applicable conditions for use of paid leave include: _____.

For more information about conditions applicable to sick/vacation/other paid leave usage please refer to _____
_____ available at: _____.

Employee Name: _____

Part C: Maintain Health Benefits

Your health benefits must be maintained during any period of FMLA leave under the same conditions as if you continued to work. During any paid portion of FMLA leave, your share of any premiums will be paid by the method normally used during any paid leave. During any unpaid portion of FMLA leave, you must continue to make any normal contributions to the cost of the health insurance premiums. To make arrangements to continue to make your share of the premium payments on your health insurance while you are on any unpaid FMLA leave, contact _____ at _____.

You have a minimum grace period of (30-days or _____ *indicate longer period, if applicable*) in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.

You may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave if you do not return to work following **unpaid** FMLA leave for a reason other than: the continuation, recurrence, or onset of your or your family member's serious health condition which would entitle you to FMLA leave; or the continuation, recurrence, or onset of a covered servicemember's serious injury or illness which would entitle you to FMLA leave; or other circumstances beyond your control.

Part D: Other Employee Benefits

Upon your return from FMLA leave, your other employee benefits, such as pensions or life insurance, must be resumed in the same manner and at the same levels as provided when your FMLA leave began. To make arrangements to continue your employee benefits while you are on FMLA leave, contact _____ at _____.

Part E: Return-to-Work Requirements

You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. An equivalent position is one that is virtually identical to your former position in terms of pay, benefits, and working conditions. At the end of your FMLA leave, all benefits must also be resumed in the same manner and at the same level provided when the leave began. You do not have return-to-work rights under the FMLA if you need leave beyond the amount of FMLA leave you have available to use.

Part F: Other Requirements While on FMLA Leave

While on leave you (will be / will not be) required to furnish us with periodic reports of your status and intent to return to work every _____.

(Indicate interval of periodic reports, as appropriate for the FMLA leave situation).

If the circumstances of your leave change and you are able to return to work earlier than expected, you will be required to notify us at least two workdays prior to the date you intend to report for work.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to provide employees with notice of their eligibility for FMLA protection and their rights and responsibilities. 29 U.S.C. § 2617; 29 C.F.R. § 825.300(b), (c). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. EMPLOYEE INFORMATION.

**Designation Notice
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage and Hour Division**



**DO NOT SEND TO THE DEPARTMENT OF LABOR.
PROVIDE TO EMPLOYEE.**

OMB Control Number: 1235-0003

Expires: 6/30/2023

Leave covered under the Family and Medical Leave Act (FMLA) must be designated as FMLA-protected and the employer must inform the employee of the amount of leave that will be counted against the employee's FMLA leave entitlement. In order to determine whether leave is covered under the FMLA, the employer may request that the leave be supported by a certification. If the certification is incomplete or insufficient, the employer must state in writing what additional information is necessary to make the certification complete and sufficient. While use of this form is optional, a fully completed Form WH-382 provides employees with the information required by 29 C.F.R. §§ 825.300(d), 825.301, and 825.305(c), which must be provided within five business days of the employer having enough information to determine whether the leave is for an FMLA-qualifying reason. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

The employer is responsible in all circumstances for designating leave as FMLA-qualifying and giving notice to the employee. Once an eligible employee communicates a need to take leave for an FMLA-qualifying reason, an employer may not delay designating such leave as FMLA leave, and neither the employee nor the employer may decline FMLA protection for that leave.

Date: _____ (mm/dd/yyyy)

From: _____ (Employer) To: _____ (Employee)

On _____ (mm/dd/yyyy) we received your most recent information to support your need for leave due to:
(Select as appropriate)

- The birth of a child, or placement of a child with you for adoption or foster care, and to bond with the newborn or newly-placed child
- Your own serious health condition
- The serious health condition of your spouse, child, or parent
- A qualifying exigency arising out of the fact that your spouse, child, or parent is on covered active duty or has been notified of an impending call or order to covered active duty with the Armed Forces
- A serious injury or illness of a covered servicemember where you are the servicemember's spouse, child, parent, or next of kin (*Military Caregiver Leave*)

We have reviewed information related to your need for leave under the FMLA along with any supporting documentation provided and decided that your FMLA leave request is: (Select as appropriate)

- Approved.** All leave taken for this reason will be designated as FMLA leave. Go to Section III for more information.
- Not Approved:** (Select as appropriate)
 - The FMLA does not apply to your leave request.
 - As of the date the leave is to start, you do not have any FMLA leave available to use.
 - Other _____
- Additional information** is needed to determine if your leave request qualifies as FMLA leave. (Go to Section II for the specific information needed. If your FMLA leave request is approved and no additional information is needed, go to Section III.)

SECTION II – ADDITIONAL INFORMATION NEEDED

We need additional information to determine whether your leave request qualifies under the FMLA. Once we obtain the additional information requested, we will inform you **within 5 business days** if your leave will or will not be designated as FMLA leave and count towards the amount of FMLA leave you have available. **Failure to provide the additional information as requested may result in a denial of your FMLA leave request.**

If you have any questions, please contact: _____ at _____
(Name of employer FMLA representative) (Contact information)

Incomplete or Insufficient Certification

The certification you have provided is incomplete and/or insufficient to determine whether the FMLA applies to your leave request. (Select as applicable)

- The certification provided is incomplete and we are unable to determine whether the FMLA applies to your leave request. "Incomplete" means one or more of the applicable entries on the certification have not been completed.

Employee Name: _____

- The certification provided is insufficient to determine whether the FMLA applies to your leave request. "Insufficient" means the information provided is vague, unclear, ambiguous or non-responsive.

Specify the information needed to make the certification complete and/or sufficient: _____

You must provide the requested information no later than (provide at least 7 calendar days) _____ (mm/dd/yyyy), unless it is not practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied.

Second and Third Opinions

- We request that you obtain a (second / third opinion) medical certification at our expense, and we will provide further details at a later time. *Note: The employee or the employee's family member may be requested to authorize the health care provider to release information pertaining only to the serious health condition at issue.*

SECTION III – FMLA LEAVE APPROVED

As explained in Section I, your FMLA leave request is approved. All leave taken for this reason will be designated as FMLA leave and will count against the amount of FMLA leave you have available to use in the applicable 12-month period. The FMLA requires that you notify us as soon as practicable if the dates of scheduled leave change, are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against the total amount of FMLA leave you have available to use in the applicable 12-month period: (Select as appropriate)

- Provided there is no change from your anticipated FMLA leave schedule, the following number of hours, days, or weeks will be counted against your leave entitlement: _____
- Because the leave you will need will be **unscheduled**, it is not possible to provide the hours, days, or weeks that will be counted against your FMLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).

Please be advised: (check all that apply)

- Some or all of your FMLA leave will not be paid. Any unpaid FMLA leave taken will be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Based on your request, some or all of your available paid leave (e.g., sick, vacation, PTO) will be used during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- We are requiring you to use some or all of your available paid leave (e.g., sick, vacation, PTO) during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Other: _____
(e.g., Short- or long-term disability, workers' compensation, state medical leave law, etc.) Any time taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.

Return-to-work requirements. To be restored to work after taking FMLA leave, you (will be / will not be) required to provide a certification from your health care provider (fitness-for-duty certification) that you are able to resume work. This request for a fitness-for-duty certification is *only* with regard to the particular serious health condition that caused your need for FMLA leave. **If such certification is not timely received, your return to work may be delayed until the certification is provided.**

A list of the essential functions of your position (is / is not) attached. If attached, the fitness-for-duty certification must address your ability to perform the essential job functions.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to inform employees in writing whether leave requested under the FMLA has been determined to be covered under the FMLA. 29 U.S.C. § 2617; 29 C.F.R. § 825.300(d), (e). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. EMPLOYEE INFORMATION.

**Certification of Health Care Provider for
Employee's Serious Health Condition
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage and Hour Division**



DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

(1) Employee name: _____
First Middle Last

(2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)

(3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

(4) Employee's job title: _____ Job description (is / is not) attached.
Employee's regular work schedule: _____
Statement of the employee's essential job functions: _____

(The essential functions of the employee's position are determined with reference to the position the employee held at the time the employee notified the employer of the need for leave or the leave started, whichever is earlier.)

SECTION II - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form. Your patient has requested leave under the FMLA. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of the employee. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves *inpatient care or continuing treatment by a health care provider*. For more information about the definitions of a serious health condition under the FMLA, see the chart on page 4.

You may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Employee Name: _____

Health Care Provider's name: *(Print)* _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition(s) for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) State the approximate date the condition started or will start: _____ *(mm/dd/yyyy)*

(2) Provide your **best estimate** of how long the condition lasted or will last: _____

(3) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

Inpatient Care: The patient (has been / is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

Incapacity plus Treatment: *(e.g. outpatient surgery, strep throat)*

Due to the condition, the patient (has been / is expected to be) incapacitated for *more than* three consecutive, full calendar days from _____ *(mm/dd/yyyy)* to _____ *(mm/dd/yyyy)*.

The patient (was / will be) seen on the following date(s): _____

The condition (has / has not) also resulted in a course of continuing treatment under the supervision of a health care provider *(e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)*

Pregnancy: The condition is pregnancy. List the expected delivery date: _____ *(mm/dd/yyyy)*.

Chronic Conditions: *(e.g. asthma, migraine headaches)* Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

Permanent or Long Term Conditions: *(e.g. Alzheimer's, terminal stages of cancer)* Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

Conditions requiring Multiple Treatments: *(e.g. chemotherapy treatments, restorative surgery)* Due to the condition, it is medically necessary for the patient to receive multiple treatments.

None of the above: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

Employee Name: _____

(4) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis) _____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

(5) Due to the condition, the patient (had / will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

(6) Due to the condition, the patient (was / will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery (e.g. 3 days/week) _____

(7) Due to the condition, it is medically necessary for the employee to work a **reduced schedule**.

Provide your **best estimate** of the reduced schedule the employee is able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy) the employee is able to work: (e.g., 5 hours/day, up to 25 hours a week)

(8) Due to the condition, the patient (was / will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the period of incapacity.

(9) Due to the condition, it (was / is / will be) medically necessary for the employee to be absent from work on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Employee Name: _____

PART C: Essential Job Functions

If provided, the information in Section I question #4 may be used to answer this question. If the employer fails to provide a statement of the employee's essential functions or a job description, answer these questions based upon the employee's own description of the essential job functions. An employee who must be absent from work to receive medical treatment(s), such as scheduled medical visits, for a serious health condition is considered to be *not able* to perform the essential job functions of the position during the absence for treatment(s).

(10) Due to the condition, the employee (was not able / is not able / will not be able) to perform *one or more* of the essential job function(s). Identify at least one essential job function the employee is not able to perform:

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-115)
Inpatient Care
<ul style="list-style-type: none">• An overnight stay in a hospital, hospice, or residential medical care facility.• Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.
Continuing Treatment by a Health Care Provider (any one or more of the following)
Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either: <ul style="list-style-type: none">○ Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or,○ At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.
Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.
Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.
Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.
Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

**Certification of Health Care Provider for
Family Member's Serious Health Condition
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage Hour Division**



**DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.**

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA leave to care for a family member with a serious health condition to submit a medical certification issued by the family member's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

- (1) Employee name: _____
First Middle Last
- (2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)
- (3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE

Please complete and sign Section II before providing this form to your family member or your family member's health care provider. The FMLA allows an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of your family member. If requested by your employer, your response is required to obtain or retain the benefit of the FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). **You are responsible for making sure the medical certification is provided to your employer within the time frame requested, which must be at least 15 calendar days.** 29 C.F.R. §§ 825.305-825.306. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA leave request. 29 C.F.R. § 825.313.

- (1) Name of the family member for whom you will provide care: _____
- (2) Select the relationship of the family member to you. The family member is your:
- Spouse Parent Child, under age 18
 Child, age 18 or older and incapable of self-care because of a mental or physical disability

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including in a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for an individual who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a child for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

Employee Name: _____

(3) Briefly describe the care you will provide to your family member: *(Check all that apply)*

- Assistance with basic medical, hygienic, nutritional, or safety needs Transportation
 Physical Care Psychological Comfort Other: _____

(4) Give your **best estimate** of the amount of leave needed to provide the care described: _____

(5) If a **reduced work schedule** is necessary to provide the care described, give your **best estimate** of the reduced schedule you are able to work. From _____ *(mm/dd/yyyy)* to _____ *(mm/dd/yyyy)*, I am able to work
_____ *(hours per day)* _____ *(days per week)*.

Employee

Signature _____ Date _____ *(mm/dd/yyyy)*

SECTION III - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form below. A family member of your patient has requested leave under the FMLA to care for your patient. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a family member with a serious health condition. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that *involves inpatient care or continuing treatment by a health care provider*. For more information about the definitions of a serious health condition under the FMLA, see the chart at the end of the form.

You also may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Health Care Provider's name: *(Print)* _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) Patient's Name: _____

(2) State the approximate date the condition started or will start: _____ *(mm/dd/yyyy)*

(3) Provide your **best estimate** of how long the condition lasted or will last: _____

(4) For FMLA to apply, care of the patient must be medically necessary. Briefly describe the type of care needed by the patient *(e.g., assistance with basic medical, hygienic, nutritional, safety, transportation needs, physical care, or psychological comfort)*.

Employee Name: _____

(5) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

Inpatient Care: The patient (has been / is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

Incapacity plus Treatment: (e.g. outpatient surgery, strep throat)

Due to the condition, the patient (has been / is expected to be) incapacitated for *more than* three consecutive, full calendar days from _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (was / will be) seen on the following date(s): _____

The condition (has / has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)

Pregnancy: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

Chronic Conditions: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

Permanent or Long Term Conditions: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

Conditions requiring Multiple Treatments: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

None of the above: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

(6) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis) _____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine if the benefits and protections of the FMLA apply.

(7) Due to the condition, the patient (had / will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

(8) Due to the condition, the patient (was / will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery _____ (e.g. 3 days/week)

Employee Name: _____

(9) Due to the condition, the patient (was / will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date: _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the period of incapacity.

(10) Due to the condition it, (was / is / will be) medically necessary for the employee to be absent from work to provide care for the patient on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-.115)

Inpatient Care

- An overnight stay in a hospital, hospice, or residential medical care facility.
- Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.

Continuing Treatment by a Health Care Provider (any one or more of the following)

Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either:

- Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or,
- At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.

Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.

Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.

Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.

Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

410.07 E1

Certification for Military Family Leave for Qualifying Exigency under the Family and Medical Leave Act

**U.S. Department of Labor
Wage and Hour Division**



**DO NOT SEND FORM TO THE DEPARTMENT OF LABOR.
RETURN THE COMPLETED FORM TO THE EMPLOYER.**

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that eligible employees may take FMLA leave for a qualifying exigency while the employee's spouse, child, or parent (the military member) is on covered active duty or has been notified of an impending call or order to covered active duty. The FMLA allows an employer to require an employee seeking FMLA leave due to a qualifying exigency to submit a certification. 29 U.S.C. §§ 2613, 2614(c)(3). The employer must give the employee **at least 15 calendar days** to provide the certification. 29 C.F.R. § 825.305(b). If the employee fails to provide complete and sufficient certification, the employee's FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at <http://www.dol.gov/agencies/whd/fmla>.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, it asks the employer for the information necessary for a complete and sufficient qualifying exigency certification, which is set out at 29 C.F.R. § 825.309. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. § 825.309.**

- (1) Employee name: _____
First Middle Last
- (2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)
- (3) This certification must be returned by _____ (mm/dd/yyyy).
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE

Please complete all Parts of Section II and sign the form before returning it to your employer. The FMLA allows an employer to require that you submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a qualifying exigency. If requested by your employer, your response is required to obtain the benefits and protections of the FMLA. 29 C.F.R. § 825.309. Failure to provide a complete and sufficient certification may result in a denial of your FMLA leave request. A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a military member's covered active duty or call to covered active duty status. **You are responsible for making sure the certification is provided to your employer within the time frame requested, which must be at least 15 calendar days.** 29 C.F.R. § 825.313.

- (1) Provide the name of the military member on covered active duty or call to covered active duty status:

First Middle Last
- (2) Select your relationship of the military member. The military member is your:
 Spouse Parent Child, of any age

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave for a qualifying exigency related a military member who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave for a qualifying exigency related a military member for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

Employee Name: _____

PART A: COVERED ACTIVE DUTY STATUS

Covered active duty or call to covered active duty in the case of a member of the Regular Armed Forces means duty during the deployment of the member with the Armed Forces to a foreign country. Covered active duty or call to covered active duty in the case of a member of the Reserve components means duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation pursuant to: Section 688 of Title 10 of the United States Code; Section 12301(a) of Title 10 of the United States Code; Section 12302 of Title 10 of the United States Code; Section 12304 of Title 10 of the United States Code; Section 12305 of Title 10 of the United States Code; Section 12406 of Title 10 of the United States Code; chapter 15 of Title 10 of the United States Code; or, any other provision of law during a war or during a national emergency declared by the President or Congress so long as it is in support of a contingency operation. 10 U.S.C. § 101(a)(13)(B).

An employer may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty status, and the dates of the military member's covered active duty service. **This information need only be provided to the employer once, unless additional leave is needed for a different military member or different deployment.**

- (3) Provide the dates of the military member's covered active duty service: _____
- (4) Please check one of the following and attach the indicated written document to support that the military member is on covered active duty or call to covered active duty status:
 - A copy of the military member's covered active duty orders
 - Other documentation from the military indicating that the military member is on covered active duty or has been notified of an impending call to covered active duty, such as official military correspondence from the military member's chain of command
 - I have previously provided my employer with sufficient written documentation confirming the military member's covered active duty or call to covered active duty status

PART B: APPROPRIATE FACTS

Under the FMLA, leave can be taken for a number of qualifying exigencies. 29 C.F.R. § 825.126(b). Complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes available written documentation which supports the need for leave such as a copy of a meeting announcement for informational briefings sponsored by the military, a document confirming the military member's Rest and Recuperation leave, or other documentation issued by the military which indicates that the military member has been granted Rest and Recuperation leave, or a document confirming an appointment with a third party (e.g., a counselor or school official, or staff at a care facility, a copy of a bill for services for the handling of legal or financial affairs). Please provide appropriate facts related to the particular qualifying exigency to support the FMLA leave request, including information on the type of qualifying exigency and any available written documentation of the exigency event.

- (5) Select the appropriate **Qualifying Exigency Category** and, if needed, provide additional information related to the event:
 - Short notice deployment (*i.e.*, deployment within seven or fewer days of notice)
 - Military events and related activities (*e.g.*, *official ceremonies or events, or family support and assistance programs*):

 - Childcare related activities for the child of the military member (*e.g.*, *arranging for alternative childcare*):

Employee Name: _____

- Care for the military member's parent (e.g., admitting or transferring the parent to a new care facility):

- Financial and legal arrangements related to the deployment (e.g., obtaining military identification cards)
- Counseling related to the deployment (i.e., counseling provided by someone other than a health care provider)
- Military member's short-term, temporary Rest and Recuperation leave (R&R) (leave for this reason is limited to 15 calendar days for each instance of R&R)
- Post deployment activities (e.g., arrival ceremonies, or reintegration briefings and events): _____

- Any other event that the employee and employer agree is a qualifying exigency: _____

(6) Available written documentation supporting this request for leave is (attached / not attached / not available).

PART C: AMOUNT OF LEAVE NEEDED

Provide information concerning the amount of leave that will be needed. Several questions in this section seek a response as to the frequency or duration of the qualifying exigency leave needed. Be as specific as you can; terms such as "unknown" or "indeterminate" may not be sufficient to determine FMLA coverage.

(7) List the approximate date exigency started or will start: _____ (mm/dd/yyyy)

(8) Provide your best estimate of how long the exigency lasted or will last:

From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)

(9) Due to a qualifying exigency, I need to work a **reduced schedule**. Provide your **best estimate** of the reduced schedule you are able to work:

From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)

I am able to work _____
(e.g., 5 hours/day, up to 25 hours a week)

(10) Due to a qualifying exigency, I will need to be absent from work for a **continuous period of time**. Provide your **best estimate** of the beginning and ending dates for the period of absence:

From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)

Employee Name: _____

(11) Due to a qualifying exigency, I will need to be absent from work on an **intermittent basis** (periodically).

Provide your **best estimate** of the frequency (how often) and duration (how long) of each appointment, meeting, or leave event, including any travel time.

Over the next 6 months, absences on an **intermittent basis** are estimated to occur: _____ times per
(day / week / month) and are likely to last approximately _____ (hours / days) per episode.

(12) My leave is due to a qualifying exigency that involves **Rest and Recuperation leave** (R & R) of the military member (leave for this reason is limited to 15 calendar days for each instance of R & R leave).

List the dates of the military member's R & R leave:

From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)

PART D: THIRD PARTY INFORMATION

If applicable, please provide information below that may be used by your employer to verify meetings or appointments with a third party related to the qualifying exigency. Examples of meetings with third parties include: arranging for childcare or parental care, to attend non-medical counseling, to attend meetings with school, childcare or parental care providers, to make financial or legal arrangements, to act as the military member's representative before a federal, state, or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations. This information may be used by your employer to verify that the information contained on this form is accurate.

Individual (e.g., name and title) or Entity / Organization: _____

Address: _____

Telephone: () _____ Fax: () _____ E-mail: _____

Describe purpose of meeting: _____

Employee
Signature _____ Date _____ (mm/dd/yyyy)

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

**DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN FORM TO THE EMPLOYER.**

**Certification for Serious Injury or Illness of a
Current Servicemember for Military Caregiver Leave
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage Hour Division**



DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that eligible employees may take FMLA leave to care for a covered servicemember with a serious illness or injury. The FMLA allows an employer to require an employee seeking FMLA leave for this purpose to submit a medical certification. 29 U.S.C. §§ 2613, 2614(c)(3). The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, it asks the health care provider for the information necessary for a complete and sufficient medical certification. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. § 825.310. Recertifications are not allowed for FMLA leave to care for a covered servicemember. Where medical certification is requested by an employer, an employee may not be held liable for administrative delays in the issuance of military documents, despite the employee's diligent, good-faith efforts to obtain such documents.** An employer requiring an employee to submit a certification for leave to care for a covered servicemember **must** accept as sufficient certification invitational travel orders (ITOs) or invitational travel authorizations (ITAs) issued to any family member to join an injured or ill servicemember at the servicemember's bedside. An ITO or ITA is sufficient certification for the duration of time specified in the ITO or ITA.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

- (1) Employee name: _____
First Middle Last
- (2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)
- (3) This certification must be returned by: _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE and/or CURRENT SERVICEMEMBER

Please complete all Parts of Section II before having the servicemember's health care provider complete Section III. The FMLA allows an employer to require that an employee submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a serious injury or illness of a covered servicemember. If requested by your employer, your response is required to obtain or retain the benefit of FMLA-protected leave.

PART A: EMPLOYEE INFORMATION

- (1) Name of the current servicemember for whom employee is requesting leave: _____

Employee Name: _____

(2) Select your relationship to the current servicemember. You are the current servicemember's:

- Spouse Parent Child Next of Kin

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for a covered servicemember who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a covered servicemember for whom the employee has assumed the obligations of a parent. No biological or legal relationship is necessary. "Next of kin" is the servicemember's nearest blood relative, other than the spouse, parent, son, or daughter, in the following order of priority: (1) a blood relative as designated in writing by the servicemember for purposes of FMLA leave, (2) blood relatives granted legal custody of the servicemember, (3) brothers and sisters, (4) grandparents, (5) aunts and uncles, and (6) first cousins.

PART B: SERVICEMEMBER INFORMATION AND CARE TO BE PROVIDED TO THE SERVICEMEMBER

(3) The servicemember (is / is not) a current member of the Regular Armed Forces, the National Guard or Reserves. If yes, provide the servicemember's military branch, rank and unit currently assigned to: _____

(4) The servicemember (is / is not) assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients, such as a medical hold or warrior transition unit. If yes, provide the name of the medical treatment facility or unit: _____

(5) The servicemember (is / is not) on the Temporary Disability Retired List (TDRL).

(6) Briefly describe the care you will provide to the servicemember: *(Check all that apply)*

- Assistance with basic medical, hygienic, nutritional, or safety needs
 Psychological Comfort Physical Care
 Transportation Other: _____

(7) Give your **best estimate** of the amount of leave needed to provide the care described: _____

(8) If a reduced work schedule is necessary to provide the care described, give your **best estimate** of the reduced work schedule you are able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy), I am able to work: _____ (hours per day) _____ (days per week).

SECTION III - HEALTH CARE PROVIDER

Please provide your contact information, complete all Parts of this Section fully and completely, and sign the form below. The employee listed at Section I has requested leave under the FMLA to care for a family member who is a current member of the Regular Armed Forces, the National Guard, or the Reserves who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness. Note: For purposes of FMLA leave, a serious injury or illness is one that was incurred in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank, or rating. "Need for care" includes both physical and psychological care. It includes situations where, for example, due to his or her serious injury or illness, the servicemember is not able to care for his or her own basic medical, hygienic, or nutritional needs or safety, or needs transportation to the doctor. It also includes providing psychological comfort and reassurance which would be beneficial to the servicemember who is receiving inpatient or home

Employee Name: _____

care. A complete and sufficient certification to support a request for FMLA leave due to a current servicemember's serious injury or illness includes written documentation confirming that the servicemember's injury or illness was incurred in the line of duty on active duty or if not, that the current servicemember's injury or illness existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that the current servicemember is undergoing treatment for such injury or illness by a health care provider listed above.

PART A: HEALTH CARE PROVIDER INFORMATION

Health Care Provider's Name: *(Print)* _____

Health Care Provider's business address: _____

Type of practice/Medical specialty: _____

Telephone: () _____ Fax: () _____ E-mail: _____

Please select the type of FMLA health care provider you are:

- DOD health care provider
- VA health care provider
- DOD TRICARE network authorized private health care provider
- DOD non-network TRICARE authorized private health care provider
- Health care provider as defined in 29 C.F.R. § 825.125

PART B: MEDICAL INFORMATION

Please provide appropriate medical information of the patient as requested below. Limit your responses to the servicemember's condition for which the employee is seeking leave. If you are unable to make some of the military-related determinations contained below, you are permitted to rely upon determinations from an authorized DOD representative, such as a DOD recovery care coordinator. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), or genetic services, as defined in 29 C.F.R. § 1635.3(e).

- (1) Patient's Name: _____
- (2) List the approximate date condition started or will start: _____ *(mm/dd/yyyy)*
- (3) Provide your **best estimate** of how long the condition will last: _____
- (4) The servicemember's injury or illness: *(Select as appropriate)*
 - Was incurred in the line of duty on active duty.
 - Existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty on active duty.
 - None of the above.
- (5) The servicemember (is / is not) undergoing medical treatment, recuperation, or therapy for this condition. If yes, briefly describe the medical treatment, recuperation or therapy: _____

Employee Name: _____

- (6) The current servicemember's medical condition is classified as: *(Select as appropriate)*
- (VSI) Very Seriously Ill/Injured** Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at bedside immediately. *Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.*
 - (SI) Seriously Ill/Injured** Illness/injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. *Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.*
 - OTHER Ill/Injured** A serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating.
 - NONE OF THE ABOVE.** *Note to Employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a "serious health condition" under 29 C.F.R. § 825.113 of the FMLA. If such leave is requested, you may be required to complete DOL FORM WH-380-F or an employer-provided form seeking the same information.*

PART C: AMOUNT OF LEAVE NEEDED

For the medical condition checked in Part B, complete all that apply. Some questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

- (7) Due to the condition, the servicemember will need care for a **continuous period of time**, including any time for treatment and recovery. Provide your **best estimate** of the beginning date _____ *(mm/dd/yyyy)* and end date _____ *(mm/dd/yyyy)* for this period of time.
- (8) Due to the condition, it is medically necessary for the servicemember to attend **planned medical treatment** appointments (scheduled medical visits). Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery _____ *(e.g. 3 days/week)*
- (9) Due to the condition, it is medically necessary for the servicemember to receive care on an **intermittent basis** (periodically), such as the care needed because of episodic flare-ups of the condition or assisting with the servicemember's recovery. Provide your **best estimate** of how often (frequency) and how long (the duration) the intermittent episodes will likely last.

Over the next 6 months, intermittent care is estimated to occur _____ times per day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Signature of Health Care Provider _____ Date _____ *(mm/dd/yyyy)*

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years, in accordance with 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN IT TO THE PATIENT.

STUDENTS
Compulsory Attendance
RELEASE FORM
(For Child Age 6 to Not Attend School)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child has or will reach the age of six prior to January 1 of the current school year, but will not reach age seven prior to January 1 of the current school year.

I elect to not enroll the Child in an accredited school this school year and hereby affirm (check or initial appropriate exception for attendance):

_____ the Child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or

_____ the parent or guardian intends for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Dated this ____ day of _____, 20__.

Parent or Guardian

Article 5

STUDENTS

Compulsory Attendance

Disenroll to Attend Homeschool

I am the parent or guardian of _____ (Child's name).

I elect to disenroll the Child from an accredited school this school year and hereby affirm that I intend for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements (a homeschool) and will provide the Commissioner of Education with a statement confirming such homeschool status.

Parent or Guardian

Date

AFFIDAVIT RELEASE FORM
(For Child Age 6 to Not Attend School)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child has or will reach the age of six prior to January 1 of the current school year, but will not reach age seven prior to January 1 of the current school year.

I elect to not enroll the Child in an accredited school this school year and hereby affirm (check or initial appropriate exception for attendance):

_____ the Child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or

_____ the parent or guardian intends for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

~~IN WITNESS WHEREOF~~, this affidavit is signed and acknowledged Dated this ____ day of _____, 20__.

Parent or Guardian

STATE OF NEBRASKA _____)
_____) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

Disenroll to Attend Homeschool

I am the parent or guardian of _____ (Child's name).

I elect to disenroll the Child from an accredited school this school year and hereby affirm _that I intend for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements (a homeschool) and will provide the Commissioner of Education with a statement confirming such homeschool status.

Parent or Guardian

Date

79-202. (1) A person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements of section 79-201 if an exit interview is conducted and the withdrawal form is signed as required by subsections (2) through (5) of this section for a child enrolled in a public, private, denominational, or parochial school or if a signed notarized release form is filed with the Commissioner of Education as required by subsection (6) of this section for a child enrolled in a school that elects pursuant to section 79-1601 not to meet accreditation or approval requirements.

(2) Upon the written request of any person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age, the superintendent of a school district or the superintendent's designee shall conduct an exit interview if the child (a) is enrolled in a school operated by the school district or (b) resides in the school district and is enrolled in a private, denominational, or parochial school.

(3) The superintendent or the superintendent's designee shall set the time and place for the exit interview which shall be personally attended by: (a) The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable; (b) the person who has legal or actual charge or control of the child who requested the exit interview; (c) the superintendent or the superintendent's designee; (d) the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and (e) any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, but need not be limited to, other school district personnel or the child's principal or such principal's designee if the child is enrolled in a private, denominational, or parochial school.

(4) At the exit interview, the person making the written request pursuant to subsection (2) of this section shall present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either (i) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or (ii) an illness of the child making attendance impossible or impracticable. The superintendent or superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

(5)(a) At the conclusion of the exit interview, the person making the written request pursuant to subsection (2) of this section may sign the withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal. (b) Any withdrawal form signed by the person making the written request pursuant to subsection (2) of this section shall be valid only if (i) the child signs the form unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable and (ii) the superintendent or superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the superintendent or the superintendent's designee, the person making the written request pursuant to subsection (2) of this section does in fact have legal or actual charge or control of the child and the child is experiencing either (A) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or (B) an illness making attendance impossible or impracticable.

(6) A person who has legal or actual charge or control of the child who is at least sixteen years of age but less than eighteen years of age may withdraw such a child before graduation and be exempt from the mandatory attendance requirements of section 79-201 if such child has been enrolled in a school that elects pursuant to section 79-1601 not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

(7) A child who has been withdrawn from school pursuant to this section may enroll in a school district at a later date as provided in section 79-215 or may enroll in a private, denominational, or parochial school or a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Any such enrollment shall void the withdrawal form previously entered, and the provisions of sections 79-201 to 79-210 shall apply to the child.

(8) The Commissioner of Education shall prescribe the required form for withdrawals pursuant to this section and determine and direct either that (a) withdrawal forms of school districts for any child who is withdrawn from school pursuant to this section and subdivision (3)(c) of section 79-201 shall be provided annually to the State Department of Education or (b) data regarding such students shall be collected under subsection (2) of section 79-528.

Replace

Students (& Employees)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

The [Name] Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The [Name] Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals

involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision,

and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. Training:

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: [Insert Date]

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The [Name] Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals

involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision,

and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. Training:

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: [Insert Date]

Current

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment includes, but is not limited to, race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or

Approved _____ Reviewed _____ Revised _____

other prohibited status means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. It is the intention of the district to complete its investigation within ten (10) working days after receiving a complaint unless extenuating circumstances such as unavailability of a witness or needing additional time because of the complexity of the investigation or the need to involve outside experts. The extended timeframe for investigation due to extenuating circumstances shall not exceed ten (10) days without the consent of the complainant, unless the alleged victim agrees to a longer time limit. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The

superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 1221-1234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d-2000d-7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment by Employees
 505 Student Discipline
 507 Student Records

Replace 504.18E1

**Complaint Form
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] () - () ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

**Complaint Form
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Name: _____

Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____

_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____.

(5) Relief requested (what I want done in response to this complaint): _____
_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: _____

Received by: _____

Date: _____

InstructionAssessments—Academic Content Standards

The Board of Education may vote to adopt the academic content standards recommended by the State Board of Education (“State Board”).

If the Board of Education does not affirmatively vote to adopt an academic content standard recommended by the State Board, then the Board of Education will adopt a standard equal to or excess in rigor of the standard recommended by the State Board.

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

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

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

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education ~~may vote to~~ adopts the academic content standards recommended by of the State Board of Education (“State Board”). ~~The adoption of the academic content standards includes the:~~

~~Language Arts standards that were adopted by the State Board in September, 2014;
Mathematics standards that were approved by the State Board in September, 2015;
Science standards that were adopted by the State Board in September, 2017; and
Social Studies standards that were adopted by the State Board in November, 2019.~~

~~If Unless other action is taken, the Board of Education adopts~~ does not affirmatively vote to adopt an academic content standard recommended by the State Board, then the Board of Education will adopt a standard equal to or excess in rigor of the standard recommended by the State Board.

~~the standards of the State Board as such standards are subsequently adopted or amended by the State Board.~~

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

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

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

Date of Adoption: [Insert Date]

Instruction

Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Staff members may not hang posters, flags, banners or other displays in the classroom that are (1) unrelated to the curriculum and (2) may otherwise result in a disruption to the learning environment. Any staff member who is uncertain as to whether a particular display is permitted in the classroom should consult with their building principal in a proactive manner.

Date of Adoption: [Insert Date]

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Staff members may not hang posters, flags, banners or other displays in the classroom that are (1) unrelated to the curriculum and (2) may otherwise result in a disruption to the learning environment. Any staff member who is uncertain as to whether a particular display is permitted in the classroom should consult with their building principal in a proactive manner.

Date of Adoption: [Insert Date]

Instruction

Special Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

eliminate 612.01

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

eliminate 612.02

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

eliminate 612.03

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will publish annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents. The District will screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time

to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state-approved, grade-level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. **Pre-Referral Interventions**

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. **Individualized Education Program (IEP)**

eliminate 612.05
An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

6. **Least Restrictive Environment**

eliminate 612.08
To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least Restrictive Environment Rules").

The District will: (1) develop and implement written procedures for implementation of the LRE Rules; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rules; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching; (7) ensure that a continuum of alternative placements is

available to meet the needs of children with disabilities, particularly those in the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students' progress at least annually to determine appropriate placement and progress towards annual goals.

Legal Reference: 92 NAC 51-008.01

7. Procedural Safeguards

eliminate 6/2/10
Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12;
009.14, 006.07

8. Disciplinary Removal of Children with Disabilities

The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitable by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.

Legal Reference: 92 NAC 51-016

9. Evaluation, Identification, and Reevaluation Procedures*eliminate 6/2/04*

Children with disabilities shall be evaluated, identified, and reevaluated in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

10. Confidentiality of Personally Identifiable Information*eliminate 6/2/03*

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

11. Transition of Children from Part C to Preschool Programs *eliminate 612.06*
 Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

12. Children in Nonpublic Schools *eliminate 612.09*
 To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

13. Personnel Standards and Personnel Development *eliminate 612.12*
 Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

14. Participation in and Reporting of State and District Wide Assessments *eliminate 612.07*
 All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

15. Suspension and Expulsion Rates *eliminate 612.14*
 The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

16. Access to Instructional Materials *eliminate 612.15*
 As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or

- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

17. Over-Identification and Disproportionality *eliminate 612.16*

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

18. Prohibition on Mandatory Medication *eliminate 612.17*

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

19. Transportation *eliminate 612.11*

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

20. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

21. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

22. Eligibility Determinations

The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a

determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.

Legal Reference: 92 NAC 51-006.04.

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

InstructionSpecial Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will publish annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents. The District will screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time

to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state-approved, grade-level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

4.5. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5.6. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The District will: (1) develop and implement written procedures for implementation of the Least Restrictive Environment (LRE) Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rule; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of

accommodations or modifications, and co-teaching; (7) ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students' progress at least annually to determine appropriate placement and progress towards annual goals.

Legal Reference: 92 NAC 51-008.01-through-008.011

6.7. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

8. Disciplinary Removal of Children with Disabilities

The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitable by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.

Legal Reference: 92 NAC 51-016

7.9. Evaluation, and Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, and identified, and reevaluated in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8.10. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9.11. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those

preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10.12. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11.13. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12.14. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

13.15. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/~~and~~ ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14.16. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the printed instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15.17. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-003.10; 006.02C

16.18. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17.19. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18.20. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19.21. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

22. Eligibility Determinations

The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing

statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.

Legal Reference: 92 NAC 51-006.04.

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two years;
- 3) Implement a Control System procedure;
- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made

available for such program can be applied to matching or cost sharing requirements of other Federal programs;

- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The

District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. §§ 200, et seq.

Date of Adoption: [Insert Date]

NEW

one Paragraph
coincides with
0706.07

FISCAL MANAGEMENT INTERNAL CONTROLS

The District will develop the necessary procedures to comply with the following fiscal management internal controls relating to oversight of all federal and state grant programs. Equipment Management Requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until the District disposes of that equipment, to meet the following requirements of 2 CFR 200.313 and 2 CFR 200.33:

- 1) Maintain property records procedure and policies (include description, serial number or other identification number, source of funding, acquisition date, etc.);
- 2) Develop and maintain a physical inventory procedure to occur a minimum of every 2 years;
- 3) A Control System procedure to ensure adequate safeguards are in place;
- 4) Develop and implement adequate maintenance procedures for such equipment;
- 5) Develop and implement sales procedures for such equipment; and
- 6) Develop and implement disposition procedures for such equipment.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified below from 2 CFR 200.320;

- 1) A procedure for micro-purchases (Under 10,000);
- 2) A procedure for small purchases (10,000 to 250,000);
- 3) A procedure for sealed bids (using Lowest Bidder for over 250,000);
- 4) A procedure for competitive proposals (including showing why not sealed bids were not used for over 250,000); and
- 5) A procedure for noncompetitive bids (when sole sourced, must prove only source).

Record Retention: Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a sub-recipient in accordance with 2 CFR 200.333. Other records will be retained for a period of time as required by law.

Suspension and Debarment: The District may not subcontract with or award subgrants in any Federal assistance program to any person or company who is debarred or suspended and is required to check for excluded parties at the System for Award Management, SAM (formerly the Excluded Parties List System, EPLS) website before any procurement

Approved _____ Reviewed _____ Revised _____
transaction in accordance with 2 CFR 200.213 and Policy 706.07 Suspension and
Debarment.

Financial Management: The District must develop and maintain financial management systems to account for federal funds, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. Such records must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award in accordance with 2 CFR 200.302. See also §200.450 Lobbying.

The financial management system of each non-Federal entity must provide for the following;

- 1) A procedure for Identification of all Federal awards received and expended and the Federal programs under which they were received;
- 2) A procedure for accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with reporting requirements
- 3) A procedure to maintain records that identify adequately the source and application of funds for federally-funded activities.
- 4) A procedure for maintaining effective control over, and accountability for, all funds, property, and other assets.
- 5) A procedure for comparing District expenditures with budget amounts for each federal award.
- 6) A procedure to ensure payments of federal funds are made in accordance with 2 CFR 200.305.
- 7) A procedure for determining the allowability of costs in accordance with 2 CFR 200.305 Subpart E-Cost Principals and the term and conditions of the Federal award.

Program Income: The District will follow the guidance of the Federal awarding agency in how it uses, applies and accounts for all income received under those programs as listed below in accordance with 2 CFR 200.307;

- 1) *Deduction.* Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs
- 2) *Addition.* With prior approval of the Federal awarding agency program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purposes and under the conditions of the Federal award.
- 3) *Cost sharing or matching.* With prior approval of the Federal awarding agency, program income may be used to meet the cost sharing or matching

requirement of the Federal award. The amount of the Federal award remains the same.

Cost Sharing or Matching: For all Federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching when such contributions meet all of the following criteria in accordance with 2 CFR 200.306 and a procedure must ensure these criteria are covered:

- (1) Are verifiable from the District's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under 2 CFR 200.305 Subpart E—Cost Principles;
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of the law, as applicable in the terms and conditions of the federal award.

Unexpected or Extraordinary Circumstances: For all Federal awards, If the District does not currently have in place a policy that addresses extraordinary circumstances such as those caused by COVID-19, the District may later amend or create a policy in order to put emergency contingencies in place for Federal and non-Federal similarly situated employees in accordance with 2 CFR 200 et seq. If the conditions exist for charges to be made to the Federal grant, charges may also be made to any non-Federal sources that are used by the District in order to meet a matching requirement. The District may develop a procedure to ensure that federal expenditures during the unexpected or extraordinary circumstance are allowable.

Compensation for personal services: (a) *General.* Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages, salaries, and fringe benefits in accordance with 2 CFR 200.430 and .431. Costs of compensation are allowable to the extent that they satisfy the following requirements;

- (1) Is reasonable for the services rendered and conforms to the established written policy and procedures of the District consistently applied to both Federal and non-Federal activities;

Compensation and fringe benefits: (a) Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits in accordance with 2 CFR 200.431 include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, District employee agreement, or an established policy of the District.

(b) *Leave*. The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

(1) They are provided under established written leave policies;

Standards for Documentation of Personnel Expenses: (1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed in accordance with 2.CFR 200.430. These records must:

- (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (ii) Be incorporated into the official records of the District;
- (iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;
- (iv) Encompass both federally assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written policy;
- (v) Comply with the established accounting policies and practices of the District; and
- (vi) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.
- (vii) Budget estimates do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, provided that:
 - (A) The system for establishing the estimates produces reasonable approximations of the activity actually performed;

- (B) Significant changes in the corresponding work activity (as defined by the District's written policies) are identified and entered into the records in a timely manner. Short term (such as one or two months) fluctuation between workload categories need not be considered as long as the distribution of salaries and wages is reasonable over the longer term; and
 - (C) The District's system of internal controls includes processes to review after-the-fact interim charges made to a Federal award based on budget estimates. All necessary adjustment must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated.
- (2) In accordance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516), charges for the salaries and wages of nonexempt employees, in addition to the supporting documentation described in this section, must also be supported by records indicating the total number of hours worked each day.

old

SUSPENSION AND DEBARMENT

The district may not subcontract with or award subgrants to any person or company equal to or in excess of \$25,000 in any Federal assistance program who is debarred or suspended and is required to check for excluded parties at the System for Award Management, SAM (formerly the Excluded Parties List System, EPLS) website before any procurement transaction. This list is located at: <http://www.sam.gov/>.

In the event a vendor, person or company under consideration to be awarded a bid or contract for goods or services to be funded by any Federal assistance program is on the ineligibility list at SAM the district shall comply with the contracting restrictions as outlined in accordance with Federal regulations.

The following language shall be inserted into all vendor contracts equal to or in excess of \$25,000 funded wholly or in part by Federal Assistance Programs:

Certification Regarding Suspension, Debarment and Ineligibility

To the best of its knowledge and belief, neither the contractor or its principals are presently suspended, debarred, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. Government's System for Award Management. The contractor shall provide immediate written notice to the District if at any time the contractor learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

It shall be the responsibility of the superintendent to implement this policy.

Approved _____ Reviewed _____ Revised _____