

## **Board of Education Regular Meeting**

Tuesday, April 11, 2017 6:00 PM

Conference Room  
520 East 9th Street  
Imperial, NE 69033

Attendance Taken at 6:00 PM.

Josh Fries: Present

Karl Meeske: Absent

Jeff Olsen: Present

Willy O'Neil: Absent

Dan Reeves: Present

Penny Strand: Present

Sheila Stromberger: Present

Carrie Terryberry: Present

Steve Wallin: Present

I. Call to Order

II. Declaration of Open Meeting

III. Pledge of Allegiance

IV. Approval of Agenda

V. Approval of Minutes

VI. Approval of Financial Report

VII. Public Comment

**VIII. Reports**

1. Activity Director

2. Principals

3. Student Board Member

4. Superintendent

**IX. Action Items**

1. Take all necessary action to approve the summer 2017 driver's education fee of \$180.

2. Take all necessary action to approve all appointments and resignations.

3. Take all necessary action to approve ESU 15 contract.

**X. Discussion Items**

1. Review ELL program

2. Continuous Improvement Process and report

3. Data Review

4. Elevate program

5. 2017-18 handbooks

**XI. Adjourn**

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Board President

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Board Secretary

**Board of Education Regular Meeting** March 14, 2017 6:00 PM Conference Room

**Attendance Taken at 6:00 PM:** Present Board Members: Josh Fries, Karl Meeske, Willy O'Neil, Jeff Olsen, Dan Reeves, Penny Strand, Sheila Stromberger, Carrie Terryberry, Steve Wallin Updated Attendance: Sheila Stromberger was updated to present at: 6:02 PM

**I. Call to Order**

**II. Declaration of Open Meeting**

**III. Pledge of Allegiance**

**IV. Approval of Agenda Motion Passed:** Motion to approve the agenda as presented passed with a motion by Karl Meeske and a second by Willy O'Neil. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger-Absent, Carrie Terryberry-Yes, Steve Wallin-Yes

**V. Approval of Minutes Motion Passed:** Motion to approve the minutes as presented passed with a motion by Karl Meeske and a second by Josh Fries. Josh Fries-Yes, Karl Meeske- Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger-Absent, Carrie Terryberry-Yes, Steve Wallin-Yes

**VI. Approval of Financial Report Motion Passed:** Motion to approve the financial report as presented \$594,750.46 passed with a motion by Karl Meeske and a second by Willy O'Neil. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Yes, Steve Wallin-Yes

**VII. Public Comment**

**VIII. Reports**

**VIII.A. Activity Director** Discussion: AD Hauxwell noted District Speech in North Platte today, Tuesday March 14th. Chase County took 6 students. State Speech will be held in Kearney on Thursday, March 23rd. There is a 5th & 6th grade Vocal & Instrumental Concert this coming Thursday, March 16th at 6:30 P.M. in the Longhorn Gym. High School Quiz Bowl will be competing on Wednesday in McCook & Hershey on Thursday. Hauxwell also noted that Mini Cheerleading Camp was held on Friday, March 10th at the Wesleyan Church with 63 participants & 6 Cheerleaders in attendance. They had a public performance at 12:00 P.M. & concluded at 12:30 P.M. Hauxwell stated that Spring Sport practice has started & the numbers are down from last year. Boys track has 32, girls track 36 and golf has 9 students out. Youth Basketball morning practice was successful for grades K-6th. Numbers ranged from 70 to 40 participants. Hauxwell expressed his gratitude & thankfulness to Carl Zuege for his years of dedication to the boys' basketball program & noted the sacrifices he has made in order to dedicate his time to the athletes & to the program throughout his coaching years.

**VIII.B. Principals** Discussion: Principal Oden's report began with stating third quarter is completed & fourth quarter is started. Jump rope for heart this week. She highlighted that Muffins for Moms is this month & that Donuts with Dads was a success. She completed second semester evaluations for elementary. Odens & Scheel discussed character building for MS mini class. All teachers have developed four days of activities. Each teacher has social skill or trait such as respect, empathy, etc. Ms. Ramos has been doing some great lessons on her topics. They included the implementing of behavior incentive which is similar to Longhorn Pride. They both are seeing immediate and ongoing positive behavior. Principal Scheel's report began with him stating he was two weeks away from finishing his evaluations. They had interviews for the High School Science teacher position & have made an offer to an individual who accepted the position. ACT state is coming up. MIC time is trying some ACT prep programs, interested in the Prepfactory.com program & are finding that students are finding it useful. Principal Scheel noted that Mr. Zuege is using the official ACT prep and will use that in MIC time. Board Member Stromberger asked about accommodations for ACT.

**VIII.C. Student Board Member** Discussion: None present.

**VIII.D. Superintendent** Discussion: Lefdal expressed how great it is that our students are so active and busy, but had concerns that it's affecting their education, he's

hoping to find a good balance between education and activities for our students. Finalizing CDRC reporting & will continue the process of SSO (Single Sign On) for new state reporting site. He expressed that he has enjoyed recent communication & visits from the staff and community & is encouraging it to continue. The brainstorming sessions have moved everyone in the right direction, so very positive feedback. The updating of information into our upgraded accounting system is progressing. The program has great features & it will take time to get the information in place. School Safety Training is coming along & plans are being worked on to improve policy. News on the new building addition: Progress is coming along nicely & power will be switched over Tuesday of next week at 4:00. Additional Items: Reichert Construction had some items that need addressed in regards to paving on south & north side of building & installing fungi growth resistant flooring in wrestling room & storage room.

#### **IX. Action Items**

##### **IX.A. Take all necessary action to approve the 2017-18 calendar Motion Passed:**

Motion to approve the 2017-18 calendar as presented passed with a motion by Sheila Stromberger and a second by Steve Wallin. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger -Yes, Carrie Terryberry-Yes, Steve Wallin-Yes

##### **IX.B. Take all necessary action to approve all appointments and resignations. Motion**

**Passed:** Motion to approve resignation presented passed with a motion by Karl Meeske and a second by Willy O'Neil. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger -Yes, Carrie Terryberry-Yes, Steve Wallin-Yes Discussion: Carl Zuege Resignation. We will have other resignations next month.

##### **IX.C. Executive session to discuss certificated and classified negotiations. Motion**

**Passed:** Motion to enter into executive session at 6:56pm passed with a motion by Sheila Stromberger and a second by Karl Meeske. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger -Yes, Carrie Terryberry-Yes, Steve Wallin-Yes Discussion: Out of executive session 7:26 pm. No action.

##### **IX.D. Take all necessary action to discuss and approve classified negotiations including head of departments (technology, nurse, maintenance, transportation).**

**Motion Passed:** Shane Gerhartz, Dir. Tech., Andres Huicochea, Dir. Maint, Rex Felker, Dir. Of Transportation, Angie Paisley, Nurse \$1,000 salary increase; 2017-2018 Substitute Schedule was approved with increases to certified subs/local substitutes based upon 2017-2018 base, regular route bus driver substitute increase \$39 to \$40 per route and activity driving \$13.50 to \$14.00; all other substitute rates increased by \$.25/hr. Classified hourly rate increased .25 or 2%, whichever is greater; passed with a motion by Karl Meeske and a second by Willy O'Neil. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand-Yes, Sheila Stromberger -Yes, Carrie Terryberry-Yes, Steve Wallin-Yes

#### **X. Discussion Items**

**X.A. Special Education Program Update** Discussion: Special Education teachers expressed some needs in their classroom: updated IPADS, new tablets, 2-3 light covers to see if it helps the glare of the fluorescent lights. New math curriculum for the SPED students. Another handicapped accessible van or vehicle that will hold 3 wheelchairs, new carpet in both rooms. The positives: 1. Last year on the NeSA 67% of the tests given met or exceeded the standards. 2. Being able to use booklets is a wonderful accommodation for the students and producing positive results. 3. Progress made with the more at risk/struggling students with their reading/sounds etc. 4. In the high school fewer students are on the down list, if they do get on the list, it's not long before they are removed. Breakdown of the Special Education students by teacher: (Recommend moving from 1/2 time to full time teacher in middle school). 1. K-4: 26 students 2. 5-6: 8 students 3. 7-12: 22 students. High needs students: 5 3 preschool students verified SPED coming in fall of 2017 for kindergarten with 3 more that are younger. Concerns surrounding behavior problems which takes time out of classroom so students can deescalate, increase in students identified as

autistic. Large group of children being pulled for language arts instruction, which prevents providing inclusionary services. Preschool students exhibiting low skills or behavior issues. The schedule conflicts with math/reading classes (they overlap & create multiple level & subjects for the SPED teachers to try to manipulate the best they can to provide services). Seeing scheduling conflicts in middle and high school as well. Students are requiring more one on one assistance due to their inability to work independently. Planning time is lacking, which means vast majority of IEP paperwork is being done outside of the school day along with daily planning.

**X.B. Alternative Education Program** Discussion: Lefdal would like to see the Alternative Ed program in house. It would make more sense financially to bring the program into our hands. The goal would be to catch students back up instead of waiting for them at their senior year. There would be interventions in place. Better control of students' academic needs. In-housing them would also give these students access to other programs we have that help them in the work force. Stromberger expressed concerns about the risk of behavior with these students and trying to include them in a regular classroom. Lefdal/Scheel discussed the success of one student who was provided an intervention plan & is having great success right now. Meeske expressed concerns if we do bring in-house and it doesn't work can we go back to the alternative ed. off campus. Lefdal said we could go off campus & still have control over it by providing our own staff.

**X.C. School Improvement Plan**

**X.D. Student Handbooks** Discussion: We will need to update class times and discuss section 8 cell phone use at school. We will also discuss making up detention time. Scheel implementing detention time for tardiness in a policy.

**X.E. Bus barn/building addition** Discussion: April 5<sup>th</sup>, 11 am bid opening for bus barn.

**X.F. Board retreat** Discussion: Discussion about April 20<sup>th</sup>, but board members had conflicts so Lefdal will continue to look at other dates & get back with board to solidify a date.

**XI. Adjourn** Discussion: 8:36 pm

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Board President

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Board Secretary

# Chase County Schools

## Account Balance Report

Primary Sort Element	Secondary Sort Element							
01	Function:1000 - ALL INSTRUCTION							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1000-000-000	ALL INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Sub Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Primary Sort Element	Secondary Sort Element							
01	Function:1100 - REGULAR INSTRUCTIONAL PROGRAMS							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1100-000-000	REGULAR INSTRUCTIONAL PROGRAMS	\$0.00	\$0.00	\$338.40	\$338.40	\$186.59	\$524.99	(\$524.99)
01-1100-110-000	Salaries-teachers	\$69,000.00	\$69,000.00	\$98,221.54	\$98,221.54	\$0.00	\$98,221.54	(\$29,221.54)
01-1100-110-100	Salaries - Elementary	\$732,008.00	\$732,008.00	\$469,327.89	\$469,327.89	\$0.00	\$469,327.89	\$262,680.11
01-1100-110-200	Salaries - High School	\$987,425.00	\$987,425.00	\$596,575.73	\$596,575.73	\$0.00	\$596,575.73	\$390,849.27
01-1100-110-300	Salaries - Middle School	\$431,080.00	\$431,080.00	\$288,142.56	\$288,142.56	\$0.00	\$288,142.56	\$142,937.44
01-1100-111-000	Salaries-ESU Stipends	\$5,500.00	\$5,500.00	\$3,603.00	\$3,603.00	\$0.00	\$3,603.00	\$1,897.00
01-1100-112-000	Schedule B	\$0.00	\$0.00	\$111,347.59	\$111,347.59	\$0.00	\$111,347.59	(\$111,347.59)
01-1100-112-100	Schedule B - Elementary	\$5,185.00	\$5,185.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,185.00
01-1100-112-200	Schedule B - High School	\$137,370.00	\$137,370.00	\$7,447.00	\$7,447.00	\$0.00	\$7,447.00	\$129,923.00
01-1100-120-000	Sal-sub	\$75,000.00	\$75,000.00	\$3,267.00	\$3,267.00	\$0.00	\$3,267.00	\$71,733.00
01-1100-120-100	Salaries - Subs - Elementary	\$50,000.00	\$25,000.00	\$14,267.95	\$14,267.95	\$0.00	\$14,267.95	\$10,732.05
01-1100-120-200	Salaries - Subs - High School	\$25,000.00	\$25,000.00	\$17,823.00	\$17,823.00	\$0.00	\$17,823.00	\$7,177.00
01-1100-120-300	Salaries - Subs - Middle School	\$25,000.00	\$25,000.00	\$7,440.00	\$7,440.00	\$0.00	\$7,440.00	\$17,560.00
01-1100-150-000	Benefit payout Unused Personal	\$19,375.00	\$19,375.00	\$113.03	\$113.03	\$0.00	\$113.03	\$19,261.97
01-1100-210-000	Social Security	\$5,280.00	\$5,280.00	\$15,842.66	\$15,842.66	\$0.00	\$15,842.66	(\$10,562.66)
01-1100-210-100	Social Security - Elementary	\$57,438.00	\$55,433.00	\$35,762.83	\$35,762.83	\$0.00	\$35,762.83	\$19,670.17
01-1100-210-200	Social Security - High School	\$77,440.00	\$77,440.00	\$46,164.02	\$46,164.02	\$0.00	\$46,164.02	\$31,275.98
01-1100-210-300	Social Security - Middle School	\$33,470.00	\$33,470.00	\$22,141.75	\$22,141.75	\$0.00	\$22,141.75	\$11,328.25
01-1100-220-000	Retirement	\$6,815.00	\$6,815.00	\$16,187.09	\$16,187.09	\$0.00	\$16,187.09	(\$9,372.09)
01-1100-220-100	Retirement - Elementary	\$73,600.00	\$73,600.00	\$46,424.25	\$46,424.25	\$0.00	\$46,424.25	\$27,175.75
01-1100-220-200	Retirement - High School	\$107,970.00	\$107,970.00	\$62,920.54	\$62,920.54	\$0.00	\$62,920.54	\$45,049.46
01-1100-220-300	Retirement - Middle School	\$42,585.00	\$42,585.00	\$28,102.44	\$28,102.44	\$0.00	\$28,102.44	\$14,482.56
01-1100-230-000	Health Ins	\$13,345.00	\$13,345.00	\$26,842.89	\$26,842.89	\$0.00	\$26,842.89	(\$13,497.89)
01-1100-230-100	Health Ins - Elementary	\$180,285.00	\$180,285.00	\$111,842.72	\$111,842.72	\$0.00	\$111,842.72	\$68,442.28
01-1100-230-200	Health Ins - High School	\$195,880.00	\$195,880.00	\$128,994.21	\$128,994.21	\$0.00	\$128,994.21	\$66,885.79
01-1100-230-300	Health Ins - Middle School	\$78,375.00	\$78,375.00	\$51,111.48	\$51,111.48	\$0.00	\$51,111.48	\$27,263.52
01-1100-231-000	Health Ins. - Deductible	\$450.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00
01-1100-231-100	Health Ins Deductible - Elementary	\$13,275.00	\$13,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,275.00
01-1100-231-200	Health Ins Deductible - High School	\$13,050.00	\$13,050.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,050.00
01-1100-231-300	Health Ins Deductible - Middle School	\$7,425.00	\$7,425.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,425.00
01-1100-284-000	Early Retirement	\$3,000.00	\$3,000.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$2,000.00
01-1100-290-000	Other Emp Benefits	\$175.00	\$175.00	\$388.77	\$388.77	\$0.00	\$388.77	(\$213.77)
01-1100-290-100	Other Employee Benefits - Elementary	\$1,835.00	\$1,835.00	\$1,191.58	\$1,191.58	\$0.00	\$1,191.58	\$643.42
01-1100-290-200	Other Employee Benefits - High School	\$2,470.00	\$2,470.00	\$1,489.18	\$1,489.18	\$0.00	\$1,489.18	\$980.82
01-1100-290-300	Other Employee Benefits - Middle School	\$1,035.00	\$1,035.00	\$721.99	\$721.99	\$0.00	\$721.99	\$313.01
01-1100-319-000	Services	\$5,000.00	\$5,000.00	\$5,590.48	\$5,590.48	\$0.00	\$5,590.48	(\$590.48)
01-1100-410-000	Supplies	\$75,847.00	\$75,847.00	\$16,318.26	\$16,318.26	\$9,296.73	\$25,614.99	\$50,232.01
01-1100-410-100	Supplies - Elementary	\$0.00	\$0.00	\$2,196.90	\$2,196.90	\$590.83	\$2,787.73	(\$2,787.73)
01-1100-410-200	Supplies - High School	\$0.00	\$0.00	\$4,742.20	\$4,742.20	\$0.00	\$4,742.20	(\$4,742.20)
01-1100-410-300	Supplies - Middle School	\$0.00	\$0.00	\$1,591.40	\$1,591.40	\$1,150.00	\$2,741.40	(\$2,741.40)
01-1100-411-000	Field Trips	\$1,500.00	\$1,500.00	\$607.67	\$607.67	\$4,347.00	\$4,954.67	(\$3,454.67)
01-1100-420-000	Textbooks	\$70,000.00	\$50,000.00	\$2,702.03	\$2,702.03	\$0.00	\$2,702.03	\$47,297.97
01-1100-420-200	Textbooks - High School	\$0.00	\$0.00	\$1,328.37	\$1,328.37	\$0.00	\$1,328.37	(\$1,328.37)
01-1100-425-000	E-BOOKS	\$6,500.00	\$6,500.00	\$2,047.92	\$2,047.92	\$0.00	\$2,047.92	\$4,452.08
01-1100-440-000	Periodicals - ACupp	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-1100-450-000	Audio-visual	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-1100-460-000	Hardware	\$75,000.00	\$75,000.00	\$21,629.94	\$21,629.94	\$4,065.65	\$25,695.59	\$49,304.41
01-1100-460-100	Hardware - Elementary (< \$5k)	\$0.00	\$0.00	\$539.70	\$539.70	\$0.00	\$539.70	(\$539.70)
01-1100-460-200	Hardware - High School (< \$5k)	\$0.00	\$0.00	\$2,114.88	\$2,114.88	\$0.00	\$2,114.88	(\$2,114.88)
01-1100-460-300	Hardware - Middle School (< \$5k)	\$0.00	\$0.00	\$255.92	\$255.92	\$0.00	\$255.92	(\$255.92)
01-1100-465-000	Computer Software	\$16,000.00	\$16,000.00	\$211.18	\$211.18	\$0.00	\$211.18	\$15,788.82
01-1100-465-100	Computer Software Elementary	\$0.00	\$0.00	\$84.68	\$84.68	\$0.00	\$84.68	(\$84.68)
01-1100-465-300	Computer Software Middle School	\$0.00	\$0.00	\$59.97	\$59.97	\$0.00	\$59.97	(\$59.97)
01-1100-467-000	Web/Cloud Based Software	\$2,800.00	\$2,800.00	\$14,543.75	\$14,543.75	\$912.90	\$15,456.65	(\$12,656.65)
01-1100-490-000	Other Supplies & Materials (Testing)	\$17,000.00	\$17,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,000.00
01-1100-530-000	Furniture/Equipment > \$5k ea	\$26,000.00	\$26,000.00	\$855.59	\$855.59	\$175.80	\$1,031.39	\$24,968.61
01-1100-530-200	Furniture/Equipment > \$5k ea - HS	\$0.00	\$0.00	\$398.00	\$398.00	\$0.00	\$398.00	(\$398.00)
01-1100-530-300	Furniture/Equipment > \$5k ea - MS	\$0.00	\$0.00	\$1,741.99	\$1,741.99	\$0.00	\$1,741.99	(\$1,741.99)
01-1100-531-000	REGULAR INSTRUCTIONAL PROGRAMS	\$13,500.00	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,500.00
01-1100-560-000	Computer Hardware > \$5k	\$30,000.00	\$3,000.00	\$592.44	\$592.44	\$211.46	\$803.90	\$2,196.10
01-1100-630-000	Dues & Fees	\$6,000.00	\$6,000.00	\$2,332.44	\$2,332.44	\$180.00	\$2,512.44	\$3,487.56
01-1100-630-100	Dues & Fees - Elementary	\$0.00	\$0.00	\$247.00	\$247.00	\$0.00	\$247.00	(\$247.00)
01-1100-630-200	Dues & Fees - High School	\$0.00	\$0.00	\$530.00	\$530.00	\$0.00	\$530.00	(\$530.00)
01-1100-630-300	Dues & Fees - Middle School	\$0.00	\$0.00	\$61.00	\$61.00	\$0.00	\$61.00	(\$61.00)
01-1100-670-000	Travel-trans-meals-lodging	\$6,500.00	\$6,500.00	\$278.00	\$278.00	\$0.00	\$278.00	\$6,222.00
01-1100-670-100	Travel-trans-meals-lodging - Elementary	\$0.00	\$0.00	\$770.43	\$770.43	\$0.00	\$770.43	(\$770.43)
01-1100-670-200	Travel-trans-meals-lodging - High School	\$0.00	\$0.00	\$4,903.83	\$4,903.83	\$0.00	\$4,903.83	(\$4,903.83)
01-1100-670-300	Travel-trans-meals-lodging - Middle School	\$0.00	\$0.00	\$569.24	\$569.24	\$0.00	\$569.24	(\$569.24)
01-1100-690-000	All Other	\$4,000.00	\$4,000.00	\$1,098.86	\$1,098.86	\$0.00	\$1,098.86	\$2,901.14
01-1100-690-100	Other Misc Expense - Elementary	\$0.00	\$0.00	\$454.95	\$454.95	\$0.00	\$454.95	(\$454.95)
01-1100-690-200	Other Misc Expense - High School	\$0.00	\$0.00	\$265.00	\$265.00	\$0.00	\$265.00	(\$265.00)
01-1100-690-300	Other Misc Expense - Middle School	\$0.00	\$0.00	\$651.93	\$651.93	\$0.00	\$651.93	(\$651.93)
<b>Sub Total</b>		<b>\$3,837,288.00</b>	<b>\$3,763,283.00</b>	<b>\$2,307,359.04</b>	<b>\$2,307,359.04</b>	<b>\$21,116.96</b>	<b>\$2,328,476.00</b>	<b>\$1,434,807.00</b>
Primary Sort Element	Secondary Sort Element							
01	Function:1150 - LIMITED ENGLISH PROFICIENCY PROGRAMS							

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1150-110-000	E.L.L. Salaries-teachers	\$122,540.00	\$122,540.00	\$81,691.36	\$81,691.36	\$0.00	\$81,691.36	\$40,848.64
01-1150-120-000	E.L.L. Salaries - subs	\$3,000.00	\$3,000.00	\$2,330.00	\$2,330.00	\$0.00	\$2,330.00	\$670.00
01-1150-140-000	E.L.L. Salaries - clerks-aides	\$12,505.00	\$12,505.00	\$6,935.99	\$6,935.99	\$0.00	\$6,935.99	\$5,569.01
01-1150-145-000	Overtime	\$100.00	\$100.00	\$109.75	\$109.75	\$0.00	\$109.75	(\$9.75)
01-1150-210-000	E.L.L. Social Security	\$10,570.00	\$10,570.00	\$6,769.16	\$6,769.16	\$0.00	\$6,769.16	\$3,800.84
01-1150-220-000	E.L.L. Retirement	\$13,350.00	\$13,350.00	\$8,774.04	\$8,774.04	\$0.00	\$8,774.04	\$4,575.96
01-1150-230-000	E.L.L. Health Ins	\$24,630.00	\$24,630.00	\$13,428.61	\$13,428.61	\$0.00	\$13,428.61	\$11,201.39
01-1150-231-000	E.L.L. Health Ins Deductible	\$1,350.00	\$1,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,350.00
01-1150-290-000	E.L.L. Other Emp Benefits	\$340.00	\$340.00	\$225.08	\$225.08	\$0.00	\$225.08	\$114.92
01-1150-410-000	E.L.L. Supplies	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$800.00
01-1150-420-000	ELL Textbooks	\$10,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
01-1150-450-000	ELL Audio-visual	\$850.00	\$850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$850.00
01-1150-530-000	ELL Furn And Equip	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-1150-670-000	ELL Travel	\$750.00	\$750.00	\$182.00	\$182.00	\$0.00	\$182.00	\$568.00
01-1150-690-000	E.L.L. All Others	\$500.00	\$500.00	\$298.77	\$298.77	\$254.32	\$553.09	(\$53.09)
<b>Sub Total</b>		<b>\$201,785.00</b>	<b>\$196,785.00</b>	<b>\$120,744.76</b>	<b>\$120,744.76</b>	<b>\$254.32</b>	<b>\$120,999.08</b>	<b>\$75,785.92</b>

**Primary Sort Element**      **Secondary Sort Element**  
01                                  Function:1160 - POVERTY PROGRAMS

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1160-110-000	Poverty Program Salaries-teachers	\$130,325.00	\$53,655.00	\$37,075.60	\$37,075.60	\$0.00	\$37,075.60	\$16,579.40
01-1160-120-000	Poverty Program Salaries - subs	\$12,300.00	\$6,000.00	\$9,670.69	\$9,670.69	\$0.00	\$9,670.69	(\$3,670.69)
01-1160-140-000	Poverty Program Salaries - clerks-a	\$141,500.00	\$131,080.00	\$93,152.16	\$93,152.16	\$0.00	\$93,152.16	\$37,927.84
01-1160-145-000	Overtime	\$3,500.00	\$2,700.00	\$5,526.58	\$5,526.58	\$0.00	\$5,526.58	(\$2,826.58)
01-1160-210-000	Poverty Program Social Security	\$22,005.00	\$14,800.00	\$9,611.63	\$9,611.63	\$0.00	\$9,611.63	\$5,188.37
01-1160-220-000	Poverty Program Retirement	\$26,850.00	\$18,250.00	\$13,268.68	\$13,268.68	\$0.00	\$13,268.68	\$4,981.32
01-1160-230-000	Poverty Program Health Ins	\$55,240.00	\$43,370.00	\$31,930.81	\$31,930.81	\$0.00	\$31,930.81	\$11,439.19
01-1160-231-000	Poverty Program Health Ins Deductib	\$4,275.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-1160-290-000	Poverty Program Other Emp Benefits	\$680.00	\$680.00	\$367.33	\$367.33	\$0.00	\$367.33	\$312.67
01-1160-410-000	Poverty Program Supplies	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-1160-420-000	Poverty Textbooks	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00
01-1160-450-000	Poverty Audio-visual	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00
01-1160-690-000	Poverty Program All Others	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
<b>Sub Total</b>		<b>\$398,175.00</b>	<b>\$275,185.00</b>	<b>\$200,603.48</b>	<b>\$200,603.48</b>	<b>\$0.00</b>	<b>\$200,603.48</b>	<b>\$74,581.52</b>

**Primary Sort Element**      **Secondary Sort Element**  
01                                  Function:1200 - SPECIAL EDUCATION  
INSTRUCTIONAL PROGRAMS

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1200-110-000	Salary	\$0.00	\$130,325.00	\$87,524.28	\$87,524.28	\$0.00	\$87,524.28	\$42,800.72
01-1200-120-000	Sal-subs	\$0.00	\$12,300.00	\$7,585.84	\$7,585.84	\$0.00	\$7,585.84	\$4,714.16
01-1200-121-000	Sal-ESU subs	\$0.00	\$0.00	\$103.00	\$103.00	\$0.00	\$103.00	(\$103.00)
01-1200-140-000	Sal-aides	\$0.00	\$141,500.00	\$96,983.59	\$96,983.59	\$0.00	\$96,983.59	\$44,516.41
01-1200-145-000	Overtime	\$0.00	\$3,500.00	\$7,204.46	\$7,204.46	\$0.00	\$7,204.46	(\$3,704.46)
01-1200-210-000	Social Security	\$0.00	\$22,005.00	\$13,651.51	\$13,651.51	\$0.00	\$13,651.51	\$8,353.49
01-1200-220-000	Retirement	\$0.00	\$26,850.00	\$19,302.62	\$19,302.62	\$0.00	\$19,302.62	\$7,547.38
01-1200-230-000	Health Ins	\$0.00	\$55,240.00	\$39,828.24	\$39,828.24	\$0.00	\$39,828.24	\$15,411.76
01-1200-231-000	Health Ins Deductible	\$0.00	\$4,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,275.00
01-1200-290-000	Other Emp Benefits	\$0.00	\$1,000.00	\$470.34	\$470.34	\$0.00	\$470.34	\$529.66
01-1200-350-000	Advertising & Printing	\$750.00	\$750.00	\$607.75	\$607.75	\$0.00	\$607.75	\$142.25
01-1200-363-000	SA-Tuition Other Agencies	\$318,222.00	\$318,222.00	\$236,732.06	\$236,732.06	\$0.00	\$236,732.06	\$81,489.94
01-1200-410-000	Supplies	\$8,000.00	\$8,000.00	\$413.38	\$413.38	\$0.00	\$413.38	\$7,586.62
01-1200-410-100	Supplies	\$0.00	\$0.00	\$846.24	\$846.24	\$0.00	\$846.24	(\$846.24)
01-1200-410-200	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$63.96	\$63.96	(\$63.96)
01-1200-420-000	Textbooks	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
01-1200-420-100	Textbooks	\$0.00	\$0.00	\$0.00	\$0.00	\$3,825.00	\$3,825.00	(\$3,825.00)
01-1200-450-000	Audio Visual	\$300.00	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00
01-1200-450-200	Audio Visual	\$0.00	\$0.00	\$0.00	\$0.00	\$124.99	\$124.99	(\$124.99)
01-1200-460-000	Hardware	\$0.00	\$0.00	\$638.00	\$638.00	\$0.00	\$638.00	(\$638.00)
01-1200-460-200	Hardware	\$0.00	\$0.00	\$479.00	\$479.00	\$0.00	\$479.00	(\$479.00)
01-1200-530-000	Furniture & Equipment	\$5,000.00	\$5,000.00	\$75.64	\$75.64	\$0.00	\$75.64	\$4,924.36
01-1200-530-100	Furniture & Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$130.19	\$130.19	(\$130.19)
01-1200-630-000	Dues & Fees	\$500.00	\$500.00	\$120.00	\$120.00	\$0.00	\$120.00	\$380.00
01-1200-630-200	Dues & Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-1200-670-000	Travel	\$1,000.00	\$1,000.00	\$159.00	\$159.00	\$0.00	\$159.00	\$841.00
01-1200-690-000	All Other	\$1,000.00	\$1,000.00	\$539.93	\$539.93	\$0.00	\$539.93	\$460.07
<b>Sub Total</b>		<b>\$339,772.00</b>	<b>\$736,767.00</b>	<b>\$513,264.88</b>	<b>\$513,264.88</b>	<b>\$4,144.14</b>	<b>\$517,409.02</b>	<b>\$219,357.98</b>

**Primary Sort Element**      **Secondary Sort Element**  
01                                  Function:1310 - GIFTED EDUCATION-H.A.L

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1310-110-000	H.A.L. Salary Teacher	\$29,875.00	\$29,875.00	\$39,830.00	\$39,830.00	\$0.00	\$39,830.00	(\$9,955.00)
01-1310-120-000	HAL Subs	\$800.00	\$800.00	\$502.00	\$502.00	\$0.00	\$502.00	\$298.00
01-1310-210-000	H.A.L. Social Security	\$2,350.00	\$2,350.00	\$2,949.46	\$2,949.46	\$0.00	\$2,949.46	(\$599.46)
01-1310-220-000	H.A.L. Retirement	\$2,955.00	\$2,955.00	\$3,934.32	\$3,934.32	\$0.00	\$3,934.32	(\$979.32)
01-1310-230-000	H.A.L. Health Insurance	\$3,260.00	\$3,260.00	\$4,346.48	\$4,346.48	\$0.00	\$4,346.48	(\$1,086.48)
01-1310-231-000	H.A.L. Health Ins. Deduct.	\$225.00	\$225.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225.00
01-1310-290-000	H.A.L. Other Employee Benefits	\$75.00	\$75.00	\$101.20	\$101.20	\$0.00	\$101.20	(\$26.20)
01-1310-410-000	H.A.L. Supplies	\$700.00	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00
01-1310-420-000	H.A.L. Textbooks	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-1310-630-000	HAL Dues and Fees	\$400.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400.00
01-1310-670-000	H.A.L. Travel	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-1310-690-000	H.A.L. All Other	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00
<b>Sub Total</b>		<b>\$42,840.00</b>	<b>\$42,840.00</b>	<b>\$51,663.46</b>	<b>\$51,663.46</b>	<b>\$0.00</b>	<b>\$51,663.46</b>	<b>(\$8,823.46)</b>

**Primary Sort Element**      **Secondary Sort Element**  
01                                  Function:2120 - GUIDANCE SERVICES

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2120-110-000	Salary-guidance	\$53,655.00	\$53,655.00	\$37,075.68	\$37,075.68	\$0.00	\$37,075.68	\$16,579.32
01-2120-210-000	Social Security	\$4,105.00	\$4,105.00	\$2,732.63	\$2,732.63	\$0.00	\$2,732.63	\$1,372.37

01-2120-220-000	Retirement	\$5,305.00	\$5,305.00	\$3,435.22	\$3,435.22	\$0.00	\$3,435.22	\$1,869.78
01-2120-230-000	Health Ins	\$15,750.00	\$15,750.00	\$10,137.81	\$10,137.81	\$0.00	\$10,137.81	\$5,612.19
01-2120-231-000	Health Ins - Deductible	\$900.00	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
01-2120-290-000	Other Emp Benefits	\$135.00	\$135.00	\$88.40	\$88.40	\$0.00	\$88.40	\$46.60
01-2120-410-000	Supplies	\$1,500.00	\$1,500.00	\$464.76	\$464.76	\$0.00	\$464.76	\$1,035.24
01-2120-410-200	Guidance Supplies	\$0.00	\$0.00	\$255.38	\$255.38	\$0.00	\$255.38	(\$255.38)
01-2120-460-000	Guidance Hardware	\$500.00	\$500.00	\$1,270.00	\$1,270.00	\$0.00	\$1,270.00	(\$770.00)
01-2120-530-000	Guidance Furniture & Equipment	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2120-630-000	Dues & Fees	\$500.00	\$500.00	\$546.25	\$546.25	\$0.00	\$546.25	(\$46.25)
01-2120-670-000	Guidance Travel	\$500.00	\$500.00	\$327.75	\$327.75	\$0.00	\$327.75	\$172.25
01-2120-690-000	All Other	\$750.00	\$750.00	\$675.00	\$675.00	\$0.00	\$675.00	\$75.00
<b>Sub Total</b>		<b>\$84,100.00</b>	<b>\$84,100.00</b>	<b>\$57,008.88</b>	<b>\$57,008.88</b>	<b>\$0.00</b>	<b>\$57,008.88</b>	<b>\$27,091.12</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2130 - HEALTH SERVICES

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2130-110-000	Sal-nurse	\$43,400.00	\$43,400.00	\$28,854.74	\$28,854.74	\$0.00	\$28,854.74	\$14,545.26
01-2130-120-000	Salaries of Substitues	\$1,000.00	\$1,000.00	\$972.80	\$972.80	\$0.00	\$972.80	\$27.20
01-2130-210-000	Social Security	\$3,400.00	\$3,400.00	\$2,160.29	\$2,160.29	\$0.00	\$2,160.29	\$1,239.71
01-2130-220-000	Retirement	\$4,290.00	\$4,290.00	\$2,850.23	\$2,850.23	\$0.00	\$2,850.23	\$1,439.77
01-2130-230-000	Health	\$13,340.00	\$13,340.00	\$8,894.08	\$8,894.08	\$0.00	\$8,894.08	\$4,445.92
01-2130-231-000	Health Ins - Deductible	\$900.00	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
01-2130-290-000	Other Benefits	\$110.00	\$110.00	\$73.32	\$73.32	\$0.00	\$73.32	\$36.68
01-2130-410-000	Supplies	\$4,095.00	\$1,500.00	\$667.02	\$667.02	\$249.07	\$916.09	\$583.91
01-2130-450-000	Audio Visual	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2130-530-000	Furn And Equip	\$100.00	\$100.00	\$0.00	\$0.00	\$310.33	\$310.33	(\$210.33)
01-2130-630-000	HEALTH SERVICES	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2130-670-000	Travel	\$550.00	\$550.00	\$28.00	\$28.00	\$0.00	\$28.00	\$522.00
01-2130-690-000	HEALTH SERVICES	\$250.00	\$250.00	\$104.15	\$104.15	\$0.00	\$104.15	\$145.85
<b>Sub Total</b>		<b>\$71,635.00</b>	<b>\$69,040.00</b>	<b>\$44,604.63</b>	<b>\$44,604.63</b>	<b>\$559.40</b>	<b>\$45,164.03</b>	<b>\$23,875.97</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2140 - PSYCHOLOGICAL

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2140-313-000	Purchased Services	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
<b>Sub Total</b>		<b>\$15,000.00</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,000.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2150 - SAFETY & SECURITY

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2150-410-000	Supplies-safety & Security	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-2150-530-000	Capital Outlay-safety & Secur	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,000.00
<b>Sub Total</b>		<b>\$77,500.00</b>	<b>\$77,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$77,500.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2222 - SCHOOL LIBRARY

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2222-110-000	Salary-library	\$52,130.00	\$52,130.00	\$34,752.64	\$34,752.64	\$0.00	\$34,752.64	\$17,377.36
01-2222-120-000	Sal Of Sub	\$500.00	\$500.00	\$1,104.75	\$1,104.75	\$0.00	\$1,104.75	(\$604.75)
01-2222-140-000	Sal Of Aide	\$12,335.00	\$12,335.00	\$8,222.48	\$8,222.48	\$0.00	\$8,222.48	\$4,112.52
01-2222-145-000	SCHOOL LIBRARY SERVICES	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2222-210-000	Social Security	\$4,970.00	\$4,970.00	\$3,372.15	\$3,372.15	\$0.00	\$3,372.15	\$1,597.85
01-2222-220-000	Retirement	\$6,370.00	\$6,370.00	\$4,244.99	\$4,244.99	\$0.00	\$4,244.99	\$2,125.01
01-2222-290-000	Other Emp Benefits	\$160.00	\$160.00	\$109.12	\$109.12	\$0.00	\$109.12	\$50.88
01-2222-318-000	L.d. Consortium	\$46,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00
01-2222-410-000	Supplies	\$10,000.00	\$5,000.00	\$384.92	\$384.92	\$0.00	\$384.92	\$4,615.08
01-2222-430-000	Library Books	\$20,000.00	\$16,500.00	\$596.47	\$596.47	\$0.00	\$596.47	\$15,903.53
01-2222-440-000	Periodicals	\$5,000.00	\$500.00	\$0.00	\$0.00	\$2,078.21	\$2,078.21	(\$1,578.21)
01-2222-450-000	A-v Materials	\$5,000.00	\$500.00	\$442.37	\$442.37	\$0.00	\$442.37	\$57.63
01-2222-460-000	Hardware	\$7,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2222-530-000	SCHOOL LIBRARY SERVICES	\$8,040.00	\$2,500.00	\$2,780.00	\$2,780.00	\$0.00	\$2,780.00	(\$280.00)
01-2222-670-000	Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2222-690-000	SCHOOL LIBRARY SERVICES	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
<b>Sub Total</b>		<b>\$179,005.00</b>	<b>\$138,965.00</b>	<b>\$56,009.89</b>	<b>\$56,009.89</b>	<b>\$2,078.21</b>	<b>\$58,088.10</b>	<b>\$80,876.90</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2310 - BOARD OF EDUCATION

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2310-317-000	Legal Services	\$10,000.00	\$10,000.00	\$4,515.00	\$4,515.00	\$0.00	\$4,515.00	\$5,485.00
01-2310-350-000	Adv And Print	\$2,000.00	\$2,000.00	\$2,742.90	\$2,742.90	\$0.00	\$2,742.90	(\$742.90)
01-2310-410-000	Supplies	\$2,000.00	\$2,000.00	\$575.69	\$575.69	\$0.00	\$575.69	\$1,424.31
01-2310-460-000	Board of Ed-Computer Hardware (<\$5k)	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-2310-530-000	Furniture and Equipment	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-2310-630-000	Dues And Fees	\$2,000.00	\$2,000.00	\$10,964.79	\$10,964.79	\$0.00	\$10,964.79	(\$8,964.79)
01-2310-642-000	Fidelity Bon Premium	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2310-670-000	Travel	\$5,500.00	\$5,500.00	\$2,503.20	\$2,503.20	\$0.00	\$2,503.20	\$2,996.80
<b>Sub Total</b>		<b>\$26,000.00</b>	<b>\$26,000.00</b>	<b>\$21,301.58</b>	<b>\$21,301.58</b>	<b>\$0.00</b>	<b>\$21,301.58</b>	<b>\$4,698.42</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2320 - EXECUTIVE ADMINISTRATION SERVICES

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2320-105-000	Salary-supt	\$135,000.00	\$135,000.00	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$45,000.00
01-2320-140-000	Salary-clerks	\$53,145.00	\$53,145.00	\$35,429.28	\$35,429.28	\$0.00	\$35,429.28	\$17,715.72
01-2320-145-000	Overtime Classified	\$9,000.00	\$9,000.00	\$4,009.73	\$4,009.73	\$0.00	\$4,009.73	\$4,990.27
01-2320-210-000	Social Security	\$15,100.00	\$15,100.00	\$9,206.49	\$9,206.49	\$0.00	\$9,206.49	\$5,893.51
01-2320-220-000	Retirement	\$19,480.00	\$19,480.00	\$12,785.72	\$12,785.72	\$0.00	\$12,785.72	\$6,694.28
01-2320-230-000	Health Ins	\$52,460.00	\$52,460.00	\$36,782.39	\$36,782.39	\$0.00	\$36,782.39	\$15,677.61
01-2320-231-000	Health Ins - Deductible	\$2,700.00	\$2,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,700.00
01-2320-290-000	Other Emp Benefits	\$475.00	\$475.00	\$1,316.64	\$1,316.64	\$0.00	\$1,316.64	(\$841.64)
01-2320-350-000	Advertising & Printing	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00

01-2320-410-000	Supplies	\$1,000.00	\$1,000.00	\$139.16	\$139.16	\$0.00	\$139.16	\$860.84
01-2320-530-000	Furn. & Equip.	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2320-560-000	Computer	\$1,000.00	\$1,000.00	\$106.25	\$106.25	\$0.00	\$106.25	\$893.75
01-2320-630-000	Dues And Fees	\$5,000.00	\$5,000.00	\$1,501.70	\$1,501.70	\$0.00	\$1,501.70	\$3,498.30
01-2320-670-000	Travel	\$5,000.00	\$5,000.00	\$1,332.24	\$1,332.24	\$0.00	\$1,332.24	\$3,667.76
01-2320-690-000	EXECUTIVE ADMINISTRATION SERVICES	\$1,130.00	\$1,130.00	\$2,456.71	\$2,456.71	\$0.00	\$2,456.71	(\$1,326.71)
<b>Sub Total</b>		<b>\$302,990.00</b>	<b>\$302,990.00</b>	<b>\$195,066.31</b>	<b>\$195,066.31</b>	<b>\$0.00</b>	<b>\$195,066.31</b>	<b>\$107,923.69</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2410 - OFFICE OF THE PRINCIPAL

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2410-110-000	Salary-principal-ath.dir.	\$162,000.00	\$162,000.00	\$118,043.36	\$118,043.36	\$0.00	\$118,043.36	\$43,956.64
01-2410-120-000	Substitutes	\$1,000.00	\$1,000.00	\$740.25	\$740.25	\$0.00	\$740.25	\$259.75
01-2410-140-000	Sal-clerk	\$64,495.00	\$64,495.00	\$32,953.04	\$32,953.04	\$0.00	\$32,953.04	\$31,541.96
01-2410-145-000	Overtime Classified	\$2,500.00	\$2,500.00	\$1,786.48	\$1,786.48	\$0.00	\$1,786.48	\$713.52
01-2410-210-000	Social Security	\$17,520.00	\$17,520.00	\$11,505.18	\$11,505.18	\$0.00	\$11,505.18	\$6,014.82
01-2410-220-000	Retirement	\$22,625.00	\$22,625.00	\$14,400.19	\$14,400.19	\$0.00	\$14,400.19	\$8,224.81
01-2410-230-000	Health Insurance	\$58,715.00	\$58,715.00	\$39,160.72	\$39,160.72	\$0.00	\$39,160.72	\$19,554.28
01-2410-231-000	Health Ins - Deductible	\$3,150.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-2410-290-000	Other Emp Benefits	\$570.00	\$570.00	\$365.82	\$365.82	\$0.00	\$365.82	\$204.18
01-2410-319-000	Repairs	\$550.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$550.00
01-2410-410-000	Supplies	\$7,000.00	\$2,500.00	\$86.64	\$86.64	\$0.00	\$86.64	\$2,413.36
01-2410-460-000	Hardware	\$5,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2410-530-000	Furniture & Equipment	\$2,500.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2410-560-000	Computer	\$2,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2410-630-000	Principal High School Dues and Fees	\$1,500.00	\$1,500.00	\$516.50	\$516.50	\$0.00	\$516.50	\$983.50
01-2410-670-000	Travel	\$6,000.00	\$6,000.00	\$1,462.07	\$1,462.07	\$0.00	\$1,462.07	\$4,537.93
01-2410-670-100	Travel	\$0.00	\$0.00	\$30.68	\$30.68	\$0.00	\$30.68	(\$30.68)
01-2410-690-000	All Other	\$3,700.00	\$3,700.00	\$704.95	\$704.95	\$0.00	\$704.95	\$2,995.05
01-2410-690-200	All Other	\$0.00	\$0.00	\$27.25	\$27.25	\$0.00	\$27.25	(\$27.25)
<b>Sub Total</b>		<b>\$360,825.00</b>	<b>\$349,825.00</b>	<b>\$221,783.13</b>	<b>\$221,783.13</b>	<b>\$0.00</b>	<b>\$221,783.13</b>	<b>\$128,041.87</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2510 - SUPPORT SERVICES-BUSINESS

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2510-315-000	Accounting & Audit Fees	\$8,000.00	\$8,000.00	\$8,308.94	\$8,308.94	\$0.00	\$8,308.94	(\$308.94)
01-2510-316-000	Business Office Data Processing	\$20,000.00	\$20,000.00	\$13,423.96	\$13,423.96	\$0.00	\$13,423.96	\$6,576.04
01-2510-319-000	Purch Prof Tech Service	\$60,000.00	\$60,000.00	\$1,397.00	\$1,397.00	\$0.00	\$1,397.00	\$58,603.00
01-2510-327-000	Rent-leases	\$48,000.00	\$48,000.00	\$33,904.59	\$33,904.59	\$0.00	\$33,904.59	\$14,095.41
01-2510-336-000	Gas & Oil	\$2,500.00	\$2,500.00	\$1,393.82	\$1,393.82	\$0.00	\$1,393.82	\$1,106.18
01-2510-350-000	Advertising/printing	\$500.00	\$500.00	\$9.00	\$9.00	\$0.00	\$9.00	\$491.00
01-2510-381-000	SUPPORT SERVICES-BUSINESS	\$5,000.00	\$1,000.00	\$279.86	\$279.86	\$0.00	\$279.86	\$720.14
01-2510-382-000	Telephone	\$15,000.00	\$15,000.00	\$9,862.78	\$9,862.78	\$0.00	\$9,862.78	\$5,137.22
01-2510-383-000	Internet	\$5,000.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-2510-410-000	Supplies	\$4,000.00	\$2,500.00	\$105.00	\$105.00	\$0.00	\$105.00	\$2,395.00
01-2510-520-000	Bldg Improvements	\$186,000.00	\$186,000.00	\$18,877.00	\$18,877.00	\$0.00	\$18,877.00	\$167,123.00
01-2510-530-000	Furn And Equip	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-2510-630-000	Dues & Fees	\$0.00	\$0.00	\$84,982.50	\$84,982.50	\$0.00	\$84,982.50	(\$84,982.50)
01-2510-690-000	Audit - All Other	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
<b>Sub Total</b>		<b>\$358,000.00</b>	<b>\$350,000.00</b>	<b>\$172,544.45</b>	<b>\$172,544.45</b>	<b>\$0.00</b>	<b>\$172,544.45</b>	<b>\$177,455.55</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2520 - VEHICLE ACQUISITION AND MAINTENANCE OTHER THAN PUPIL TRANSPORTATION

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2520-334-000	Maintenance	\$1,500.00	\$1,500.00	\$68.00	\$68.00	\$0.00	\$68.00	\$1,432.00
01-2520-336-000	Gas And Oil (No Students)	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-2520-550-000	Vehicle Purchase	\$65,500.00	\$51,135.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,135.00
<b>Sub Total</b>		<b>\$70,000.00</b>	<b>\$55,635.00</b>	<b>\$68.00</b>	<b>\$68.00</b>	<b>\$0.00</b>	<b>\$68.00</b>	<b>\$55,567.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2610 - OPERATION OF PLANT

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2610-120-000	Substitutes	\$12,500.00	\$12,500.00	\$2,602.50	\$2,602.50	\$0.00	\$2,602.50	\$9,897.50
01-2610-140-000	Sal-custodian	\$210,000.00	\$210,000.00	\$141,843.25	\$141,843.25	\$0.00	\$141,843.25	\$68,156.75
01-2610-145-000	Overtime Classified	\$1,500.00	\$1,500.00	\$490.06	\$490.06	\$0.00	\$490.06	\$1,009.94
01-2610-210-000	Social Security	\$17,150.00	\$17,150.00	\$10,904.34	\$10,904.34	\$0.00	\$10,904.34	\$6,245.66
01-2610-220-000	Retirement	\$20,950.00	\$20,950.00	\$14,164.60	\$14,164.60	\$0.00	\$14,164.60	\$6,785.40
01-2610-230-000	Health Ins	\$50,950.00	\$50,950.00	\$33,646.94	\$33,646.94	\$0.00	\$33,646.94	\$17,303.06
01-2610-231-000	Health Ins - Deductible	\$3,150.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-2610-290-000	Other Emp Benefits	\$800.00	\$800.00	\$334.75	\$334.75	\$0.00	\$334.75	\$465.25
01-2610-318-000	Repairman	\$60,000.00	\$50,000.00	\$21,653.99	\$21,653.99	\$0.00	\$21,653.99	\$28,346.01
01-2610-320-000	Property Services	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2610-321-000	Fuel	\$50,000.00	\$50,000.00	\$30,243.34	\$30,243.34	\$0.00	\$30,243.34	\$19,756.66
01-2610-322-000	Electricity	\$125,000.00	\$125,000.00	\$84,074.56	\$84,074.56	\$0.00	\$84,074.56	\$40,925.44
01-2610-323-000	Water And Sewer	\$35,000.00	\$35,000.00	\$20,668.82	\$20,668.82	\$0.00	\$20,668.82	\$14,331.18
01-2610-327-000	Rentals and Leases	\$3,500.00	\$3,500.00	\$3,830.11	\$3,830.11	\$0.00	\$3,830.11	(\$330.11)
01-2610-328-000	Insurance	\$140,000.00	\$120,000.00	\$4,074.33	\$4,074.33	\$0.00	\$4,074.33	\$115,925.67
01-2610-329-000	Other Property Services	\$500.00	\$500.00	\$62.50	\$62.50	\$0.00	\$62.50	\$437.50
01-2610-338-000	Repairs	\$500.00	\$500.00	\$326.73	\$326.73	\$0.00	\$326.73	\$173.27
01-2610-382-000	OPERATION OF PLANT	\$3,810.00	\$3,810.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,810.00
01-2610-410-000	Supplies	\$69,000.00	\$69,000.00	\$42,036.86	\$42,036.86	\$0.00	\$42,036.86	\$26,963.14
01-2610-530-000	Furniture & Equipment	\$25,000.00	\$25,000.00	\$4,848.40	\$4,848.40	\$0.00	\$4,848.40	\$20,151.60
01-2610-670-000	Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2610-690-000	Training and Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
<b>Sub Total</b>		<b>\$830,810.00</b>	<b>\$800,810.00</b>	<b>\$415,806.08</b>	<b>\$415,806.08</b>	<b>\$0.00</b>	<b>\$415,806.08</b>	<b>\$385,003.92</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>
01	Function:2750 - PUPIL TRANSPORTATION

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
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01-2750-120-000	Substitutes	\$23,000.00	\$23,000.00	\$10,912.91	\$10,912.91	\$0.00	\$10,912.91	\$12,087.09
01-2750-140-000	Sal-bus Driver	\$165,370.00	\$165,370.00	\$118,433.42	\$118,433.42	\$0.00	\$118,433.42	\$46,936.58
01-2750-141-000	Activity Driving	\$22,000.00	\$22,000.00	\$12,607.85	\$12,607.85	\$0.00	\$12,607.85	\$9,392.15
01-2750-160-000	Poverty - Town Drop	\$7,200.00	\$7,200.00	\$5,880.00	\$5,880.00	\$0.00	\$5,880.00	\$1,320.00
01-2750-210-000	Social Security	\$16,650.00	\$16,650.00	\$11,039.44	\$11,039.44	\$0.00	\$11,039.44	\$5,610.56
01-2750-220-000	Retirement	\$18,670.00	\$18,670.00	\$12,064.71	\$12,064.71	\$0.00	\$12,064.71	\$6,605.29
01-2750-230-000	Health Ins	\$6,500.00	\$6,500.00	\$7,320.27	\$7,320.27	\$0.00	\$7,320.27	(\$820.27)
01-2750-231-000	Health Ins - Deductible	\$450.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00
01-2750-290-000	Other Emp Benefits	\$2,000.00	\$2,000.00	\$434.96	\$434.96	\$0.00	\$434.96	\$1,565.04
01-2750-336-000	Gas And Oil (Students)	\$65,000.00	\$65,000.00	\$32,141.02	\$32,141.02	\$1,100.88	\$33,241.90	\$31,758.10
01-2750-337-000	Tires And Parts	\$32,000.00	\$32,000.00	\$13,733.17	\$13,733.17	\$2,355.20	\$16,088.37	\$15,911.63
01-2750-338-000	Bus Repairs	\$15,000.00	\$15,000.00	\$3,966.75	\$3,966.75	\$200.00	\$4,166.75	\$10,833.25
01-2750-342-000	Telephone	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2750-382-000	Trans-Distance Learning	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2750-410-000	Pupil Trans Supplies	\$3,000.00	\$3,000.00	\$1,498.55	\$1,498.55	\$0.00	\$1,498.55	\$1,501.45
01-2750-460-000	TRANS- Computer Hardware (<\$5k)	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2750-465-000	TRANS-Software	\$6,000.00	\$6,000.00	\$40.42	\$40.42	\$0.00	\$40.42	\$5,959.58
01-2750-540-000	Bus Acquisition	\$130,000.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130,000.00
01-2750-630-000	PUPIL TRANSPORTATION	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2750-670-000	Travel	\$350.00	\$350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350.00
01-2750-690-000	Other Misc	\$10,000.00	\$10,000.00	\$2,317.61	\$2,317.61	\$0.00	\$2,317.61	\$7,682.39
<b>Sub Total</b>		<b>\$525,290.00</b>	<b>\$525,290.00</b>	<b>\$232,391.08</b>	<b>\$232,391.08</b>	<b>\$3,656.08</b>	<b>\$236,047.16</b>	<b>\$289,242.84</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:2760 - SCHOOL AGE SPECIAL EDUCATION PUPIL TRANSPORTATION							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-2760-120-000	Substitutes	\$0.00	\$0.00	\$87.96	\$87.96	\$0.00	\$87.96	(\$87.96)
01-2760-140-000	Salary-sped Driver	\$7,500.00	\$7,500.00	\$2,678.42	\$2,678.42	\$0.00	\$2,678.42	\$4,821.58
01-2760-210-000	Sped Social Security	\$575.00	\$575.00	\$196.25	\$196.25	\$0.00	\$196.25	\$378.75
01-2760-220-000	Sped Retirement	\$740.00	\$740.00	\$273.25	\$273.25	\$0.00	\$273.25	\$466.75
01-2760-290-000	Other Emp Benefits	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2760-331-000	SPED SA Contracted Transportation	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-2760-332-000	Mil To Parents Sp Ed Reg	\$500.00	\$500.00	\$1,303.02	\$1,303.02	\$0.00	\$1,303.02	(\$803.02)
01-2760-336-000	SCHOOL AGE SPECIAL EDUCATION PUPIL TRANSPORTATION	\$1,000.00	\$1,000.00	\$1,603.56	\$1,603.56	\$0.00	\$1,603.56	(\$603.56)
<b>Sub Total</b>		<b>\$13,315.00</b>	<b>\$13,315.00</b>	<b>\$6,142.46</b>	<b>\$6,142.46</b>	<b>\$0.00</b>	<b>\$6,142.46</b>	<b>\$7,172.54</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:4202 - TITLE I-INSTRUCTIONAL							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-4202-110-000	Title I - Salary	\$92,665.00	\$92,665.00	\$43,576.56	\$43,576.56	\$0.00	\$43,576.56	\$49,088.44
01-4202-120-000	Title I - Substitute	\$3,100.00	\$3,100.00	\$1,956.50	\$1,956.50	\$0.00	\$1,956.50	\$1,143.50
01-4202-130-000	Staff Development - Title Allocations	\$15,000.00	\$15,000.00	\$1,250.00	\$1,250.00	\$0.00	\$1,250.00	\$13,750.00
01-4202-210-000	Title I - Social Security	\$7,325.00	\$7,325.00	\$3,427.76	\$3,427.76	\$0.00	\$3,427.76	\$3,897.24
01-4202-220-000	Title I - Retirement	\$9,155.00	\$9,155.00	\$4,309.96	\$4,309.96	\$0.00	\$4,309.96	\$4,845.04
01-4202-230-000	Title I - Health Insurance	\$21,065.00	\$21,065.00	\$11,869.76	\$11,869.76	\$0.00	\$11,869.76	\$9,195.24
01-4202-231-000	Title I - Health Ins. Deduct.	\$1,125.00	\$1,125.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,125.00
01-4202-290-000	Title I - Income Protection	\$235.00	\$235.00	\$106.32	\$106.32	\$0.00	\$106.32	\$128.68
01-4202-410-000	Title I - Supplies	\$3,500.00	\$3,500.00	\$70.00	\$70.00	\$0.00	\$70.00	\$3,430.00
01-4202-420-000	Title I - Textbooks	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-4202-670-000	Title I - Travel	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-4202-670-200	Title 1-Instructional	\$0.00	\$0.00	\$198.00	\$198.00	\$0.00	\$198.00	(\$198.00)
01-4202-690-000	Other - PD	\$0.00	\$0.00	\$40.06	\$40.06	\$0.00	\$40.06	(\$40.06)
<b>Sub Total</b>		<b>\$158,170.00</b>	<b>\$158,170.00</b>	<b>\$66,804.92</b>	<b>\$66,804.92</b>	<b>\$0.00</b>	<b>\$66,804.92</b>	<b>\$91,365.08</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:4213 - TITLE I - SCHOOL IMPROVEMENT							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-4213-690-000	Title I Acct.- Other Expenses (Trai	\$20,000.00	\$20,000.00	\$1,362.64	\$1,362.64	\$0.00	\$1,362.64	\$18,637.36
<b>Sub Total</b>		<b>\$20,000.00</b>	<b>\$20,000.00</b>	<b>\$1,362.64</b>	<b>\$1,362.64</b>	<b>\$0.00</b>	<b>\$1,362.64</b>	<b>\$18,637.36</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:4404 - IDEA PART B (611) BASE ALLOCATION - BIRTH THROUGH AGE							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-4404-300-000	IDEA PART B (611) BASE ALLOCATION - BIRTH THROUGH AGE FOUR	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
<b>Sub Total</b>		<b>\$30,000.00</b>	<b>\$30,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$30,000.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:4406 - SPED IDEA PRESCHOOL							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-4406-300-000	SPED IDEA PRESCHOOL- Purch Svces	\$4,500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
<b>Sub Total</b>		<b>\$4,500.00</b>	<b>\$4,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,500.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:5000 - DEBT SERVICES							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-5000-610-000	Debt Service	\$120,000.00	\$120,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00
<b>Sub Total</b>		<b>\$120,000.00</b>	<b>\$120,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$120,000.00</b>

<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:6000 - SUMMER SCHOOL							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-6000-110-000	Summer-dr.ed. Salary	\$0.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,500.00
01-6000-210-000	Summer-dr.ed. Social Security	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-220-000	Summer-dr.ed.-teacher Retirem	\$0.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$550.00
01-6000-336-000	Dr. Ed.-gas & Oil	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
01-6000-410-000	Dr. Ed.-supplies	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00
01-6000-420-000	Dr. Ed.-textbooks	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-450-000	Audio Visual	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-530-000	Dr. Ed.-equipment	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00

<b>Sub Total</b>		<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$10,000.00</b>
<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:7820 - VOCATIONAL EDUCATION							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-7820-110-000	Sal-ad Ed Voc Ed	\$0.00	\$600.00	\$400.00	\$400.00	\$0.00	\$400.00	\$200.00
01-7820-210-000	Social Security	\$0.00	\$50.00	\$30.40	\$30.40	\$0.00	\$30.40	\$19.60
01-7820-220-000	Retirement	\$0.00	\$60.00	\$39.52	\$39.52	\$0.00	\$39.52	\$20.48
01-7820-230-000	Health	\$0.00	\$0.00	\$36.52	\$36.52	\$0.00	\$36.52	(\$36.52)
01-7820-313-000	Purchased Services	\$0.00	\$290.00	\$0.00	\$0.00	\$0.00	\$0.00	\$290.00
<b>Sub Total</b>		<b>\$0.00</b>	<b>\$1,000.00</b>	<b>\$506.44</b>	<b>\$506.44</b>	<b>\$0.00</b>	<b>\$506.44</b>	<b>\$493.56</b>
<b>Primary Sort Element</b>	<b>Secondary Sort Element</b>							
01	Function:8000 - TRANSFERS (OUTGOING)							
<b>Account Code</b>	<b>Description</b>	<b>Adopted Budget</b>	<b>Current Budget</b>	<b>Actuals</b>	<b>YTD Actuals</b>	<b>Encumbrance</b>	<b>Projected</b>	<b>YTD Available</b>
01-8000-700-000	TRANSFERS (OUTGOING)	\$200,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00
01-8000-752-000	Transfer-activity	\$0.00	\$0.00	(\$200,000.00)	(\$200,000.00)	\$0.00	(\$200,000.00)	\$200,000.00
<b>Sub Total</b>		<b>\$200,000.00</b>	<b>\$100,000.00</b>	<b>(\$200,000.00)</b>	<b>(\$200,000.00)</b>	<b>\$0.00</b>	<b>(\$200,000.00)</b>	<b>\$300,000.00</b>
<b>Grand Total</b>		<b>\$8,267,000.00</b>	<b>\$8,267,000.00</b>	<b>\$4,485,036.11</b>	<b>\$4,485,036.11</b>	<b>\$31,809.11</b>	<b>\$4,516,845.22</b>	<b>\$3,750,154.78</b>

Actual	56.67%
Budget	66.67%
Under	<u>10.00%</u>













# Chase County Schools

## Period Activity Report - Detail

Cycle: FY16-17; Fund: 09; Begin Date: 03/01/2017; End Date: 03/31/2017; Account Type: All Accounts; Transaction Type: Actual; Created On: 4/7/2017 5:57:38 PM

Fund	Account Code	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9001	CCHS Athletics	(\$7,374.57)	\$297.50	\$0.00	(\$7,672.07)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: rSchoolToday	Expenditure For Invoice=30554; Type=Direct; Vendor=rSchoolToday	\$250.00	\$0.00	(\$7,124.57)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Awards Unlimited, Inc	Expenditure For Invoice=414455/414456/414457/414458; Type=Direct; Vendor=Awards Unlimited, Inc	\$47.50	\$0.00	(\$7,077.07)
09	09-9003	CCHS Football	(\$22,695.85)	\$738.18	\$0.00	(\$23,434.03)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Hauff Sporting Goods	Expenditure For Invoice=203444; Type=Direct; Vendor=Hauff Sporting Goods	\$320.13	\$0.00	(\$22,375.72)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Bob Holman	Expenditure For Invoice=PEV02272017; Type=Direct; Vendor=Bob Holman	\$49.03	\$0.00	(\$22,326.69)
3/17/2017	00013411	AP Voucher: ACT03172017	Employee: Lenners, Danny R	Expenditure For Invoice=PEV02272017; Type=Employee; Vendor=Lenners, Danny R	\$62.30	\$0.00	(\$22,264.39)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Champa Group LLC	Expenditure For Invoice=7428; Type=Direct; Vendor=Champa Group LLC	\$306.72	\$0.00	(\$21,957.67)
09	09-9006	CCHS Basketball-Girls	(\$5,498.90)	\$928.37	\$0.00	(\$6,427.27)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Added Touch	Expenditure For Invoice=2783/2771; Type=Direct; Vendor=Added Touch	\$45.95	\$0.00	(\$5,452.95)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hauff Sporting Goods	Expenditure For Invoice=1648/1403/1385/290472/138501; Type=Direct; Vendor=Hauff Sporting Goods	\$882.42	\$0.00	(\$4,570.53)
09	09-9007	CCHS Basketball-Boys	(\$4,552.16)	\$1,635.93	\$0.00	(\$6,188.09)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Added Touch	Expenditure For Invoice=2783/2771; Type=Direct; Vendor=Added Touch	\$6.98	\$0.00	(\$4,545.18)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hauff Sporting Goods	Expenditure For Invoice=1648/1403/1385/290472/138501; Type=Direct; Vendor=Hauff Sporting Goods	\$666.95	\$0.00	(\$3,878.23)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Comfort Inn & Suites	Expenditure For Invoice=34366441; Type=Direct; Vendor=Comfort Inn & Suites-Sidney	\$962.00	\$0.00	(\$2,916.23)
09	09-9008	CCHS Wrestling	(\$25,200.42)	\$1,308.00	\$300.00	(\$26,208.42)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/14/2017	00013372	AP Voucher: ACT1272017	Vendor: Chadron Schools	Expenditure For Invoice=WRESTLING1202017; Type=Direct; Vendor=Chadron Schools; PO=	\$0.00	\$200.00	(\$25,400.42)
3/14/2017	00013374	AP Voucher: ACT120516	Vendor: Valentine Community Schools	Expenditure For Invoice=Wrestling12162016; Type=Direct; Vendor=Valentine Community Schools; PO=	\$0.00	\$100.00	(\$25,500.42)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Comfort Inn & Suites-Omaha	Expenditure For Invoice=495306271/495306269/495306252/49; Type=Direct; Vendor=Comfort Inn & Suites-Omaha	\$1,308.00	\$0.00	(\$24,192.42)
09	09-9009	CCHS Track-Girls	(\$4,013.03)	\$944.06	\$0.00	(\$4,957.09)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Awards Unlimited, Inc	Expenditure For Invoice=414455/414456/414457/414458; Type=Direct; Vendor=Awards Unlimited, Inc	\$554.06	\$0.00	(\$3,458.97)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Matthew Jablonski	Expenditure For Invoice=PEV03132017; Type=Direct; Vendor=Matthew Jablonski	\$200.00	\$0.00	(\$3,258.97)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Ogallala HS	Expenditure For Invoice=HSTrack03302017; Type=Direct; Vendor=Ogallala High School	\$75.00	\$0.00	(\$3,183.97)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Perkins County High School	Expenditure For Invoice=HSTrack04082017; Type=Direct; Vendor=Perkins County	\$115.00	\$0.00	(\$3,068.97)
09	09-901	Cash Account	\$126,048.09	\$300.00	\$23,016.35	\$103,331.74	

Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013264	AP Voucher: ACT03032017		Disbursement for Voucher: ACT03032017; Fund=09	\$0.00	\$3,164.95	\$122,883.14
3/13/2017	00013365	AP Voucher: ACT03132017		Disbursement for Voucher: ACT03132017; Fund=09	\$0.00	\$8,007.80	\$114,875.34
3/14/2017	00013373	AP Voucher: ACT1272017		Disbursement for Voucher: ACT1272017; Fund=09	\$200.00	\$0.00	\$115,075.34
3/14/2017	00013375	AP Voucher: ACT120516		Disbursement for Voucher: ACT120516 Fund=09	\$100.00	\$0.00	\$115,175.34
3/17/2017	00013413	AP Voucher: ACT03172017		Disbursement for Voucher: ACT03172017; Fund=09	\$0.00	\$8,369.28	\$106,806.06
3/30/2017	00013450	AP Voucher: ACT03302017		Disbursement for Voucher: ACT03302017; Fund=09	\$0.00	\$3,474.32	\$103,331.74
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9010	CCHS Track-Boys	(\$3,867.00)	\$944.04	\$0.00	(\$4,811.04)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Awards Unlimited, Inc	Expenditure For Invoice=414455/414456/414457/414458; Type=Direct; Vendor=Awards Unlimited, Inc	\$554.04	\$0.00	(\$3,312.96)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Matthew Jablonski	Expenditure For Invoice=PEV03132017; Type=Direct; Vendor=Matthew Jablonski	\$200.00	\$0.00	(\$3,112.96)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Ogallala HS	Expenditure For Invoice=HSTrack03302017; Type=Direct; Vendor=Ogallala High School	\$75.00	\$0.00	(\$3,037.96)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Perkins County High School	Expenditure For Invoice=HSTrack04082017; Type=Direct; Vendor=Perkins County	\$115.00	\$0.00	(\$2,922.96)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9011	CCHS Golf	(\$1,214.10)	\$736.95	\$0.00	(\$1,951.05)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Awards Unlimited, Inc	Expenditure For Invoice=414454; Type=Direct; Vendor=Awards Unlimited, Inc	\$130.95	\$0.00	(\$1,083.15)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Heritage Hills Golf Course	Expenditure For Invoice=3340; Type=Regular; Vendor=Heritage Hills Golf Course; PO=7262	\$606.00	\$0.00	(\$477.15)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9018	JH Track-Girls	(\$2,511.11)	\$30.00	\$0.00	(\$2,541.11)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Dundy County Stratton School	Expenditure For Invoice=JHTrack04062017; Type=Direct; Vendor=Dundy County Stratton School	\$30.00	\$0.00	(\$2,481.11)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9019	JH Track-Boys	(\$293.43)	\$30.00	\$0.00	(\$323.43)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Dundy County Stratton School	Expenditure For Invoice=JHTrack04062017; Type=Direct; Vendor=Dundy County Stratton School	\$30.00	\$0.00	(\$263.43)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9100	Cheerleaders	(\$3,394.31)	\$1,113.17	\$0.00	(\$4,507.48)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Platinum T-Shirt and Embroidery	Expenditure For Invoice=2921; Type=Direct; Vendor=Platinum T-Shirt and Embroidery	\$613.17	\$0.00	(\$2,781.14)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: National Cheerleaders Association	Expenditure For Invoice=REG000284423; Type=Regular; Vendor=National Cheerleaders Association; PO=7205	\$500.00	\$0.00	(\$2,281.14)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9103	Thespians	(\$2,607.64)	\$290.00	\$0.00	(\$2,897.64)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: North Platte HS	Expenditure For Invoice=BOTWSpeech; Type=Direct; Vendor=North Platte HS	\$30.00	\$0.00	(\$2,577.64)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: North Platte HS	Expenditure For Invoice=DistrictSpeech2017; Type=Direct; Vendor=North Platte HS	\$260.00	\$0.00	(\$2,317.64)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9104	Student Council	(\$2,532.43)	\$254.60	\$0.00	(\$2,787.03)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Superfoods-General	Expenditure For Invoice=001099991206/001005810722; Type=Direct; Vendor=Superfoods	\$74.08	\$0.00	(\$2,458.35)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Pepsi-Cola	Expenditure For Invoice=27251857; Type=Direct; Vendor=Pepsi-Cola	\$180.52	\$0.00	(\$2,277.83)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9210	FFA	(\$20,564.90)	\$7,454.80	\$0.00	(\$28,019.70)	

Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Imperial Republican	Expenditure For Invoice=51-1; Type=Direct; Vendor=Imperial Republican	\$110.25	\$0.00	(\$20,454.65)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Jolly Farmer	Expenditure For Invoice=110659; Type=Regular; Vendor=Jolly Farmer: PO=7207	\$5,248.15	\$0.00	(\$15,206.50)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Superfoods-General	Expenditure For Invoice=002081771828; Type=Direct; Vendor=Superfoods	\$118.50	\$0.00	(\$15,088.00)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Barefoot	Expenditure For Invoice=127300; Type=Regular; Vendor=Barefoot: PO=7238	\$659.00	\$0.00	(\$14,429.00)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: NE FFA	Expenditure For Invoice=STATEFFACONV; Type=Regular; Vendor=Nebraska FFA Association; PO=7209	\$789.00	\$0.00	(\$13,640.00)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: NE FFA	Expenditure For Invoice=Chaptervisit; Type=Regular; Vendor=Nebraska FFA Association; PO=7204	\$35.00	\$0.00	(\$13,605.00)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: NE FFA	Expenditure For Invoice=Activate/LeverageReg; Type=Regular; Vendor=Nebraska FFA Association; PO=7202	\$225.00	\$0.00	(\$13,380.00)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Candlewood Inn & Suites	Expenditure For Invoice=444/445; Type=Direct; Vendor=Candlewood Inn & Suites	\$269.90	\$0.00	(\$13,110.10)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9214	I.A. Resale	(\$3,930.48)	\$889.89	\$0.00	(\$4,820.37)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Frank Paxton	Expenditure For Invoice=01317641; Type=Regular; Vendor=Frank Paxton: PO=7260	\$889.89	\$0.00	(\$3,040.59)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9300	Show Choir	(\$3,699.42)	\$40.44	\$0.00	(\$3,739.86)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Superfoods-General	Expenditure For Invoice=001099991206/001005810722; Type=Direct; Vendor=Superfoods	\$40.44	\$0.00	(\$3,658.98)
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9302-410-000	Musical	\$0.00	\$1,230.00	\$0.00	\$1,230.00	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Music Theater International	Expenditure For Invoice=624040; Type=Regular; Vendor=Music Theater International: PO=7063	\$1,230.00	\$0.00	\$1,230.00
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-931	Payable Account	\$0.00	\$23,316.35	\$23,316.35	\$0.00	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017		AP Liability For Approve Voucher = ACT03032017	\$0.00	\$3,164.95	(\$3,164.95)
3/3/2017	00013264	AP Voucher: ACT03032017		Disbursement for Voucher: ACT03032017; Fund=09	\$3,164.95	\$0.00	\$0.00
3/13/2017	00013363	AP Voucher: ACT03132017		AP Liability For Approve Voucher = ACT03132017	\$0.00	\$8,007.80	(\$8,007.80)
3/13/2017	00013365	AP Voucher: ACT03132017		Disbursement for Voucher: ACT03132017; Fund=09	\$8,007.80	\$0.00	\$0.00
3/14/2017	00013372	AP Voucher: ACT1272017		AP Liability For Void Warrant; Warrant = 7649 On Voucher = ACT1272017 For Invoice = WRESTLING1202017	\$200.00	\$0.00	\$200.00
3/14/2017	00013373	AP Voucher: ACT1272017		Disbursement for Voucher: ACT1272017; Fund=09	\$0.00	\$200.00	\$0.00
3/14/2017	00013374	AP Voucher: ACT120516		AP Liability For Void Warrant; Warrant = 7509 On Voucher = ACT120516 For Invoice = Wrestling12162016	\$100.00	\$0.00	\$100.00
3/14/2017	00013375	AP Voucher: ACT120516		Disbursement for Voucher: ACT120516 Fund=09	\$0.00	\$100.00	\$0.00
3/17/2017	00013411	AP Voucher: ACT03172017		AP Liability For Approve Voucher = ACT03172017	\$0.00	\$8,369.28	(\$8,369.28)
3/17/2017	00013413	AP Voucher: ACT03172017		Disbursement for Voucher: ACT03172017; Fund=09	\$8,369.28	\$0.00	\$0.00
3/30/2017	00013448	AP Voucher: ACT03302017		AP Liability For Approve Voucher = ACT03302017	\$0.00	\$3,474.32	(\$3,474.32)
3/30/2017	00013450	AP Voucher: ACT03302017		Disbursement for Voucher: ACT03302017; Fund=09	\$3,474.32	\$0.00	\$0.00
<b>Fund</b>	<b>Account Code</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9410	Milk Vending	(\$1,472.31)	\$480.50	\$0.00	(\$1,952.81)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Hiland Dairy	Expenditure For Invoice=1812444; Type=Regular; Vendor=Hiland Dairy: PO=7263	\$48.82	\$0.00	(\$1,423.49)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hiland Dairy	Expenditure For Invoice=1812655; Type=Regular; Vendor=Hiland Dairy: PO=7283	\$63.25	\$0.00	(\$1,360.24)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hiland Dairy	Expenditure For Invoice=1812490; Type=Regular; Vendor=Hiland Dairy: PO=7271	\$49.84	\$0.00	(\$1,310.40)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hiland Dairy	Expenditure For Invoice=1812534; Type=Regular; Vendor=Hiland Dairy: PO=7272	\$49.84	\$0.00	(\$1,260.56)
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Hiland Dairy	Expenditure For Invoice=1812611; Type=Regular; Vendor=Hiland Dairy: PO=7282	\$85.39	\$0.00	(\$1,175.17)

3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Hiland Dairy	Expenditure For Invoice=1812696; Type=Regular; Vendor=Hiland Dairy; PO=7289	\$37.37	\$0.00	(\$1,137.80)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Hiland Dairy	Expenditure For Invoice=1812738; Type=Regular; Vendor=Hiland Dairy; PO=7309	\$62.26	\$0.00	(\$1,075.54)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Hiland Dairy	Expenditure For Invoice=1812783; Type=Regular; Vendor=Hiland Dairy; PO=7318	\$83.73	\$0.00	(\$991.81)
<b>Fund</b> 09	<b>Account Code</b> 09-9506	<b>Account Name</b> Class of 2017	<b>Beginning Balance</b> (\$4,836.40)	<b>Activity DR</b> \$1,515.29	<b>Activity CR</b> \$0.00	<b>Ending Balance</b> (\$6,351.69)	
<b>Transaction Date</b>	<b>Transaction Number</b>	<b>Source Document</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction DR</b>	<b>Transaction CR</b>	<b>Running Balance</b>
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Jostens Inc	Expenditure For Invoice=19404747; Type=Direct; Vendor=Jostens Inc	\$1,229.80	\$0.00	(\$3,606.60)
3/3/2017	00013249	AP Voucher: ACT03032017	Vendor: Pages of Time by Ann	Expenditure For Invoice=1; Type=Direct; Vendor=Pages of Time by Ann	\$65.00	\$0.00	(\$3,541.60)
3/13/2017	00013363	AP Voucher: ACT03132017	Vendor: Jostens Inc	Expenditure For Invoice=19593101; Type=Direct; Vendor=Jostens Inc	\$27.95	\$0.00	(\$3,513.65)
3/30/2017	00013448	AP Voucher: ACT03302017	Vendor: Jostens Inc	Expenditure For Invoice=19718494; Type=Direct; Vendor=Jostens Inc	\$192.54	\$0.00	(\$3,321.11)
<b>Fund</b> 09	<b>Account Code</b> 09-9507	<b>Account Name</b> Class of 2018	<b>Beginning Balance</b> \$1,408.42	<b>Activity DR</b> \$2,154.63	<b>Activity CR</b> \$0.00	<b>Ending Balance</b> (\$746.21)	
<b>Transaction Date</b>	<b>Transaction Number</b>	<b>Source Document</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction DR</b>	<b>Transaction CR</b>	<b>Running Balance</b>
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Platinum T-Shirt and Embroidery	Expenditure For Invoice=2929; Type=Direct; Vendor=Platinum T-Shirt and Embroidery	\$483.05	\$0.00	\$1,891.47
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Anderson's	Expenditure For Invoice=8795549; Type=Direct; Vendor=Anderson's	\$996.58	\$0.00	\$2,888.05
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Joey Decker	Expenditure For Invoice=CCSPROM2017; Type=Regular; Vendor=Joey Decker - K-Town Sound DJ Service; PO=7204	\$450.00	\$0.00	\$3,338.05
3/17/2017	00013411	AP Voucher: ACT03172017	Vendor: Pages of Time by Ann	Expenditure For Invoice=PROMBOOTH2017; Type=Regular; Vendor=Pages of Time by Ann; PO=7205	\$225.00	\$0.00	\$3,563.05

Invoice(s)	Invoice	Submit	Payment Vendor	Comment	Invoice Amount
INS16/17Policy	Direct	03/31/2017	NASB ALICAP	Premium Contribution for policy year 2016/17	\$3,468.00
13489/13488/13487	Direct	03/31/2017	Country Inn and Suites	Hotel rooms for Robotics	\$284.97
14665/14669/14667	Direct	03/31/2017	Country Inn and Suites	3 rooms for Statehood Day	\$456.00
507851124	Direct	03/31/2017	Comfort Inn & Suites-Omaha	Rooms for Robotics	\$218.00
17176	Direct	03/31/2017	Brico Pest Control	regular service for February	\$44.00
4215798967-02/06-03/08	Direct	03/31/2017	Black Hills Energy	Gas service 1000 Wellington/520 E 9th Street	\$4,751.11
6430742655-02/06-03/08	Direct	03/31/2017	Black Hills Energy	Chase County Community Facility gas service 02/06-03/08	\$184.92
Mar122017	Direct	03/31/2017	A T & T	Long distance service from 2/13-3/10	\$133.72
MEMBERSHIPDUES17/18	Direct	03/31/2017	NASB	Annual Membership Dues for 4/1/17-3/31/2018	\$4,452.00
03-27-2017	Direct	04/07/2017	US Bank		\$5,608.71
P24885	Regular	03/31/2017	21st Century Equipment	jumper cables for battery in bus	\$90.00
1265	Direct	03/31/2017	Anderson Fencing & Seamless Gutters, LLC	Snow Removal 2/24/2017	\$300.00
1498	Direct	04/03/2017	Black Brick Software	resized & moved photos to corresponding locations to show in the grad archive page	\$106.25
Mar312017	Direct	04/03/2017	Affiliated Benefits	March FSA/Daycare/benny card fee/HRA tracking and processing	\$394.00
71101302	Direct	04/03/2017	Bomgaars	bungee cord, hacksaw, utility knife,saw, blo gun	\$49.42
17271	Direct	04/03/2017	Brico Pest Control	regular service	\$44.00
121135/121091/121090/122632/1233	Direct	04/03/2017	Carquest Auto Parts	transportation supplies for vehicle maintenance	\$654.19
990118991/990118003	Direct	04/03/2017	Chase County Hospital	X-Ray /Dr visit on employee	\$437.00
03312017	Direct	04/03/2017	City Of Imperial	electric/water/sewer usage from 2/17-3/17	\$12,062.92
032817	Direct	04/03/2017	Colglazier Clinic	Bus physical	\$75.07
103912	Direct	04/03/2017	Companion Corporation	Hosted Alexandria, 5 user license	\$912.90
7808-43	Direct	04/03/2017	Culligan	18 lb salt	\$166.00
PEV03152017	Employee	04/03/2017		HS Health Trip to Denver fuel reimbursement	\$10.00
0015912	Direct	04/03/2017	DataShield	shredding service	\$61.00
2071170/2071178	Direct	04/03/2017	Electronics Systems	Campus fire alarm inspection/labor on starcall Intercom changed to Class schedule & added new schedule.	\$150.00
SPED6of8	Direct	04/03/2017	ESU #15	Sped 6 of 8 Jan-Feb services, Pre-K Sped, Alternative Ed	\$37,679.00
4023	Direct	04/03/2017	ESU #16	Audiology, DHH Consultants, Program supervision, Science Olympiad staff development	\$269.24
NEMCC73412	Regular	04/03/2017	Fastenal	2 50lb bag ice bag of ice melt, 1 50 lb sweeping compound	\$34.33
3165675	Regular	04/03/2017	Human Relations Media	puberty pamphlets	\$49.89
G00849	Direct	04/03/2017	21st Century Equipment	Gator Lease April/quick lock	\$262.72
S141822	Direct	04/03/2017	Eakes Office Solutions	copies	\$10,579.00
04012017	Direct	04/03/2017	Great Plains Communication	Telephone usages 4/01-4/30	\$728.13
41032	Direct	04/03/2017	Imperial Country Ford	alignment	\$51.00
PEV04042017	Employee	04/04/2017		Tracfone reimbursement	\$42.99
631241/631439/631622/632044/6322	Direct	04/04/2017	Owens True Value	vehicle transportation maintenance supplies/property maintenance supplies	\$539.38
MS494442	Direct	04/04/2017	MacService Solutions	complete diagnostics, 13" glass, svc, top case with KB assy 10.7) w/o tp	\$378.00
0603340	Direct	04/04/2017	Mid-American Research Chemical	Oderless drain line opener,germicid multipurpose foam cleaner, mango oder neutrilizer, margarita neutralizer,trigger sprayer	\$295.36
407695	Regular	04/04/2017	MidAmerica Books	books for 1st-2nd grade non fiction	\$190.85
404857	Regular	04/04/2017	MidAmerica Books	HS non fiction books	\$384.23
03202017	Direct	04/05/2017	Frenchman Valley Co-op	Fuel usage from 2/20-3/20	\$4,338.57
571280	Regular	04/05/2017	Frenchman Valley Co-op	tire repair with sensor	\$20.00
0157069	Regular	04/05/2017	Nebraska Central Equipment	Panel, exhaust strap	\$69.03
0157123	Regular	04/05/2017	Nebraska Central Equipment	battery tray,grill mounts,cross mirror, mounts and base	\$385.79
5158	Regular	04/05/2017	NOVISIGN LTD	TV Kiosk Software	\$180.00
2017SPRINGCONF	Direct	04/05/2017	Nebraska Rural Community Schools Association	2017 NRCSA Spring Conference Reg	\$570.00
01356852	Direct	04/05/2017	O'Keefe Elevator Co	Furnish & install emergency light & alarm battery elevator	\$225.00
A84523/A84849/A85420/A85470/A859	Direct	04/05/2017	Owens True Value	Property maintenance supplies, bus barn supplies, instructional supplies	\$204.06
18381	Direct	04/05/2017	Prairie States Communications	repair of equipment on bus	\$18.75
211529	Regular	04/05/2017	Renaissance Learning	325 Accelerated Reader Subscription renewal fees	\$2,780.00
2282017	Direct	04/05/2017	St. Joseph Institute For The Deaf	I Hear-Teletherapy	\$880.00
395496409	Direct	04/07/2017	SupplyWorks	flush valve vacuum breaker rebuild,vacuum breaker repair kit, spout restrictor	\$85.21
1857606/1858896/1860610/1863945/04102017	Direct	04/05/2017	Thompson Company-Maint	cleaning supplies	\$4,098.34
04102017	Direct	04/05/2017	Hometown Leasing	copier lease 4/10/2017	\$962.11
PEV04042017	Direct	04/06/2017	Clay Waddle	Advanced Ed meeting 4/3/17-4/4/17	\$138.24

PEV040417	Direct	04/06/2017	Michelle Peters	Advanced Ed mileage reimbursement 4/3-4/4/17	\$194.00	
PEV04042017	Direct	04/06/2017	Matt McClaughlin	Advanced Ed mileage reimbursement 4/3-4/4/17	\$162.00	
PEV04042017	Direct	04/06/2017	Sara Zabrowski	Advanced Ed mileage reimbursement 4/3-4/4/2017	\$401.76	
04032017	Direct	04/06/2017	Glenda Bierfreund	Vision resource/mileage for March	\$344.65	
2298.12000(03262017)	Direct	04/06/2017	Perry Guthery Haase Gessford	Legal services	\$1,125.00	
23099	Regular	04/07/2017	Sinners Paint & Body	Wrecker service, transport to Colby KS	\$820.00	
375168H	Regular	04/07/2017	Omaha Truck Center	driver seat belt for bus (Sped bus)	\$243.87	
685811	Direct	04/07/2017	Radiology Services	X-ray on shoulder for employee	\$38.00	
					April General Bills Fund	\$104,882.68
					April General Payroll	\$485,155.23
					<b>Total General Fund Expenditures</b>	<b>\$590,037.91</b>
Reichert					progress bills	\$639,506.46
					<b>April Building Fund</b>	<b>\$639,509.46</b>

# Chase County Schools

## APRIL 2017 US BANK Report

[Cycle Name]: "FY16-17"; Created On: 4/7/2017 5:59:58 PM

Item No.	Item Description	Item Total
1	Phillips 66-U-Stop #27-Lincoln-Odens	\$30.68
2	Owens True Value-mat'l for Families K-4-Odens	\$14.86
3	School Health Corp-toothsaver necklaces/Angie Paisley	\$28.45
4	APL*ITUNES-(30)Book Creator for iPad-3rd grade-Gerhartz	\$74.70
5	APL*TUNES-macOS Server-Gerhartz	\$19.99
6	M & M'S-Lunch f/Erick Rayos-Scheel	\$9.00
7	M & M'S-Lunch w/Erick Rayos-Scheel & Herbert	\$18.25
8	The Broadway Steakhouse-Lunch f/School Improvement Team-Scheel	\$35.37
9	Amazon-Amer History II-Zuege-books	\$245.57
10	Amazon-iPad 2 Digitizer Touch part-Ekberg	\$25.72
11	Ruby Tuesday-N Platte-Lefdal	\$53.37
12	Hotels.com-NE Rural Schools Conference-Kearney-Lefdal	\$119.17
13	Hotels.com-NE Rural Schools Conference-Kearney-Odens	\$119.17
14	Hotels.com-NE Rural Schools Conference-Kearney-Scheel	\$119.17
15	Hotels.Com-AQUEST-Kearney-Lefdal	\$74.59
16	Hotels.Com-AQUEST-Kearney-Scheel	\$74.59
17	Hotels.Com-AQUEST-Kearney-Odens	\$74.59
18	SQ *Ginns Lakers No-Trenton-Lefdal	\$34.75
19	APL*ITUNES-Keynote App-Vlasin	\$19.99
20	APL*ITUNES-Pages App-Vlasin	\$19.99
21	APL*ITUNES-Numbers App-Vlasin	\$19.99
22	UO Conference-NETA-Registration-Scheel	\$159.00
23	UO Conference-NETA-Registration-Gerhartz	\$159.00
24	UO Conference-NETA-Registration-Lahey	\$159.00
25	UO Conference-NETA-Registration-Sheaffer	\$159.00
26	DotPhoto Value Plan-Annual renewal-Journalism-Bottom	\$49.90
27	HotelBookingServFee-Scott City, KS-Wilson	\$7.99
28	HotelReservations-Scott City, KS-Wilson	\$391.41
29	HotelReservations-Scott City, KS-Wilson	\$260.94
30	Amazon-Ethernet Injector-Gerhartz	\$13.99
31	Cummins Inc-1 yr service-Felker	\$376.05
32	Amazon-MacBook chargers/cables-Gerhartz	\$204.44
33	Amazon-Scanner for yearbook-Mrs. Bottoms	\$210.86

34	Amazon-MacBook Power Cords-Gerhartz	\$56.70
35	Amazon-Adapter cable-Gerhartz	\$6.38
36	AmazonPrimeMembership-Annual Fee	\$105.44
37	Amazon-Cast Iron Spring Door Closer-Huicochea	\$132.03
38	Amazon-Ass't Novels-Eng IV-Mrs. Bottom	\$249.33
39	Amazon-"Redemption at Hacksaw Ridge"-Eng IV-Mrs. Bottom	\$23.95
40	Hotels.Com-Fairfield Inn@ Kearney-Lefdal	\$188.93
41	Buffalo Wild Wings-Kearney-NRCSA-Lefdal	\$51.76
42	Amazon-"Trilogia de la noche"-Eng IV- Mrs. Bottom	\$19.10
43	WalMart-T-shirts, fabric dye-Thayer	\$79.01
44	Amazon-Stackable Stools-Lakey	\$40.99
45	Activity Expenses	\$1,271.55
	Total	\$5,608.71

# Chase County Schools Activity Report

April 11, 2017- Troy Hauxwell, Activities Director Chase County Schools

**HS Golf Meet at Enders on Saturday April 15th 9:00 AM has been Canceled.** We will not have the High School Golf meet at Enders this year. Due to the Easter Break falling on the weekend of the golf tournament. We had previously looked at moving it to Thursday but there are three other golf meets scheduled that day. On Saturday the only two possible teams coming would be McCook JV and Ogallala JV. We also looked at moving it to the following week on April 20th. With District music on the 21st Southwest has moved their meet to the 20th and is at Cambridge. Many of the schools wanted to play the Cambridge course since Districts will held at Cambridge this year.

**HS Track Meet on Tuesday April 18th** we will run this meet online, using athletic.net. The start time will be 9:00 AM for Field Events and Running Events beginning at 10:30 AM. Teams include Chase County, Dundy County Stratton, Garden County, Hershey, Ogallala, and Perkins County. Jayson Bishop of Perkins County will be running the meet on a Fully Automatic Timing System. This will provide accurate times and reduce the need for the number of helpers as far as timers and pickers.

**District Music Competition on Friday April 21st** here at Chase County.

**JH Track Meet on Thursday April 27th** starting at 9:00 AM.

**SPVA JH Track Meet at Sutherland May 4th** starting at 9:00 AM.

## Spring Musical

Mr. Hayes and Mrs. Bauerle have over 40 students participating in "Disney's The Lion King Jr". The play is scheduled for Sunday April 30th (2 Performances 2:30 PM and 5:30 PM and Monday May 1st starting at 7:30 PM. We have over 50 people helping with costumes, set pieces, and props.

**Power Drive-** Is competing in Beloit, KS Thursday.

**Gym Floors-** Uni-tech said the gym quotes would be the same as last year. Longhorn Gym 2 Coats of oil base finish \$2,890.00 and Shorthorn Gym \$1,850.00. He will be here on the 4th of July Weekend.

**Specialty Installation LLC-** Randy Ross from Rapid City, SD is coordinating a time this spring or beginning of summer to check bleachers.

If you have any questions about my report, please email me at [thauxwell@chasecountyschools.org](mailto:thauxwell@chasecountyschools.org)



# Chase County

**April, 2017**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 <b>10:00am Track-Varsity Ogallala vs. Multiple Schools</b>
2 FCCLA State Conference @ Lincoln	3 FCCLA State Conference @ Lincoln <b>10:00am Golf-B/JV Dundy County Stratton</b> <b>6:30pm Spring Play Practice @ Auditorium</b>	4 FCCLA State Conference @ Lincoln <b>9:00am Golf-B/Varsity Bayard</b> <b>6:30pm Spring Play Practice @ Auditorium</b>	5 FBLA State Convention @ Omaha FFA State Convention @ Lincoln	6 FBLA State Convention @ Omaha FFA State Convention @ Lincoln <b>9:00am Track-JH Dundy County Stratton vs. TBA</b> <b>6:30pm Spring Play Practice @ Auditorium</b>	7 FBLA State Convention @ Omaha FFA State Convention @ Lincoln <b>6:30pm Spring Play Practice @ Auditorium</b>	8 FBLA State Convention @ Omaha Junior High Music Contest @ Arapahoe <b>9:00am Track-JV/Varsity Perkins County</b> <b>9:00am Track-Varsity Perkins County vs. Multiple Schools</b>
9	10 <b>7:30pm Chase County Schools Education Foundation Meeting @ Board Room</b>	11 <b>7:30am FFA @ Auditorium</b> <b>9:30am Track-JH Perkins County vs. Multiple Schools</b> <b>6:00pm Monthly Meeting @ Board Room</b>	12	13 <b>9:00am Track-Varsity Sutherland vs. TBA</b> <b>9:00am Golf-B/Varsity Bridgeport Public Schools</b> <b>9:00am Golf-B/JV Medicine Valley</b>	14 Easter Break	15 <del><b>Golf (-) Varsity (Cancelled)</b></del>
16 Easter Break	17	18 <b>9:00am Golf-B/Varsity Perkins County vs. Multiple Schools</b> <b>9:00am Track-Varsity Chase County vs. Multiple Schools</b>	19 <b>9:00am Track-JH Sutherland vs. Multiple Schools</b>	20 <b>9:00am Golf-B/JV Southwest</b> <b>6:30pm Freedoms Foundation Student Presentation @ Lied Library</b>	21 District Music Contest No School	22 <b>9:00am Track-Varsity Hershey vs. Multiple Schools</b> <b>6:00pm FFA @ Multiple locations</b>
23	24 <b>12:00pm Track-JV McCook</b>	25	26	27 <b>9:00am Track-JH Chase County vs. Multiple Schools</b> <b>9:00am Golf-B/Varsity Garden County</b>	28 <b>9:00am Golf-B/Varsity Sutherland vs. Multiple Schools</b> <b>9:00am Golf-B/Varsity Sutherland vs. Multiple Schools</b> <b>10:00am Track-Varsity North Platte St. Pats vs. Multiple Schools</b>	29
30 <b>2:30pm Musical 1st Performance @ Auditorium</b> <b>5:30pm Musical 2nd Performance @ Auditorium</b>						

# May, 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	<p><b>7:30pm</b> Musical 3rd Performance @ Auditorium</p>	<p><b>10:00am</b> Golf-B/JV <b>Creek Valley</b>  <b>2:00pm</b> Track-Varsity <b>Sutherland vs. TBA</b>  <b>6:00pm-8:00pm</b> Cheerleading Tryouts @ Longhorn Gym</p>		<p><b>9:00am</b> Golf-B/JV <b>North Platte St. Pats</b>  <b>9:00am</b> Track-JH <b>Sutherland vs. Multiple Schools</b>  <b>9:00am</b> Golf-B/Varsity <b>Kimball vs. TBA</b></p>	<p><b>12:30pm</b> Track-Varsity <b>Dundy County Stratton</b></p>	<p><b>6:00pm-8:00pm</b> Athletic Banquet</p>
7	8	9	10	11	12	13
<p><b>5:30pm-7:00pm</b> TeamMates @ Multiple locations</p>	<p>7th-12th Vocal Concert @ Auditorium  <b>7:30am</b> FFA State Convention @ Auditorium  <b>9:00am</b> Golf-B/JV <b>Sutherland</b>  <b>6:00pm</b> Monthly Meeting @ Board Room  <b>6:30pm</b> 5-6th Vocal Concert @ Longhorn Gym</p>		<p><b>TBD</b> Track-Varsity <b>Mitchell vs. TBA</b>  <b>10:00am</b> Golf-B/Varsity <b>Ogallala</b></p>	<p>Show Choir EOY Finale @ Auditorium                      Last day for seniors  <b>7:00pm</b> 9th St. Singers @ Auditorium</p>	<p>9th St. Singers @ Longhorn Gym  <b>3:30pm</b> 7-10 Band Concert @ Longhorn Gym  <b>4:30pm</b> Graduation @ Longhorn Gym</p>	
14	15	16	17	18	19	20
<p>Faculty Follies @ Auditorium  <b>9:00am</b> Golf-B/Varsity <b>TBA</b></p>	<p><b>6:30pm</b> K-4th concert @ Longhorn Gym</p>		<p><b>2:30pm</b> Kindergarten Graduation @ Auditorium</p>	<p><b>8:00am</b> Track-Varsity <b>Omaha Burke vs. TBA</b></p>	<p><b>8:00am</b> Track-Varsity <b>Omaha Burke vs. TBA</b></p>	
21	22	23	24	25	26	27
		<p><b>TBD</b> Golf-B/Varsity <b>TBA</b>  <b>2:30pm</b> Last day of school K-11 @ Longhorn Gym</p>	<p><b>TBD</b> Golf-B/Varsity <b>TBA</b>                      Teacher In-Service @ Longhorn Gym</p>			
28	29	30	31			

Mr. Lefdal, Mrs. Odens, Mr. Scheel, and School Board Members,

I have decided to resign from my position as a 3<sup>rd</sup> grade teacher at Chase County Schools. Thank you for letting me be a part of your school. I have enjoyed teaching the students and working with a supportive and encouraging administration and staff.

Thank you again,  
Diane Baluska

14 March 2017

Joey Lefdal, Superintendent  
Jeff Olsen, President of the Board of Directors  
Troy Hauxwell, Activities Director  
Chase County Schools  
520 East 9th Street  
Imperial, NE 69033

Dear Mr. Olsen, Mr. Lefdal, and Mr. Hauxwell,

I am writing to submit my resignation for play production and spring play production for the 2017-2018 school year. I realize that I have not yet been assigned those duties; however, I wanted to give you the opportunity to find another director before next year's contracts are offered. After eight years of directing both the fall one act play production and the spring play, I must admit that this was not an easy decision. However, I believe this is the right decision for the program, students, my family, and me.

When I was asked to direct the one act and spring plays eight years ago, I had no idea I had begun an exciting educational journey. Not only did I learn a lot on a personal level, I worked with an amazing community and even more amazing students. The process of directing is one of the most humbling, time-consuming, and challenging experiences I have ever had, but most importantly, extremely rewarding. I thank the district and board for the opportunity and for your support of this extracurricular activity.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Jill M. Bauerle".

Jill M. Bauerle

March 29, 2017

To whom it may concern,

After 30 years of escorting children to school it has been a wonderful ride. With that said it is with some excitement and apprehension that I tender my resignation. I have come to a cross road and have decided that this is the time to walk away.

There are lots of memories and wonderful friends that will always be there. I have always enjoyed the children and their little ideas. It has been great to watch them all grow up and become productive adults in the community. Then being at this job has also brought the other side of that as then they have children and I have even hauled them. (Harder to talk to them as have to tell them they act just like them. Lol)

All the smiles and tears will be missed. Before school and after being the first line of the day as always has been what made this job so enjoyable. You always knew whether it was a good day or bad. I got to wipe the tears and get those great hugs that, I am sorry to say the moms missed. With all that said the temper tantrums won't be missed!

Thank you for the privilege and the trust that has been extended to me for all these years. It has been quite a ride.

Thanks for the memories,

A handwritten signature in cursive script that reads "Lynne Denbo". The signature is written in black ink and is positioned above the typed name.

Lynne Denbo(Loretta Lynne Denbo)

March 15, 2017

Dear Chase County School Board Members,

After much prayer and thought, my family and I are moving to Colorado this summer. Therefore I will be resigning from the Library Media Specialists position at the end of the 2016-2017 School year. I have thoroughly enjoyed my last two years in the library working with Mrs. Amanda Kimble and the rest of the staff. I will miss my daily talks with kindergartners, my daily walks with a student, watching the students do the new book dance, assisting students and staff in finding what they needed.

----- Thanks for your support and the opportunity to work at Chase County Schools.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Sonja Burpo". The signature is written in black ink and is positioned below the word "Sincerely,".

Mrs. Sonja Burpo  
K-12 Library Media Specialists

DATE: MARCH 15, 2017  
 TO: ADMINISTRATORS OF SCHOOLS IN ESU # 15  
 FROM: PAUL CALVERT, ADMINISTRATOR, ESU # 15  
 RE: 2017-2018 SPECIAL EDUCATION CONTRACT INTENTIONS

John Hanson is willing to attend the school district's board meeting to explain their contracts. If interested email: [jhanson@esu15.org](mailto:jhanson@esu15.org)

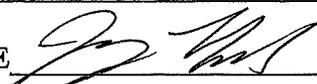
Below is a list of services which will be offered by ESU # 15 for the 2017-2018 school year. We have marked the services which you currently are receiving from ESU # 15. This is how we intend to service your needs for 2017-2018 school year.

**Please sign the form as to which services you plan to contract for the 2017-2018 school year. Please return this form by March 31, 2017. Please fax to 308-334-5581. Thank you.**

<u>Special Education Service</u>	<u>Current Contract</u>	<u>2017-2018 School Year</u>
Speech Therapy	<u>.60</u>	<u>.60</u>
Psychologist	<u>.40</u>	<del>.40</del> <i>.402</i>
SPED In-services	<u>          </u>	<u>          </u>
Resource Services	<u>.60</u>	<u>.60</u>
Early Childhood / Speech	<u>.10</u>	<u>.20</u>
Early Childhood Resource	<u>.40</u>	<u>.40</u>
STEP Alternative Education (flex funding)	<u>Yes</u>	<del>Yes</del> <i>No</i>
Special Ed. Director /Program Supervision	<u>.10</u>	<u>.10</u>
OT Services Reichman	<u>.25</u>	<u>.25</u>
Transition	<u>.125</u>	<u>.125</u>

SCHOOL NAME Chase Co. Public Schools

DATE 3/17/17

SIGNATURE 

# ELL PROGRAM FLOW CHART

July 5, 2016

## Chase County School's English Language Learners Program Model 2016-2017

ID Students with Home Language Survey given by Secretaries & completed on site at time of enrollment.

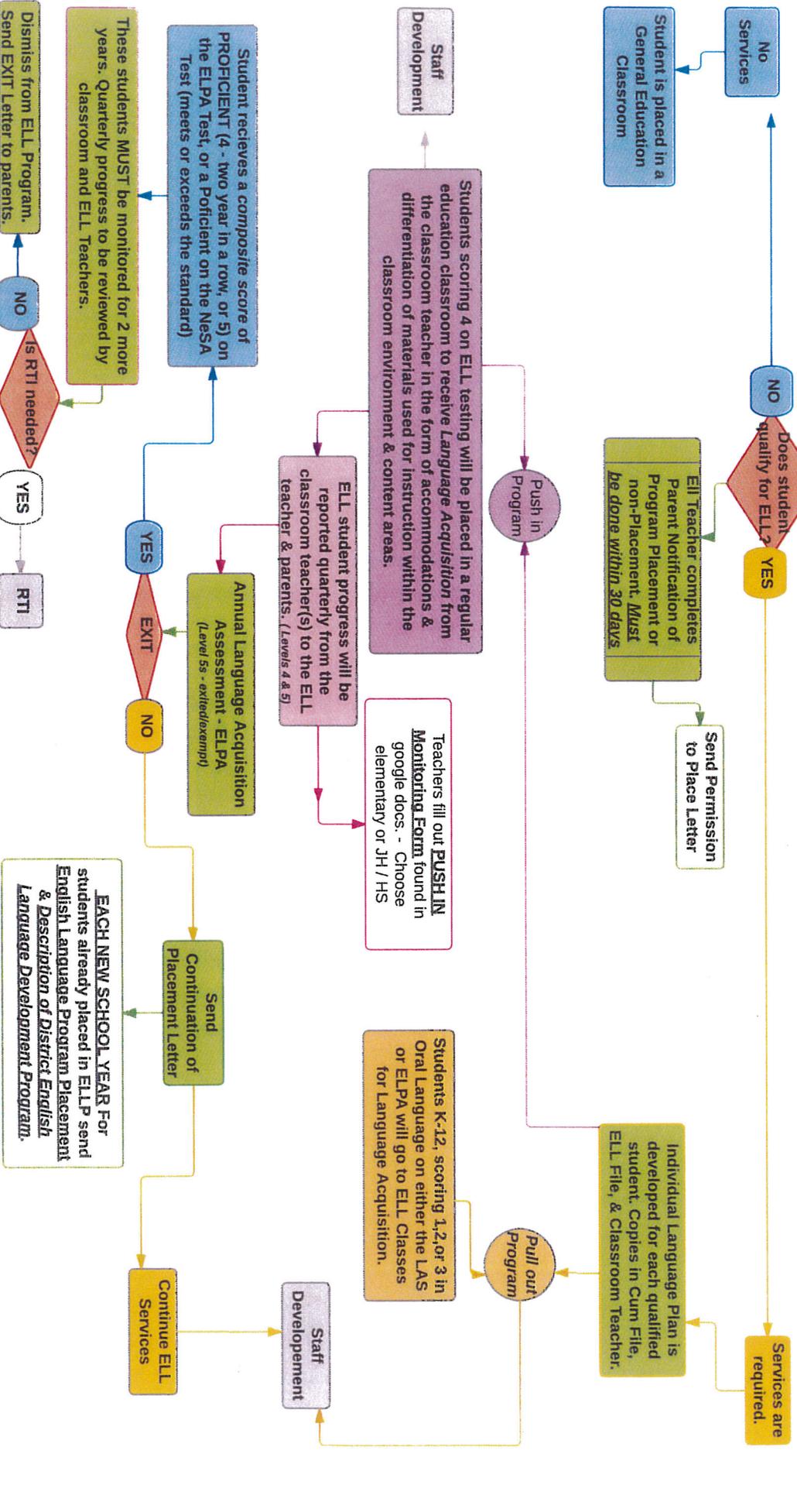
Secretary reviews H.L.S. Then places the survey in student's cum folder, and e-mails a "new student" enrollment notice to all staff.

ELL teacher reviews all "new student" notices and reviews file if available. Administer LAS Links test to determine eligibility for ELL Services. Must administer within 30 days of new school year or 14 days of enrollment.

**KEY**  
 Pink = Secretary / Classroom Teacher  
 Green = ELL Teacher  
 Gray = Staff Development or Staff Decision  
 Red = Decision  
 Yellow = Student Services start or continue  
 Blue = No student services or dismissal.  
 Purple = Push in Services  
 Orange = Pull out Services

If an LEP student has a disability that outweighs the need for Language Acquisition, the student may be exited at that IEP meeting

Parents have the right to deny or withdraw from the ELL Program at any time. A red form MUST be filled out, signed & dated for this to take place. Classroom & ELL teachers must still monitor & document progress of student.



# **Chase County Schools**

# **ELL Lau Plan**

Revised 2016-2017

By Teresa Shriver, Joey Lefdal  
Chase County Schools

Original Template Developed by

Shawn Marez

Luanna Soto

Michelle Keszler

Penny Businga

“Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Office for Civil Rights, May 25, 1970 Memorandum 1970

## **Mission Statement**

The Mission of Chase County Schools is to meet the challenge, exceed expectations and continue our legacy of excellence.

Chase County Schools want to meet the needs of their limited English proficient learners (LEP or ELL) by addressing their special language needs, celebrating their heritage and encouraging participation of their parents.

Cooperatively, staff, students, parents and community leaders will be involved to maximize assistance given to the ELL students in their efforts to acquire their second language.

Through researched based strategies, lessons and activities that support the total development of the learner, the K-12 ELL student's receptive and productive language skills will grow. Ultimately these skills will serve the learner not only in the school setting but in the greater society.

# Table of Contents

## Legal Foundation

Chase County Schools are obligated to follow the federal and state guidelines in providing equal educational opportunities to all students. The rights of this group of students to an equal education are protected by the force of legislation, judicial opinion, and administrative regulation. Limited English Proficient (LEP) is the term used by the United States Department of Education (USDE) to describe students whose home-language background is other than English and whose English language skills are not sufficiently advanced for them to participate successfully in classrooms in which all academic instruction is provided in English. Numerous acts, laws, and court decisions have been written with the needs of LEP students in mind. These documents combine to create and clarify the current legal responsibilities of all United States school districts for the education of English Language Learners.

A number of documents detail the federal requirements for the education of LEP students. Brief summaries or excerpts from key documents are listed below.

*Title VI, Civil Rights Act, 1964*

No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare. *May 25, 1970 Memorandum, Department of Health, Education, and Welfare*

This Memorandum interprets the Civil Rights Act of 1964. It concerns the responsibility of school districts to provide equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

School districts must not assign national origin minority group students to special education on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation course on a basis directly related to the failure of the school system to inculcate English language skills.

Any ability grouping or tracking system employed by the school system to deal with the special language needs of national origin minority group must be designated to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

### *The Bilingual Education Act, 1968 (Amended in 1974 and 1978)*

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

## *Equal Education Opportunities Act of 1974*

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

## *Lau v. Nichols, 1974*

This class action suit was brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

## *Castenada v. Pickard, 1981*

The major outcome of this case was a set of three guidelines to use to evaluate programming for English Language Learners (ELLs):

1. Is the program theoretically sound or experimentally appropriate?
2. Is the program set up in a way that allows this theory to be put into practice?
3. Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

## *Phylar v. Doe, 1982*

In *Phylar v. Doe*, the United States Supreme Court held as unconstitutional the Texas law that allowed local education agencies to deny enrollment to children of undocumented immigrants. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U. S. Constitution. Of particular concern to the

Court was the fact that children were affected, rather than their parents. The Court believed that denying undocumented children access to education punished the children for their parents' behavior. Such an action, the Court noted, did not square with basic ideas of justice.

*The No Child Left Behind Act of 2001 (NCLB) ( a reauthorization of the Elementary and Secondary Education Act of 1965)*

Title I: Improving the Academic Achievement of the Disadvantaged

This portion of NCLB mandates English language proficiency testing and academic testing of ELLs, setting requirements for the establishment of achievement objectives and a number of other educational reforms.

Title III: Language Instruction for Limited English Proficient and Immigrant Students

This portion of NCLB mandates English language proficiency testing of ELLs, discusses a number of issues related to programming for ELLs, and outlines ELL-specific parent notifications, in addition to addressing a number of other related issues.

*Rule 15 Nebraska Department of Education, June 23, 2012*

This document provides the regulations and procedures for the education of students with limited English proficiency in Nebraska Public Schools. It entails the general provisions, procedures for programs to follow, assessment and accommodations and compliance conditions.

*Memorandum Letter, U.S. Department of Education, Office for Civil Rights, January 7, 2015*

This letter was sent out by the Office for Civil Rights as a guidance as to how school districts can meet their legal obligations to ELL students and their parents. Discussed were compliance issues that frequently arise in OCR (Office of Civil Rights) and DOJ (Department of Justice) investigations. The guidance offers approaches that school districts may use to meet their Federal obligations to ELL students.

## **Educational Rationale**

The legal rationale provides only part of the reason that special instructional programs for English language learners (ELLs) are necessary. Equally important, if not more so, is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven that such programs provide the most valuable educational opportunities for ELLs.

Language learners progress through several stages. The amount of time a learner spends in each level varies greatly. The teacher's role is to recognize the learner's stage of language development and provide the learner support that is appropriate to the level.

Stage/Identified Level	Student Behavior	Classroom Teacher Should
Stage 1 -Level 1 <b>Pre-Production</b> ◆ Minimal Comprehension ◆ No Verbal Production	Begins to listen attentively to an English speaker. Follows one-step directions. Responds with nods and gestures. Expresses needs in English with single words and gestures. Repeats English words and phrases. Echoes single words and/or short phrases.	<input checked="" type="checkbox"/> Encourage students to follow simple directions involving physical actions. <input checked="" type="checkbox"/> Encourage students to join in group songs, chants, recitations, and role-playing activities. <input checked="" type="checkbox"/> Use visuals and native language words with new vocabulary if possible. <input checked="" type="checkbox"/> Assist in developing phonemic awareness. <input checked="" type="checkbox"/> Check comprehension frequently. <input checked="" type="checkbox"/> Maintain a consistent daily schedule with regular routines to facilitate comprehension. <input checked="" type="checkbox"/> Provide ample listening opportunities. <input checked="" type="checkbox"/> Use more commands than questions such as: Point to the _____. Find the _____. Touch the _____.

Stage 2-Level 2  
**Early Production**

- ◆ Some comprehension
- ◆ One or two word responses

Begins to understand illustrated stories and classroom instruction.  
Follows simple two-step directions.  
Responds to greetings with single words and/or phrases.  
Begins to respond to simple questions with one-word answers.  
Begins to communicate using short phrases and simple language patterns.  
Uses some vocabulary from various content areas.  
Identifies people, places, and objects.  
Lists, compares, and contrasts.

- Continue to provide listening opportunities with rich context.
- Use visuals and native language words with vocabulary and simple sentence frames.
- Have students complete simple sentences with 1 or 2 word responses.
- Ask yes/no and Who? What? Where? When? questions.
- Have students label, manipulate, and evaluate pictures and objects.
- Examples of one word responses:

Is \_\_\_\_\_ wearing green? (Yes or No)  
What color is the giraffe?  
Is this hot or cold?

Stage 3-Level 2  
**Speech Emergence**

- ◆ Some Comprehension
- ◆ Good comprehension of contextualized information.
- ◆ Enough proficiency to speak in simple sentences (with approximations).

Follows multi-step directions.  
Communicates using short phrases and simple sentences.  
Describes events, places and people.  
Begins to use English in social situations.  
Begins to summarize information.  
Begins to use and understand vocabulary, classroom, and content area language.  
Writing may include loosely connected sentences, but there is evidence of fluency.

- Ask open-ended questions.
- Continue to provide language opportunities with rich context.
- Engage students in increasingly longer and deeper conversations.
- Use predictable and patterned books for shared and guided reading.
- Have students create books through language experience activities.
- Support the use of content area themes with retelling and role-playing.
- Have students describe personal experiences.
- Use sentence frames to aid in response and writing.
- Continue to use visual support as well as native language when needed.

Stage 4- Level 3  
**Intermediate**

- ◆ Very good comprehension of contextualized information
- ◆ Proficiency to communicate well (with approximations)

Paraphrases oral information with approximations.  
 Communicates effectively in most formal and informal settings.  
 Contributes to group discussions, offers opinions and/or feedback during discussions.  
 Begins to respond to more complex questions with greater detail.  
 Begins to use more complex thoughts and ideas (e.g. hypothesis, synthesis, analysis, and evaluation) within an academic context.  
 Vocabulary use and writing usually demonstrate understanding of audience and purpose.  
 Rephrases or clarifies content language.  
 Begins to use correct verb tense to express present, past, and future.

- Provide instruction that requires students to use academic language.
- Utilize variety of genres.
- Structure guided group discussions that promote student interactions.
- Provide ample opportunities for developing oral language fluency (like Reader's Theater)
- Continue to use more complex sentence frames to aid in academic responses and writing.

**Use Questioning that Encourages Independent Thinking:**

- What do you think of the story? Why? How will it end?
- What would happen if \_\_\_\_\_?
- Which do you like best?
- Compare that with your \_\_\_\_\_.

Stage 5- Level 4  
**Advanced**

- ◆ Near native speech
- ◆ Very good comprehension (with some vocabulary gaps)

Paraphrases oral information independently.  
 Communicates competently in social and academic settings.  
 Contributes to group discussion with ideas and appropriate suggestions.  
 Uses abstract and complex language to express ideas and opinions appropriate to age.  
 Uses a wide range of classroom and content area language with native competence.  
 Pronunciation, intonation, and grammar approximate that of native English speakers.  
 Uses a wide range of language patterns.

- Provide opportunities for further language enhancement and refinement.
- Continue with complex and varied literacy tasks.

**Encourage responses reflective of higher-order thinking:**

- Do you agree with \_\_\_\_\_?
- How would you decide about \_\_\_\_\_?
- What Criteria would you use to assess \_\_\_\_\_?

When competency is gained students should have language skills equal to those of native speakers in listening and comprehension, oral expression, oral/written vocabulary, pronunciation and fluency and grammar.

Adapted by Cindy Segotta-Jones, Cartwright School District, Phoenix, Arizona from:

Bonnie Campbell Hill. *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*  
Stephen Krashen. *Stages of Language Acquisition*

### **General Considerations**

Educators should keep in mind certain general considerations when planning an education program for ELLs. These considerations are outlined below.

#### **❖ *ELL s need not give up their first language to learn a second language.***

On the contrary, the development and maintenance of skills and proficiency in the first language enhance acquisition of a second language. Compared to students who are not proficient in their first language, those who are first-language proficient will acquire English more easily and quickly, and will learn to read faster and more easily.

*It is, therefore, neither useful nor practical, and in many ways counterproductive, to discourage parents of ELLs from speaking their first language with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them to use.* The school and parents together can plan for additional rich and pleasant experiences for ELLs in English, both in and out of school.

#### **❖ *Lack of English proficiency does not in itself qualify a student for Special Education services.***

A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences. In the course of normal second language acquisition, a student

may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail to discriminate sounds in the second language. This is not a learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement. Therefore, before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for English as a second language instruction.

❖ ***It may take a long time for a student to learn English well enough to participate fully in an all-English-mainstream classroom.***

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991); Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents. It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language or even slang may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English medium mainstream classroom. The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. First language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the English language learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

Categories of English Proficiency	BICS/Social Language	CALPS/ Academic Language
<b>Stands for:</b>	Basic: Interpersonal Conversation Skills	Cognitive: Academic Language Proficiency
<b>Characteristics:</b>	<p>Survival, functional, conversational</p> <p>Repetitive, predictable</p> <p>Words refer to tangible objects, basic vocabulary</p> <p>Usually oral can often be pointed at or acted out</p> <p>Present tense verbs</p> <p>Single sentences, simple phrases and questions</p>	<p>Language of academic subjects, opinions, feelings, conjecture</p> <p>Original, not repetitive or predictable</p> <p>Intangible, abstract vocabulary and concepts</p> <p>Oral and written, not necessarily in immediate surroundings or context</p> <p>Past, present, future and conditional verb tenses</p> <p>Complex phrases, sentences, and questions, extended speech and readings</p>
<b>Time to acquire:</b>	6 months-3 years	Up to 10 years

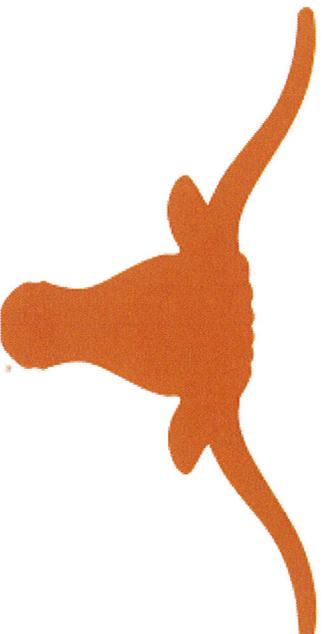
# Funding

Forests

CCF

# Chase County Schools

## ELL DATA REVIEW



**March 2016**

Data team Members:

*Terri Meyer, ELL Teacher*

*Teresa Shriver, ELL Teacher*

*Jamie Garner, ESU 15 ELL & Migrant Coordinator*

*Tonya Olsen, ESU 15 School Psychologist*

## 2016 Spring ELL DATA for Review

### Demographics:

Chase County Schools Enrollment: 611 students (March 2016)

Hispanic Subgroup: 25% for the last couple of years (Source: SOSR, 160 students 2014-2015)

**2015-2016 ELL Enrollment: (March 2016) \* It should be noted that enrollment of ELL students fluctuates throughout the school year with students moving in and out.**

88 current students (14% of the entire enrollment) ~ First year with 2 ELL teachers

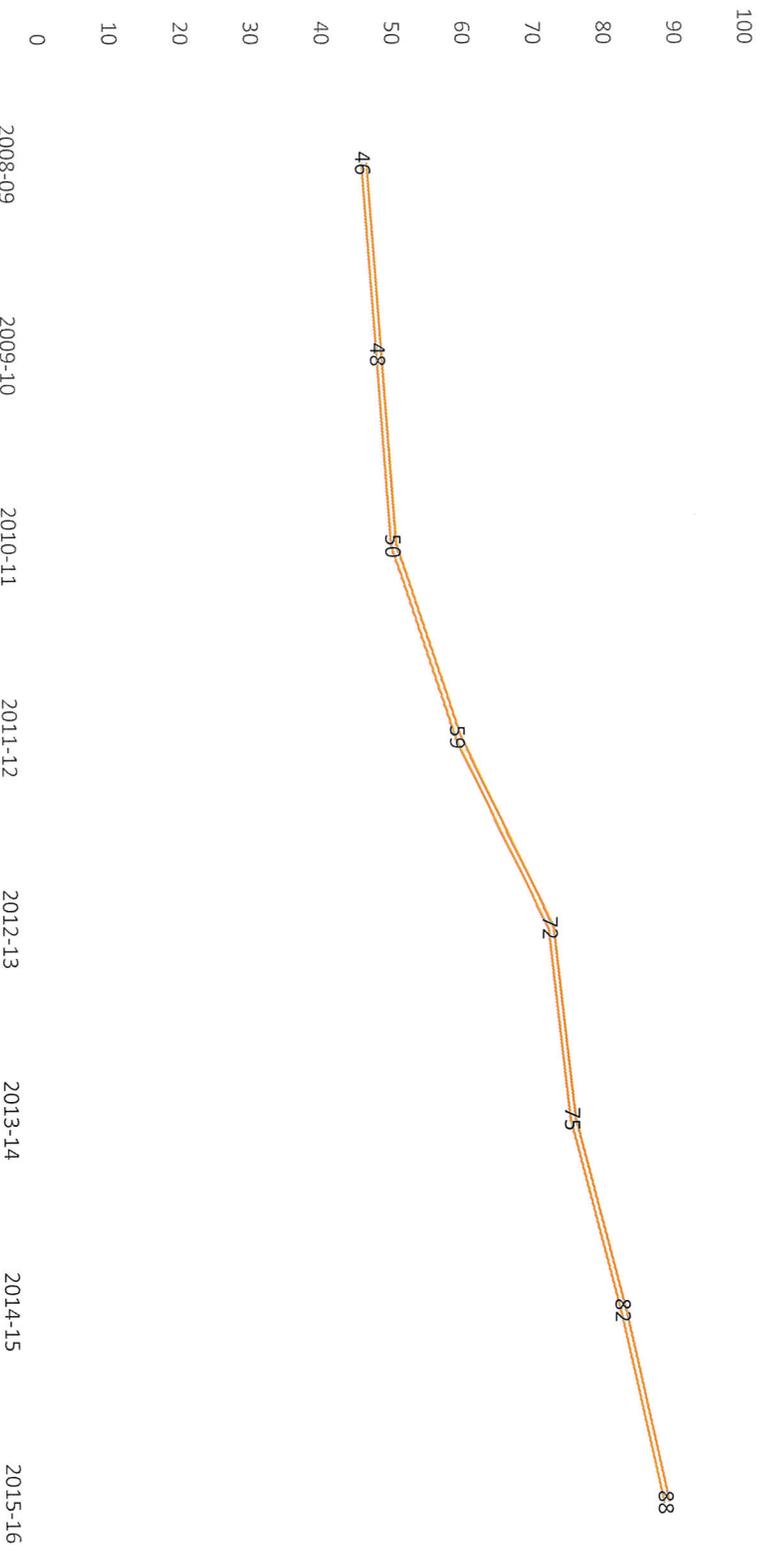
16 students have met Exit Criteria in the last 2 years

18 students are in the Transition Phase

- 75% of the ELL students are in grades K-6
- 25% of the ELL students are in grades 7-12

*Chase County Schools ELL Enrollment has almost doubled in a 7 year period.*

## CHASE COUNTY SCHOOLS ELL ENROLLMENT



**FREE & REDUCED LUNCH 2015-2016:**

- 83 of the 88 ELL students also qualify for Free and Reduced Lunch ~ 94% of the ELL population qualifies for Free and Reduced Lunch.
- 83 of the 203 Free and Reduced Lunch students are ELL ~ 41% of the F&R Population is ELL students.
- March 2016 Free and Reduced Schoolwide Percentage: 33% of the school population is F&R

**RTI/SAT Process K-6<sup>th</sup> grade:**

**2014-2015:** Thirty Four (34) students were in the RTI/ SAT process during the 14-15 school year. 16 of those students were also ELL ~ 47% of the referrals were ELL.

**2015-2016:** 68 student are currently in the RTI/SAT process during the 15-16 school year. 25 of those students are ELL ~ 37% of the referrals were ELL.  
**28.4% of ELL population is in the RTI process**

**SPECIAL EDUCATION/ELL:**

**2014-2015:** 6 students were tested for special education in 2014-2015. 3 of the 7 were ELL students. One of the ELL students qualified for special education services.

**2015-2016:**  
Chase County Schools K-12 current Sped Enrollment numbers as of March 2016 = 61 student  
9 of those students are also ELL ~ 15% of Sped Population is ELL

**RETENTION & ELL STUDENTS:**

During the 2013-2014 school year, 3 ELL student were retained.  
During the 2014-2015 school year, 1 ELL student was retained.

## **ELL DATA REVIEWED & SUMMARIZED**

1. ELDA TEST - measures English Language Development
  - a. Grades K-2 is a subjective rating scale completed by teachers
  - b. Grades 3-12 is a standardized test completed by the student
2. NES A Reading & Math - measures grade level proficiency
3. AIMSWEB- measures oral reading fluency and math calculation at grade level
4. MAPS- measures grade level academic skills

**ELDA Composite Score Spring 2015 Test Results  
Breakdown by Grade:**

**88 students took the ELDA**

**56 of those students had consecutive year data (64%)**

- **76% of the ELL students are Levels 3 & 4**
- **6% of the ELL students are Newcomers @ Level 1**
- **13% of the ELL students are Level 2**
- **5% of the ELL students are Level 5 and considered Fluent**

COMPOSITE SCORES	Level					Total Students
	Level 1	Level 2	Level 3	Level 4	Level 5	
Kindergarten	1	0	8	0	1	10
1st grade	0	0	4	3	0	7
2nd grade	0	0	10	1	0	11
3rd grade	2	3	4	2	0	11
4th grade	1	0	5	5	0	11
5th grade	1	5	0	6	0	12
6th grade	0	1	1	2	0	4
7th grade	0	0	3	1	0	4
8th grade	0	0	1	4	0	5
9th grade	1	1	1	2	0	5
10th grade	0	0	1	2	2	5
11th grade	0	1	0	1	0	2
12th grade	0	0	0	0	1	1
<b>Total Students</b>	<b>6</b>	<b>11</b>	<b>38</b>	<b>29</b>	<b>4</b>	<b>88</b>

ELDA 2015

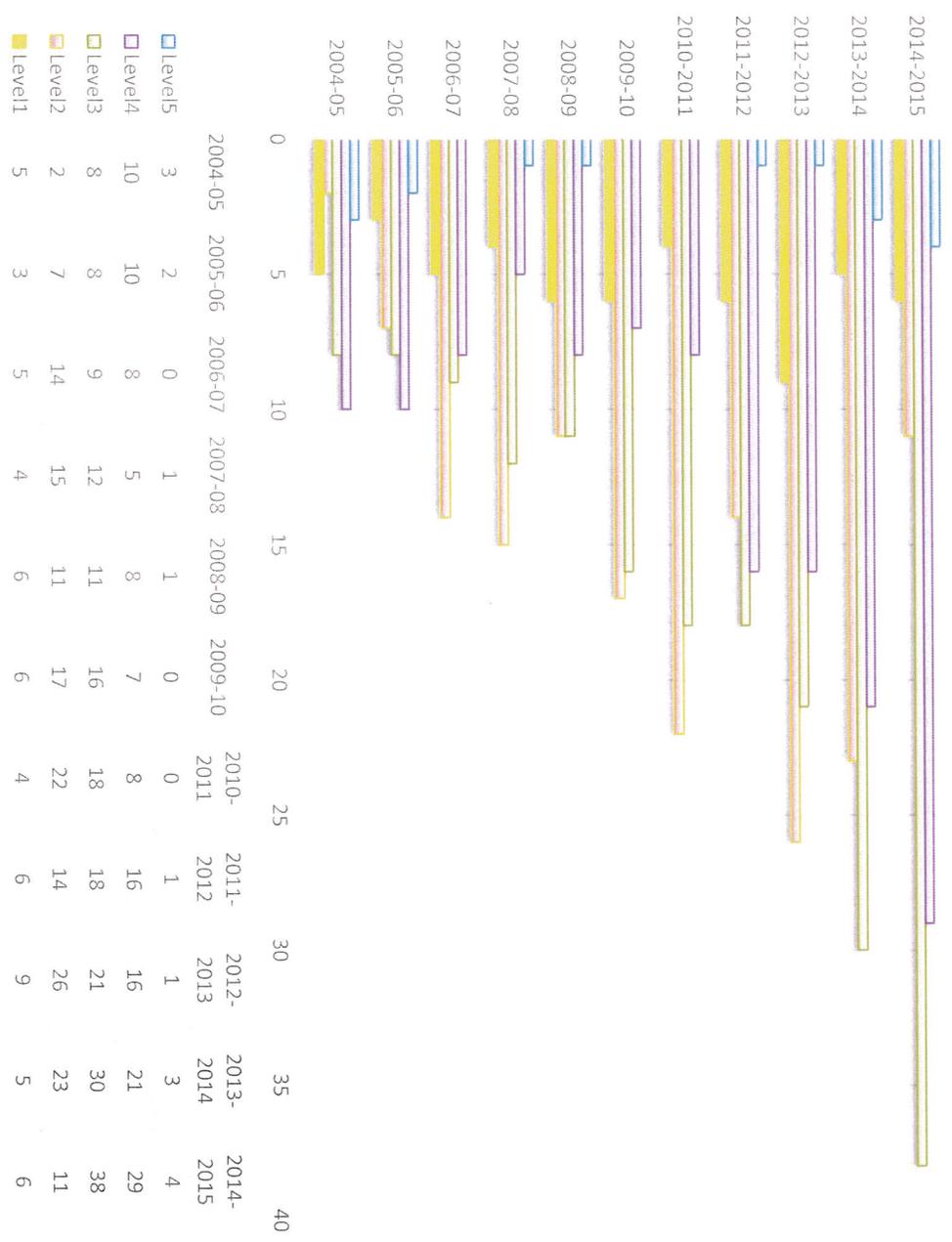
BREADDOWN BY LEVEL & DOMAIN AREA (number of students)

Scores	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	4	6	23	26	29
Speaking	1	1	9	19	58
Reading	8	11	26	24	19
Writing	3	13	33	32	7

Facts about the data:

- 89% of the students are at a Level 3 or higher in their Listening Domain
- 66% of students are at a Level 5 in Speaking
- Over half of the students in the Reading and Writing domain are scoring at a Level 3 or 4.
- We have fewer students needing Level 1 supports than we do that need Level 3 and Level 4 supports.

**ELDA COMPOSITE SCORES  
INDICATING THE NUMBER OF STUDENTS AT EACH LEVEL**



**Facts about the data:**

- CCS historically has the most Level 2 and Level 3 students in the ELL program.
- In the last 4 years there has been an increase in Level 4 students.
- Historically CCS averages five Level 1 students a year
- CCS has a very low rate/percentage (less than 5 %) of students reaching Level 5

## ELDA GROWTH ACROSS TIME FROM YEAR TO YEAR

	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Increased 1 Level	32%	27%	30%	43%	25%	39%	43%
Increased 2 Levels	27%	0%	21%	11%	4%	13%	3%
Increased 3 Levels	4%	0%	0%	0%	0%	2%	2%
Stayed Same	23%	47%	39%	29%	47%	41%	38%
Decreased 1 Level	14%	23%	9%	14%	16%	5%	11%
Decreased 2 Levels	0%	3%	0%	3%	8%	0%	3%

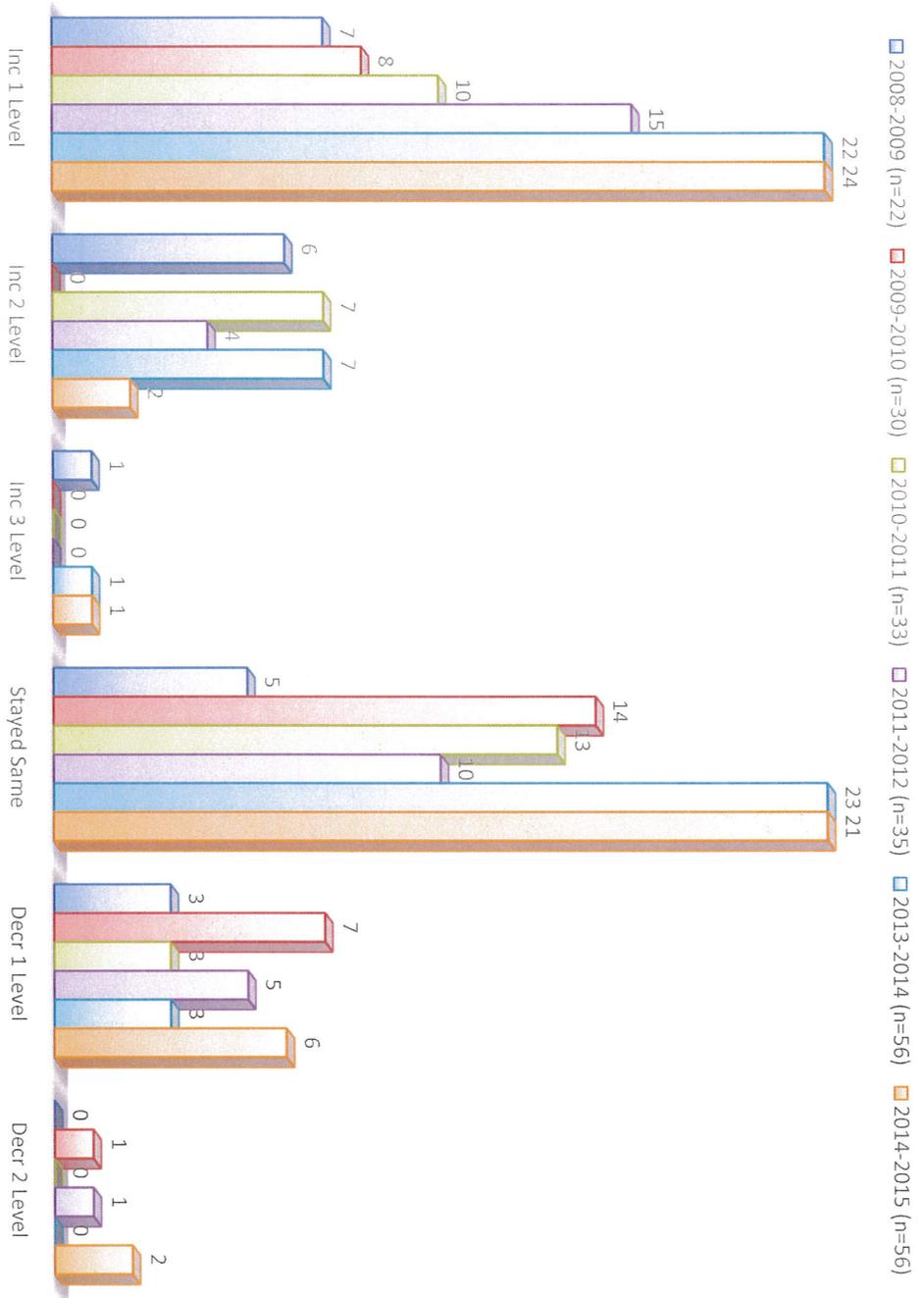
This information measures the same student's progress from year to year in language acquisition as measured by the ELDA test.

Based upon 56 total students out of 82 enrolled 2013-2014  
 based upon 56 total students out of 88 enrolled 2014-2015

### Facts about the data:

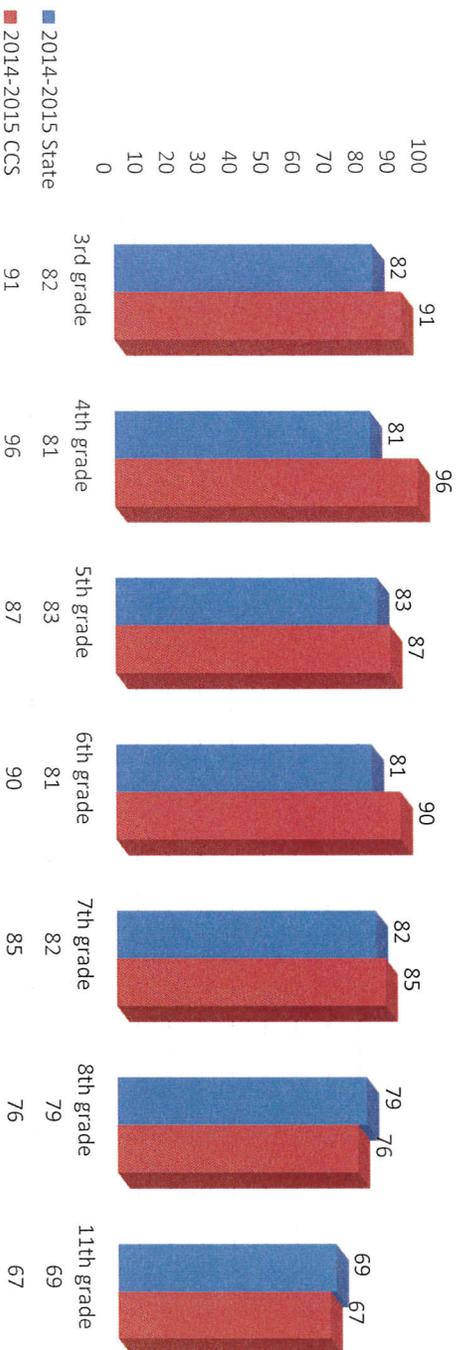
- During the 14-15 school year 48% of the tested students increased from the previous year, while 52% stayed the same or decreased from the previous year on language development.
- Historically, we average about 47% of the tested students increasing their overall language development in a year's time. Over the last seven years, only 4 of those years did we have over half of the ELL students tested increase their composite score from the previous year.
- When further analyzing the data, students are staying the same most frequently in the Speaking Category. However, this could be attributed to more students being at a Level 4 or 5 in Speaking.
- Out of 56 students tested, only 4 students made no growth or decreased their performance. Two of those students were third graders who went from the subjective testing to the objective ELDA test. One of the students was at a Level 5 in most areas and a Level 4 in writing. The other student was a special education student.

# ELDA COMPOSITE LEVEL GROWTH

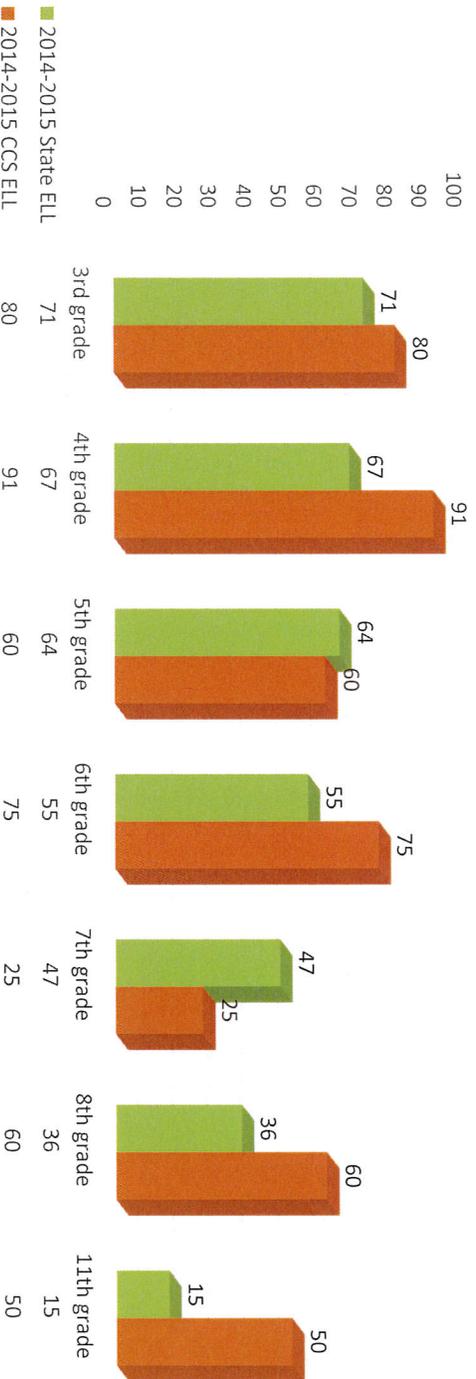


**NESA Reading & Math Test Results:**

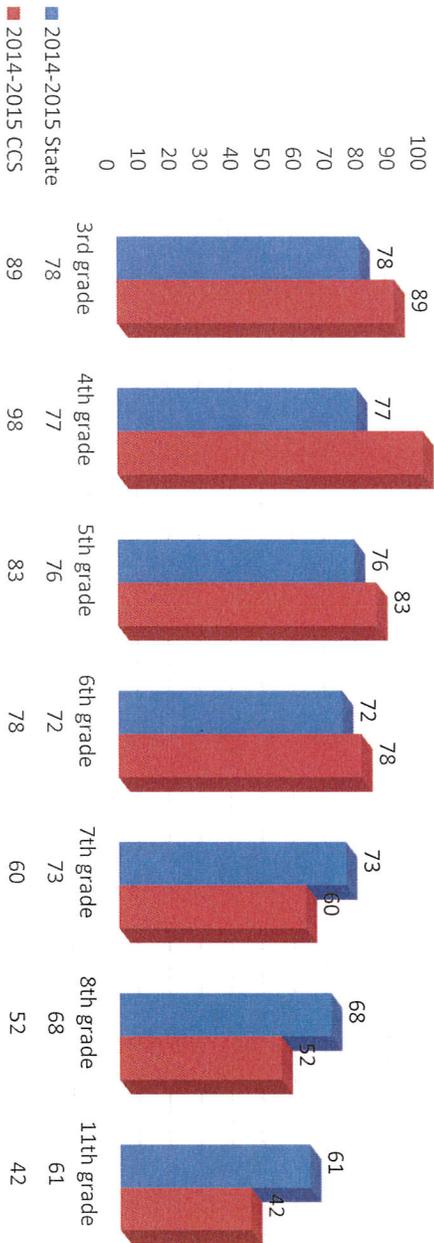
**14-15 NESA Reading Results  
% Meeting Proficiency**



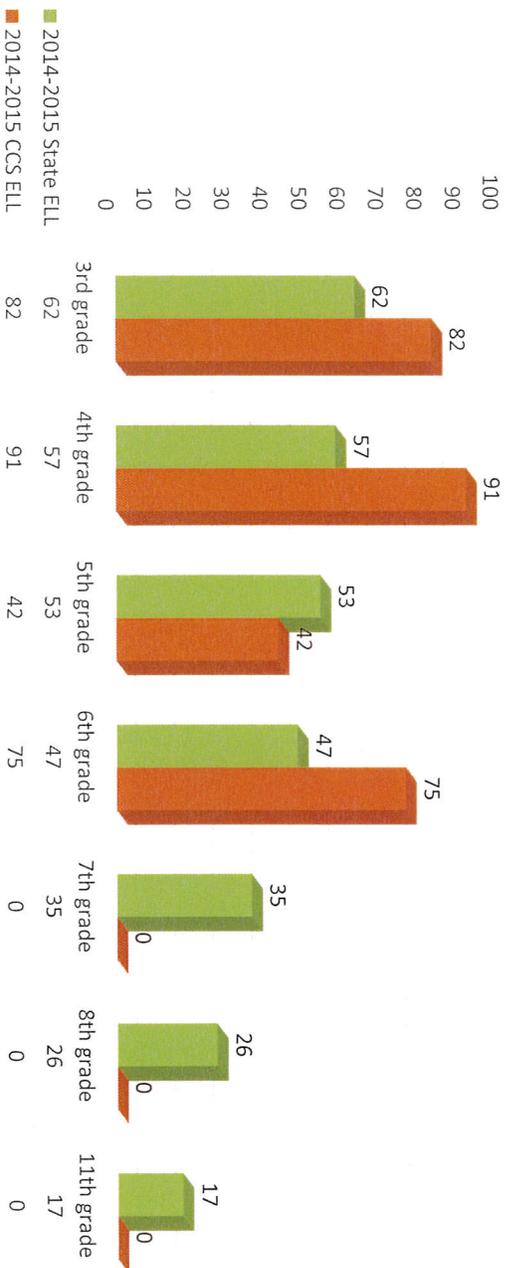
**14-15 NESA Reading Results for ELL Students  
% Meeting Proficiency**



## 14-15 NESMA MATH RESULTS % Meeting Proficiency



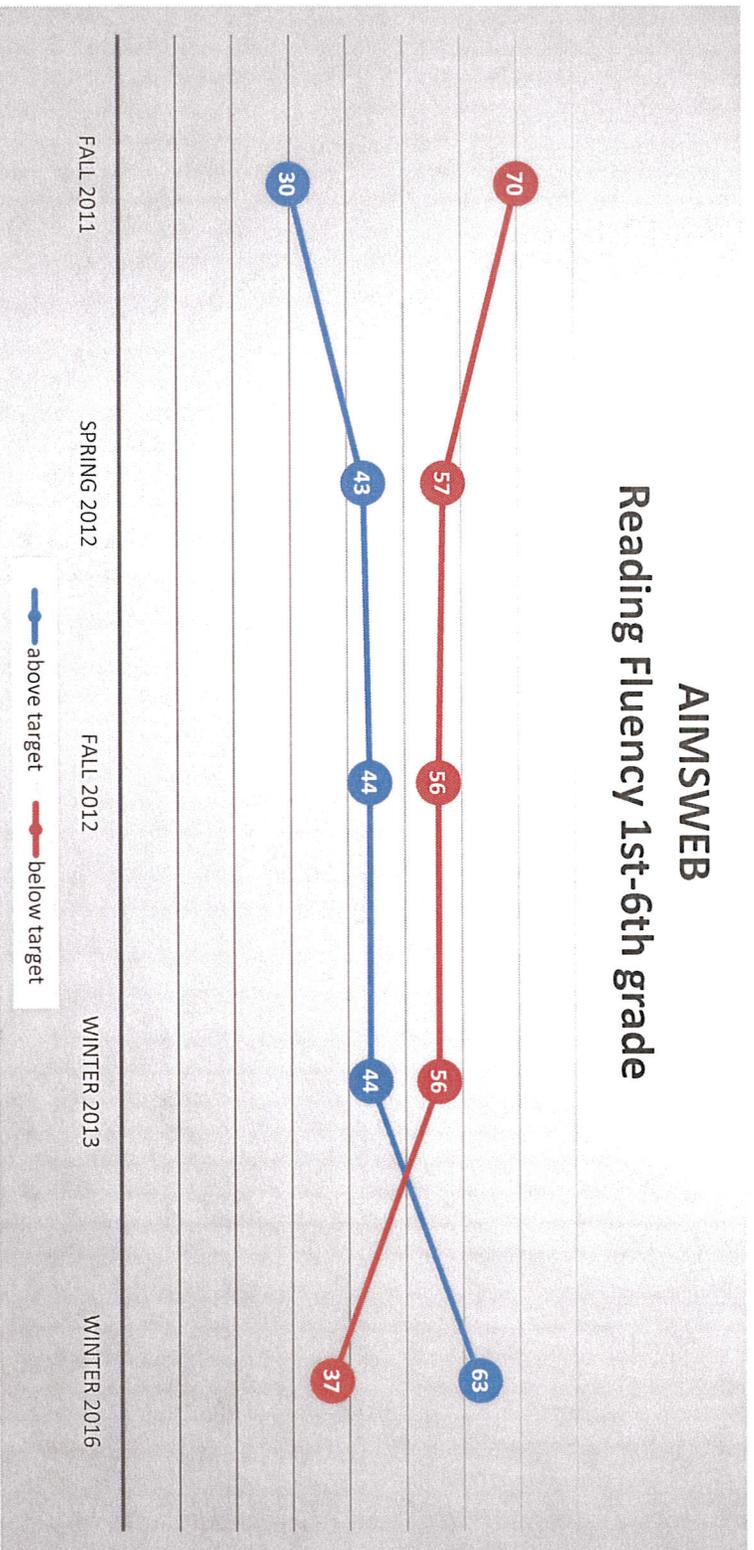
## 14-15 NESMA MATH RESULTS for ELL STUDENTS % Meeting Proficiency



FACTS ABOUT THE DATA:

- The Elementary ELL students (3<sup>rd</sup> - 6<sup>th</sup> grade) are performing substantially better on NESAS Math than the Jr. High & High School students.
- ELL students are performing stronger in Reading than in Math.
- Chase County ELL students generally outperform State ELL numbers in Reading, and at the Elem Level in math.

AIMSWEB DATA:



# AIMSWEB Math 1st-6th grade

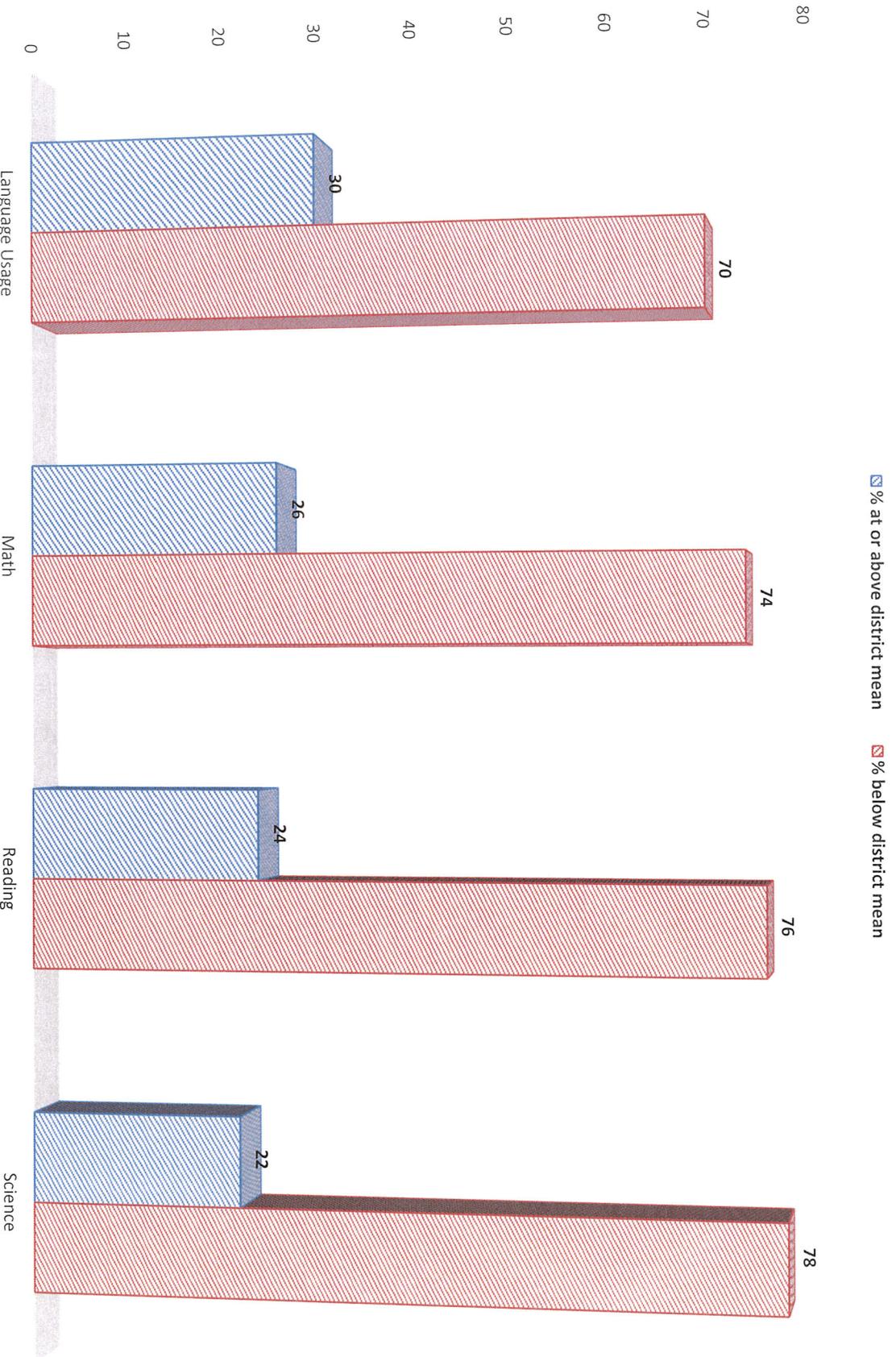


## FACTS ABOUT THE DATA:

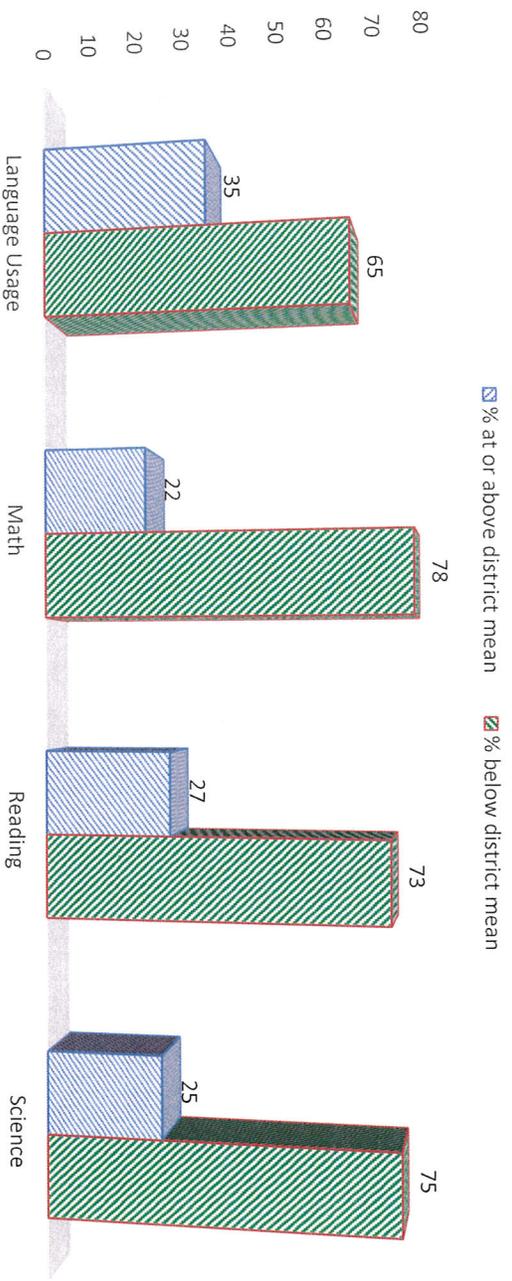
- Current Winter 2016 AIMSWEB data indicates a rise in the percentage of ELL students achieving target or benchmark.

MAPS ACHIEVEMENT TEST RESULTS:

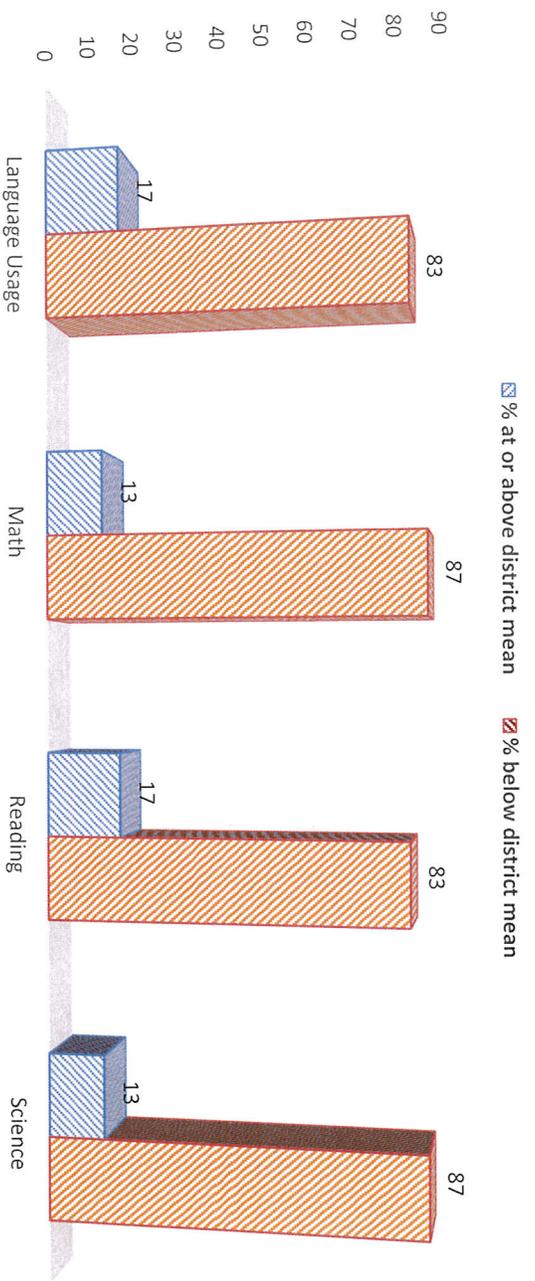
# MAPS FALL 2015 RESULTS GRADES 2-11 ELL STUDENTS



# MAPS FALL 2015 RESULTS GRADES 2-6 ELL STUDENTS



# MAPS FALL 2015 GRADE 7-12 ELL STUDENTS



## FACTS ABOUT THE DATA:

- CCS is in the first year of testing all students in grades 2<sup>nd</sup>-12<sup>th</sup> grade using MAPS.
- ELL students are currently below the district mean in all areas assessed and across grade levels.
- No accommodations were given to ELL students on the MAPS test in the Fall, in order to get a 'true baseline.'

## RECOMMENDATIONS:

1. Consider providing district wide staff training on Poverty since 94% of the ELL population qualifies for Free & Reduced Lunch.
2. Consider providing district wide staff training on ELL strategies to be used in the general education classroom and content areas to address the Level 3 and 4 students.
3. Compile the last 5 years of ELL data to analyze trend data.
4. Establish tools to monitor the progress of ELL students to determine the effects EL Achieve has on student performance since the district is in Year One of implementation of EL Achieve.
5. Use the Formative Assessment Component of EL Achieve to further improve the instruction of ELL students. This will also add another source of data.
6. Consider looking at Raw Scores to determine growth on the ELDA/ELPA to get a better indication of actual growth versus looking at growth from Level to Level.
7. Establish RTI teams at the Middle and High School to ensure interventions are being implemented to provide ELL students with additional assistance as determined necessary.
8. Consider training Middle School and High School staff on a Guaranteed & Viable Curriculum and Essential Standards to improve overall instruction at the Middle and High School which will in turn improve instruction for ELL students.
9. Improve Math Instruction and Intervention at 7<sup>th</sup>-12<sup>th</sup> grade level. Consider additional supplemental math materials or programs designed for ELL students to help improve instruction.
10. Integrate the ELL Committee into the School Improvement Process and return to regular scheduled committee meetings that occur at least quarterly.
11. Consider offering a monthly parent training for ELL parents and providing helpful hints for studying, Spanish/English books to check out, basic English instruction for parents, and other ideas that would help ELL parents.
12. Develop an "Important things you need to know about teaching ELL students" and train all new teachers annually.
13. Increase pull-out ELL services for Level 3 and 4 students to ensure they are getting the language training needed.
14. Consider a district operated preschool that would give ELL students a two year jumpstart on learning the English Language which in turn would significantly improve their school experience and performance.

**Migrant Query Total Records:62**

**All Records**

Student ID	Student Last Name	Student First Name	Active Enrollment Migrant
2116001978	Acuna Vasquez	Gisselle	1
1965504566	Acuna Vasquez	Yamilee	1
4708197373	Alarcon Ortega	Alexa	1
1925009017	Alarcon Ortega	Joel	1
6478328716	Alarcon Ortega	Sergio	1
1590273265	Arenz	Kacie	1
8140794244	Argueta	Diana	1
1577549112	Balderrama Vazquez	Daphne	1
2193455198	Bartels	Ansley	1
9320946256	Bencomo Marquez	Jackeline	1
6012523076	Casarez	Juan	1
4612657268	Cervantes	Jorge	1
7518534045	Cervantes	Valeria	1
8075494504	Chaparro	Clarissa	1
7124748259	Chaparro Granados	Ricardo	1
8501265268	Cruz	Marielena	1
9182865361	Cruz	Myra	1
3918039129	Cruz	San Juanita	1
7811277123	De la Cruz Nevarez	Edwin	1
6810599827	Diaz Gonzalez	Anahy	1
5743843538	Estrada	Brandon	1
9521775327	Estrada	Jaquelin	1
1422790886	Frias Goytia	Carlos	1
3290242749	Frias Goytia	Jissell	1
8262313607	Frias Goytia	Michell	1

### Mathematics

#### Chase County Schools

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

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Geometry and Measurement		Algebraic Concepts		Data Analysis & Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2015-2016	2	36	200.7	8.3	200	198.6	10.8	203.7	9.8	200.5	10.1	200.0	10.4
Fall 2015-2016	2	36	185.9	9.5	187	184.3	10.2	186.0	11.4	184.9	11.7	188.1	10.0
Winter 2014-2015	2	53	192.4	8.9	192	190.3	9.2	192.5	10.2	<b>195.8</b>	10.6	190.8	11.5
Fall 2014-2015	2	59	182.4	9.5	180	181.0	10.0	182.3	10.0	181.7	12.4	185.0	10.4
Spring 2013-2014	2	45	196.9	8.1	196	194.0	9.5	199.0	11.6	197.4	8.2	197.2	9.6
Spring 2015-2016	3	58	209.0	8.4	210	206.7	9.9	211.5	10.3	210.8	11.7	206.8	9.3
Fall 2015-2016	3	57	197.0	8.2	197	196.4	10.3	196.9	10.2	197.8	9.4	196.9	9.4
Fall 2014-2015	3	49	195.6	8.5	196	<b>191.6</b>	9.0	196.2	8.8	197.7	12.5	197.1	11.1
Spring 2013-2014	3	41	211.2	9.8	210	209.1	9.6	212.2	13.8	214.0	12.9	209.0	9.8
Spring 2015-2016	4	47	220.0	13.2	221	218.2	13.2	221.8	15.4	217.7	12.0	222.2	16.8
Fall 2015-2016	4	50	208.7	7.9	209	207.9	9.8	209.6	9.0	210.2	9.7	207.4	8.7
Winter 2014-2015	4	37	216.6	7.4	217	216.9	8.9	218.5	10.6	219.2	8.5	<b>211.6</b>	9.2
Fall 2014-2015	4	41	209.3	8.2	209	207.5	8.6	210.7	12.2	211.3	9.8	207.8	9.3
Spring 2013-2014	4	45	218.1	11.6	221	217.1	12.9	217.6	12.3	216.3	11.4	<b>221.5</b>	15.3
Spring 2015-2016	5	44	232.1	11.7	233	<b>236.2</b>	12.9	232.8	14.5	228.5	11.0	230.8	13.4
Fall 2015-2016	5	43	221.5	10.2	221	222.6	10.4	221.3	13.7	222.5	9.6	219.6	12.3
Winter 2014-2015	5	45	218.2	11.4	220	219.2	12.9	216.4	14.9	221.4	12.6	216.0	12.0
Fall 2014-2015	5	48	213.4	11.8	215	212.6	11.6	214.9	14.0	213.0	12.8	212.9	14.7
Spring 2013-2014	5	42	224.4	11.6	223	226.3	11.8	223.1	13.1	222.2	12.3	225.7	14.4

#### MAP: Math 2-5 NE 2015 NE Academic Standards Mathematics: 2015

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number		Algebra		Geometry		Data	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	2	59	178.4	10.5	177	175.2	10.9	181.3	12.5	176.8	10.8	179.7	13.8
Fall 2016-2017	3	35	198.1	8.4	199	199.0	9.2	195.2	12.2	197.3	9.1	200.9	10.0
Fall 2016-2017	4	60	207.1	9.3	207	206.7	9.4	206.1	11.9	207.9	9.9	207.8	11.9
Fall 2016-2017	5	47	212.2	13.5	215	214.9	13.4	209.7	15.4	214.0	14.2	210.1	15.7

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Mathematics

#### Chase County Schools

#### MAP: Math 6+ NE 2009

NE Mathematics K-8, 12: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance							
						Number Sense		Geometry and Measurement		Algebraic Concepts		Data Analysis & Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2015-2016	6	48	227.1	14.2	230	229.7	17.9	225.7	15.4	225.4	14.4	227.3	15.0
Fall 2015-2016	6	48	221.6	11.9	223	222.4	12.7	221.2	13.1	223.7	13.3	219.2	12.5
Fall 2014-2015	6	43	218.7	10.0	218	219.4	11.7	217.6	10.4	218.2	11.0	219.7	12.0
Spring 2013-2014	6	47	226.9	13.8	228	227.3	13.9	228.2	15.0	226.9	14.1	225.1	15.3
Spring 2015-2016	7	41	226.8	11.2	226	226.8	12.1	227.4	12.2	226.3	12.3	226.8	12.5
Fall 2015-2016	7	41	223.4	11.8	222	225.0	13.4	222.3	11.6	221.9	12.6	224.5	13.6
Fall 2014-2015	7	46	225.7	12.1	226	226.0	13.1	227.3	15.2	225.0	11.4	224.9	13.3
Spring 2013-2014	7	38	225.1	15.6	226	227.0	17.2	224.2	15.1	224.3	15.6	224.9	17.6
Spring 2015-2016	8	48	229.7	18.5	229	229.0	20.1	230.8	17.4	231.5	18.4	227.3	22.3
Fall 2015-2016	8	48	225.9	17.6	227	226.6	18.6	227.2	18.2	226.0	17.6	223.6	19.3
Spring 2015-2016	9	38	230.6	16.4	232	229.1	16.9	230.9	17.6	230.9	16.7	231.3	18.5
Fall 2015-2016	9	38	228.5	14.8	230	229.4	15.4	226.9	14.9	229.9	16.0	228.2	16.3
Spring 2015-2016	10	46	230.7	18.8	234	229.9	20.5	231.2	18.5	233.0	19.6	228.7	21.4
Fall 2015-2016	10	50	232.3	15.2	235	232.8	16.2	233.0	15.5	233.8	17.3	229.7	16.3
Fall 2014-2015	10	48	235.9	12.7	236	234.9	12.6	237.4	13.7	237.0	13.6	234.0	14.8
Spring 2015-2016	11	40	240.3	16.5	241	239.2	17.7	240.5	16.9	242.5	16.3	239.2	19.5
Fall 2015-2016	11	46	240.3	15.7	240	241.2	16.3	240.1	15.0	242.5	16.9	237.3	18.1
Fall 2015-2016	12	1											

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Mathematics

#### Chase County Schools

##### MAP: Math 6+ NE 2015

NE Academic Standards Mathematics: 2015

##### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number		Algebra		Geometry		Data	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	6	35	223.7	11.0	227	225.1	12.4	223.4	11.1	223.2	12.5	222.9	12.7
Fall 2016-2017	7	44	225.3	17.4	231	227.6	17.0	223.4	18.0	223.8	19.1	226.8	19.3
Fall 2016-2017	8	44	227.7	13.1	226	<b>231.5</b>	14.2	<b>224.2</b>	14.9	226.8	13.8	228.6	14.7
Fall 2016-2017	9	47	228.9	16.7	230	229.7	17.0	229.6	17.7	230.8	18.9	225.8	17.0
Fall 2016-2017	10	35	232.5	15.1	232	231.1	16.0	233.5	14.8	233.8	16.9	231.6	17.3
Fall 2016-2017	11	45	233.2	16.5	232	234.2	19.7	233.6	19.1	233.9	14.4	230.9	17.4

##### MAP: Spanish Math 2-5 Common Core 2010 V2

Common Core Mathematics K-12: 2010

##### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	5	1											

##### MAP: Spanish Math 6+ Common Core 2010 V2

Common Core Mathematics K-12: 2010

##### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	8	1											
Fall 2016-2017	9	1											
Fall 2016-2017	10	1											

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Reading

#### Chase County Schools

MAP: Reading 2-5 NE 2009  
NE Language Arts K-8, 12: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						Strategies to Read Words, Increase Vocabulary		Use Main Idea, Supporting Details		Infer, Draw Conclusions, Predict		Identify Characteristics, Features of Text		Identify Bias, Purpose, Text Elements, Devices	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	2	57	190.9	12.2	193	189.2	12.7	191.1	15.5	192.6	14.1	190.8	14.2	190.7	13.3
Fall 2014-2015	2	58	180.4	13.5	181	177.9	14.3	180.6	13.7	182.3	14.9	179.4	15.3	181.4	16.6
Spring 2013-2014	2	45	196.1	10.4	196	196.5	11.3	196.5	10.5	197.6	12.8	192.9	14.2	197.0	13.2
Fall 2014-2015	3	48	191.2	11.8	193	191.3	13.4	192.6	14.5	191.0	13.3	189.9	12.9	191.3	14.4
Spring 2013-2014	3	41	205.3	12.0	204	204.1	11.3	204.1	14.8	205.9	13.8	207.0	14.6	206.1	15.2
Winter 2014-2015	4	1													
Fall 2014-2015	4	40	204.8	9.8	206	202.6	13.4	205.6	11.9	206.6	13.3	203.7	11.5	206.3	10.8
Spring 2013-2014	4	45	210.6	11.7	213	207.9	12.8	210.1	13.4	211.9	12.9	210.1	14.0	212.6	14.8
Winter 2014-2015	5	39	212.5	11.0	215	213.2	11.6	211.8	12.8	213.5	12.1	212.7	12.2	212.2	15.6
Fall 2014-2015	5	46	206.7	11.5	207	208.1	12.4	205.6	13.6	207.7	12.8	205.8	13.4	206.6	13.0
Spring 2013-2014	5	42	215.7	10.9	216	213.7	12.9	215.1	12.6	215.1	15.0	214.1	13.5	<b><u>221.3</u></b>	13.2

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2016-2017  
 District: Chase County Schools  
 Grouping: None  
 Small Group Display: No

### Reading

#### Chase County Schools

#### MAP: Reading 2-5 NE 2014

NE English Language Arts K-12: 2014

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Build and Use Vocabulary		Use Main Idea, Supporting Details		Infer, Draw Conclusions, Predict		Identify Characteristics, Features of Text		Identify Bias, Purpose, Text Elements, Devices	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	2	60	176.4	14.8	177	178.0	16.0	175.7	16.9	177.2	16.9	173.1	16.4	178.1	16.1
Spring 2015-2016	2	36	200.1	12.2	204	<b>195.3</b>	12.9	200.1	13.8	200.9	16.0	202.2	14.3	201.5	14.2
Fall 2015-2016	2	36	187.3	11.9	187	186.4	11.2	187.4	12.7	189.4	13.5	186.7	15.1	186.8	16.1
Fall 2016-2017	3	35	200.5	11.6	203	199.8	12.6	200.3	12.4	200.9	15.3	201.2	12.9	200.5	14.1
Spring 2015-2016	3	58	203.2	12.4	205	201.4	14.3	204.4	14.2	204.6	14.2	202.5	13.2	203.2	15.0
Fall 2015-2016	3	57	195.0	12.9	194	196.2	13.3	193.5	14.3	194.0	15.2	194.8	18.4	196.4	14.6
Fall 2016-2017	4	60	198.9	13.6	200	199.2	14.4	197.3	15.1	198.1	15.0	201.2	15.6	198.6	17.3
Spring 2015-2016	4	47	208.7	11.6	208	207.0	12.4	207.1	14.0	209.0	14.2	209.9	12.3	211.3	16.2
Fall 2015-2016	4	50	204.0	10.8	204	203.9	11.9	204.7	12.5	203.1	13.6	204.8	14.2	203.1	11.2
Fall 2016-2017	5	47	204.7	13.3	207	206.5	12.6	202.2	17.8	207.1	13.8	203.3	16.1	204.3	15.6
Spring 2015-2016	5	44	218.0	10.7	219	218.9	11.2	216.5	13.7	216.4	13.5	219.4	11.5	219.2	14.8
Fall 2015-2016	5	43	213.9	12.3	216	213.9	13.8	212.5	13.6	214.4	14.6	214.4	14.3	214.4	12.5

#### MAP: Reading 6+ NE 2009

NE Language Arts K-8, 12: 2009

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Strategies to Read Words, Increase Vocabulary		Use Main Idea, Supporting Details		Infer, Draw Conclusions, Predict		Identify Characteristics, Features of Text		Identify Bias, Purpose, Text Elements, Devices	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	6	22	212.3	7.3	214	211.2	11.0	214.9	8.6	212.2	10.9	209.9	11.7	214.5	7.3
Fall 2014-2015	6	43	213.4	11.5	212	213.6	12.1	211.5	13.5	213.6	12.8	212.8	14.0	<b>216.6</b>	15.6
Spring 2013-2014	6	47	219.9	11.7	221	218.6	15.1	219.8	14.2	218.8	14.6	219.3	11.7	223.1	14.0
Fall 2014-2015	7	48	218.3	12.7	219	218.9	15.0	216.8	12.9	217.5	14.7	217.9	13.8	220.3	14.3
Spring 2013-2014	7	35	217.0	11.9	217	217.3	13.6	215.7	12.3	217.4	14.2	216.0	14.6	218.6	14.9
Fall 2014-2015	10	48	225.1	11.9	225	225.4	14.4	224.3	13.2	224.1	13.1	225.9	13.3	226.1	13.8

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2016-2017  
 District: Chase County Schools  
 Grouping: None  
 Small Group Display: No

### Reading

#### Chase County Schools

#### MAP: Reading 6+ NE 2014

NE English Language Arts K-12: 2014

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Build and Use Vocabulary		Use Main Idea, Supporting Details		Infer, Draw Conclusions, Predict		Identify Characteristics, Features of Text		Identify Bias, Purpose, Text Elements, Devices	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	6	45	214.6	12.5	214	215.3	14.3	213.4	13.8	212.8	13.5	217.6	14.9	213.5	17.2
Spring 2015-2016	6	48	218.5	12.9	223	218.8	15.3	216.8	14.9	216.9	15.5	217.3	12.8	<b>222.6</b>	15.4
Fall 2015-2016	6	47	215.3	11.1	216	214.5	12.1	215.6	12.5	215.1	13.4	213.6	14.5	217.6	13.9
Fall 2016-2017	7	43	210.7	15.2	213	213.0	15.1	<b>207.0</b>	18.7	209.2	16.0	213.7	18.1	211.0	16.9
Spring 2015-2016	7	41	217.4	15.4	221	218.2	15.4	215.6	16.6	215.8	18.5	219.2	18.6	217.9	16.6
Fall 2015-2016	7	41	219.2	12.4	220	218.7	13.3	218.7	15.6	217.2	14.1	217.2	14.4	<b>223.3</b>	14.6
Fall 2016-2017	8	45	210.8	21.1	215	<b>214.7</b>	19.8	209.0	22.9	<b>206.6</b>	26.1	212.1	23.0	212.1	20.7
Spring 2015-2016	8	48	220.0	16.7	221	219.1	17.6	219.4	18.5	217.6	20.7	223.3	15.7	221.0	19.2
Fall 2015-2016	8	48	220.5	13.7	222	223.6	17.4	219.7	13.9	219.9	15.7	219.1	14.3	220.5	16.7
Fall 2016-2017	9	48	215.7	19.3	219	216.4	21.3	<b>212.0</b>	19.6	216.1	19.3	215.8	21.4	217.9	22.0
Spring 2015-2016	9	37	220.3	14.0	217	221.8	17.1	217.1	16.6	221.6	16.6	219.7	16.7	222.1	14.8
Fall 2015-2016	9	38	221.1	15.2	222	223.2	14.1	219.4	15.8	219.4	20.5	221.5	15.6	222.5	17.2
Fall 2016-2017	10	38	213.3	17.7	217	<b>218.2</b>	19.8	211.4	17.6	209.5	18.4	214.3	19.2	213.1	20.8
Spring 2015-2016	10	46	220.2	18.3	223	<b>225.3</b>	16.0	220.0	21.4	218.2	21.4	218.7	19.1	218.9	21.9
Fall 2015-2016	10	50	221.8	16.7	225	222.9	17.2	221.1	17.6	221.2	17.8	220.8	17.7	222.3	20.0
Fall 2016-2017	11	47	219.9	14.9	220	220.5	14.3	218.6	16.3	219.0	15.3	219.5	18.5	220.9	17.2
Spring 2015-2016	11	41	226.3	12.9	227	228.5	15.7	223.8	13.5	224.9	16.1	226.2	13.4	227.9	15.6
Fall 2015-2016	11	46	226.8	13.3	228	229.0	15.0	224.0	16.4	225.4	14.8	227.1	16.7	229.0	13.6
Fall 2015-2016	12	1													

#### Survey: Reading 6+ NE 2014

NE English Language Arts K-12: 2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2015-2016	6	1			

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Language Usage

#### Chase County Schools

MAP: Language 2-12 NE 2009  
 NE Language Arts K-8, 12: 2009

						Goal Performance							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Use Conventions Appropriate for Grade Level		Apply the Writing Process		Compose Sentences; Develop Coherent Paragraphs		Write Genres Considering Purpose, Organization	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	2	1											
Fall 2014-2015	2	58	181.4	12.8	181	182.4	14.5	181.4	13.0	182.7	14.1	179.4	13.2
Spring 2013-2014	2	45	197.4	9.9	198	199.0	13.0	198.0	9.6	195.6	11.5	196.8	11.0
Fall 2014-2015	3	48	193.1	11.8	195	195.3	11.6	191.2	13.8	193.1	13.8	193.1	12.5
Spring 2013-2014	3	41	204.1	12.1	205	205.6	15.2	202.5	12.7	204.5	11.2	204.0	13.6
Winter 2014-2015	4	36	212.4	7.4	213	214.1	10.8	213.1	7.3	211.1	9.1	211.0	10.9
Fall 2014-2015	4	40	204.4	8.1	205	205.3	8.6	203.7	10.3	205.1	9.9	203.6	9.4
Spring 2013-2014	4	45	207.3	11.6	210	210.0	12.6	207.0	12.8	205.9	12.5	206.3	12.8
Winter 2014-2015	5	41	214.8	8.8	214	215.7	10.9	213.8	10.9	214.1	9.9	215.2	10.1
Fall 2014-2015	5	47	208.0	10.9	209	208.4	12.1	207.9	12.0	207.8	13.2	207.8	11.3
Spring 2013-2014	5	41	214.5	10.4	214	216.0	11.1	211.5	12.3	215.2	11.1	215.2	12.0
Fall 2014-2015	6	43	214.5	9.1	213	215.3	10.9	213.1	9.6	215.2	10.8	214.6	11.1
Spring 2013-2014	6	47	218.6	11.7	221	219.6	11.6	218.6	12.5	216.4	12.5	219.6	14.2
Fall 2014-2015	7	46	218.3	10.7	219	217.6	11.4	218.9	12.6	217.8	10.3	219.1	12.9
Spring 2013-2014	7	38	215.2	14.9	216	214.9	15.8	214.2	14.5	216.4	16.7	215.4	16.6
Fall 2014-2015	10	46	222.6	11.9	223	223.8	12.0	222.1	14.7	222.2	13.5	222.0	12.6

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Language Usage

#### Chase County Schools

MAP: Language 2-12 NE 2014  
 NE English Language Arts K-12: 2014

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Use Conventions Appropriate for Grade Level		Apply the Writing Process		Compose Sentences; Develop Coherent Paragraphs		Write in Multiple Modes Across Disciplines	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	2	60	178.0	13.3	179	178.4	15.9	177.7	14.3	179.2	14.0	176.9	14.9
Spring 2015-2016	2	36	199.6	9.6	201	200.6	9.4	197.9	10.0	200.5	12.5	198.6	12.9
Fall 2015-2016	2	36	187.4	12.3	187	189.2	12.2	184.7	13.7	188.8	13.7	186.9	14.0
Fall 2016-2017	3	35	199.9	9.7	200	200.2	9.7	198.4	11.8	201.0	10.2	199.9	12.0
Spring 2015-2016	3	58	202.8	9.7	204	203.7	12.4	201.4	11.8	202.6	9.6	203.1	10.7
Fall 2015-2016	3	57	195.0	10.4	196	196.9	11.2	193.6	12.4	196.5	13.4	192.7	10.8
Fall 2016-2017	4	60	202.4	8.9	202	204.6	10.4	201.7	10.7	202.3	10.5	201.1	11.2
Spring 2015-2016	4	47	208.6	10.2	210	210.1	11.3	209.6	11.0	207.7	11.3	207.2	13.5
Fall 2015-2016	4	50	202.6	9.6	203	202.5	9.2	202.2	10.7	203.9	11.8	201.7	12.2
Fall 2016-2017	5	49	204.1	13.8	207	205.4	13.5	204.1	14.2	202.8	15.5	203.8	15.8
Spring 2015-2016	5	44	218.8	8.2	217	219.4	10.2	217.5	10.1	218.2	9.9	219.9	10.2
Fall 2015-2016	5	44	212.8	12.5	213	214.5	13.4	213.0	12.8	213.8	12.8	210.5	15.0
Fall 2016-2017	6	44	215.6	9.7	215	218.1	9.9	215.2	10.7	214.7	10.0	214.8	12.6
Spring 2015-2016	6	47	217.9	11.0	220	219.7	12.4	217.3	11.1	216.5	12.7	218.0	12.3
Fall 2015-2016	6	48	214.7	11.3	218	215.4	13.0	213.6	12.0	214.6	11.9	215.1	12.8
Fall 2016-2017	7	43	214.1	13.5	218	216.6	14.3	215.3	14.4	212.7	12.9	211.9	15.8
Spring 2015-2016	7	41	218.8	11.3	220	221.0	10.0	217.8	12.6	216.7	13.2	219.4	13.8
Fall 2015-2016	7	41	218.1	11.1	218	219.4	12.5	217.5	10.9	216.4	12.3	219.0	13.3
Fall 2016-2017	8	45	214.7	17.9	217	216.6	17.6	213.1	19.6	214.5	18.4	214.3	18.9
Spring 2015-2016	8	46	220.6	11.7	224	223.3	11.9	219.1	13.9	220.5	11.7	219.3	13.8
Fall 2015-2016	8	47	218.7	14.0	220	219.2	13.5	220.1	14.6	217.3	14.2	218.2	17.0
Fall 2016-2017	9	46	219.8	13.2	222	219.6	12.9	219.4	14.8	218.8	14.2	221.0	14.9
Spring 2015-2016	9	37	219.0	13.0	223	220.1	13.4	220.5	13.5	215.6	15.3	219.8	13.5
Fall 2015-2016	9	38	219.5	12.1	221	220.4	12.4	218.9	13.3	217.9	13.4	220.3	13.8
Fall 2016-2017	10	38	220.1	14.4	218	220.4	14.2	221.4	16.1	219.6	15.6	219.2	17.4
Spring 2015-2016	10	43	222.2	14.1	226	224.1	14.3	222.6	16.6	221.2	13.6	221.2	16.8
Fall 2015-2016	10	50	220.8	11.9	225	220.8	12.6	219.8	13.2	220.8	12.4	221.9	14.5

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Language Usage

#### Chase County Schools

#### MAP: Language 2-12 NE 2014 NE English Language Arts K-12: 2014

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Use Conventions Appropriate for Grade Level		Apply the Writing Process		Compose Sentences; Develop Coherent Paragraphs		Write in Multiple Modes Across Disciplines	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	11	44	219.6	13.4	222	222.4	13.9	218.8	14.4	218.1	14.1	219.7	15.9
Spring 2015-2016	11	41	228.4	11.1	227	228.3	11.1	229.7	13.6	227.4	15.0	227.8	10.9
Fall 2015-2016	11	46	224.3	10.4	224	224.2	11.2	223.1	11.4	222.9	11.1	226.4	12.1
Fall 2015-2016	12	1											

#### Survey: Language 2-12 NE 2014 NE English Language Arts K-12: 2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2016-2017	6	1			

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Science - General Science

#### Chase County Schools

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

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Physical Science		Life Science		Earth and Space Sciences	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	3	35	197.2	8.8	196	195.4	10.5	197.5	9.5	199.0	9.6
Spring 2015-2016	3	56	200.2	7.1	201	199.2	8.4	200.2	8.8	201.1	8.3
Fall 2015-2016	3	57	194.0	8.4	195	192.9	8.2	194.3	10.3	194.7	10.5
Fall 2014-2015	3	48	192.3	8.2	194	191.2	9.1	191.9	8.3	194.2	10.9
Spring 2013-2014	3	41	199.3	8.7	200	199.9	10.7	199.8	8.8	198.1	9.2
Fall 2016-2017	4	60	198.3	7.4	199	196.9	8.1	200.3	8.7	197.6	9.2
Spring 2015-2016	4	47	205.1	9.2	206	204.4	9.3	205.0	11.6	206.0	10.8
Fall 2015-2016	4	50	199.3	8.5	199	199.6	10.6	196.8	9.3	201.6	10.6
Fall 2014-2015	4	40	201.4	5.9	202	202.6	6.6	200.1	7.3	201.7	7.4
Spring 2013-2014	4	44	204.6	9.8	207	204.2	9.4	204.1	11.3	205.7	11.5
Fall 2016-2017	5	48	203.4	10.0	203	203.2	10.8	203.1	11.2	203.9	11.4
Spring 2015-2016	5	44	213.0	7.4	214	212.7	8.9	212.6	8.2	213.9	8.9
Fall 2015-2016	5	43	207.0	8.7	207	207.5	8.9	207.3	10.1	206.2	9.9
Fall 2014-2015	5	47	206.0	7.3	208	207.3	8.9	204.2	8.4	206.6	9.2
Spring 2013-2014	5	42	208.7	10.4	211	209.5	11.0	208.4	11.0	208.4	12.0
Fall 2016-2017	6	47	210.1	8.0	210	210.6	9.0	210.0	9.8	210.1	9.9
Spring 2015-2016	6	48	211.8	10.2	215	211.6	9.9	209.9	11.2	213.9	12.0
Fall 2015-2016	6	48	208.4	9.6	210	207.3	9.1	208.4	11.0	209.4	11.3
Fall 2014-2015	6	43	208.4	8.8	208	207.9	9.4	207.7	10.8	209.8	10.9
Spring 2013-2014	6	47	213.0	10.0	213	211.0	9.8	213.2	11.9	214.7	11.9
Fall 2016-2017	7	47	211.1	11.4	214	210.3	11.1	209.6	13.7	213.3	13.1
Spring 2015-2016	7	41	212.9	9.7	215	212.5	10.8	212.6	11.2	213.5	10.7
Fall 2015-2016	7	41	210.7	10.3	212	210.7	9.1	209.7	11.4	211.9	13.4
Fall 2014-2015	7	47	213.0	8.6	213	212.6	9.3	212.5	9.7	214.1	9.9
Spring 2013-2014	7	38	211.7	11.5	213	211.0	11.5	212.8	13.1	211.3	12.7
Fall 2016-2017	8	45	210.6	12.2	214	209.8	11.0	211.6	13.9	210.5	14.4
Spring 2015-2016	8	47	215.6	11.8	217	214.3	11.0	215.0	12.6	217.5	14.8
Fall 2015-2016	8	47	213.1	10.0	214	212.8	11.1	213.0	11.8	213.6	10.1

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

### Science - General Science

#### Chase County Schools

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

#### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Physical Science		Life Science		Earth and Space Sciences	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	9	44	215.8	10.2	216	215.7	12.2	214.9	10.5	216.5	11.8
Spring 2015-2016	9	37	218.6	12.4	218	221.8	15.0	216.8	12.8	216.9	12.3
Fall 2015-2016	9	38	214.2	11.8	216	212.4	12.3	215.1	14.7	215.1	12.1
Fall 2016-2017	10	38	215.7	14.2	216	217.1	16.0	215.8	14.8	214.4	14.0
Spring 2015-2016	10	44	216.3	14.1	219	216.4	14.2	216.1	15.6	216.3	14.0
Fall 2015-2016	10	50	214.4	12.2	216	214.7	13.5	214.2	13.5	214.1	12.6
Fall 2014-2015	10	47	218.4	11.1	219	220.6	12.4	217.6	12.6	217.0	11.1
Fall 2016-2017	11	44	216.1	14.5	219	218.6	15.5	214.3	16.4	215.4	14.2
Spring 2015-2016	11	41	225.2	11.0	223	226.9	13.7	223.7	12.3	224.8	10.5
Fall 2015-2016	11	46	222.1	9.7	223	224.8	12.0	221.3	10.9	219.9	9.7
Fall 2015-2016	12	1									

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



# Comparative Data to Inform Instructional Decisions

To help provide context to Measures of Academic Progress® (MAP®) normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®** and **Smarter Balanced Assessment Consortium (Smarter Balanced)\***.

When you're armed with MAP interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

## About each chart

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level, which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246	249*		61-78
CCR (ACT ≥ 24)	Spring						230	237	243	248	252	255*		70-86
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
<b>NWEA Median</b>	<b>Fall</b>	<b>140</b>	<b>162</b>	<b>177</b>	<b>190</b>	<b>202</b>	<b>211</b>	<b>218</b>	<b>223</b>	<b>226</b>	<b>230</b>	<b>230</b>	<b>233</b>	<b>50</b>
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7



A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:  
 230 Introduction to Algebra; 235 Algebra; 245 Geometry  
 \* CCR benchmarks are projections in growth from grade 9.

READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230	232*		59-73
CCR (ACT ≥ 24)	Spring						218	223	227	230	233	236*		66-80
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
<b>NWEA Median</b>	<b>Fall</b>	<b>141</b>	<b>161</b>	<b>175</b>	<b>188</b>	<b>198</b>	<b>206</b>	<b>211</b>	<b>214</b>	<b>217</b>	<b>220</b>	<b>220</b>	<b>223</b>	<b>50</b>
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7



LANGUAGE USAGE														
				2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
Higher Achievement	NWEA	Fall		202	214	223	229	233	237	240	242	244	246	95
	NWEA	Fall		191	205	213	219	224	228	230	232	234	236	84
	NWEA	Fall		183	197	206	213	218	221	223	225	226	229	69
	<b>NWEA Median</b>	<b>Fall</b>		<b>175</b>	<b>189</b>	<b>199</b>	<b>206</b>	<b>211</b>	<b>214</b>	<b>216</b>	<b>218</b>	<b>219</b>	<b>222</b>	<b>50</b>
Lower Achievement	NWEA	Fall		166	182	192	199	204	207	209	211	211	214	31
	NWEA	Fall		158	174	184	192	197	200	202	204	204	207	16
	NWEA	Fall		150	167	177	185	190	194	195	197	197	199	7

GENERAL SCIENCE														
				3	4	5	6	7	8	9*	10*			2015 Norms Percentile
Higher Achievement	NWEA	Fall		207	213	218	223	227	230	234	236			95
	NWEA	Fall		199	206	211	216	219	222	225	227			84
	NWEA	Fall		193	200	206	210	213	216	219	220			69
	<b>NWEA Median</b>	<b>Fall</b>		<b>187</b>	<b>195</b>	<b>200</b>	<b>204</b>	<b>207</b>	<b>210</b>	<b>212</b>	<b>213</b>			<b>50</b>
Lower Achievement	NWEA	Fall		182	189	195	199	201	204	206	207			31
	NWEA	Fall		176	183	189	193	195	198	200	200			16
	NWEA	Fall		170	178	184	187	190	192	194	193			7

\*General science status norms for grades 9 and 10 should not be used to evaluate performance in typically differentiated high school science courses where science content is more specialized.

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. The user is strongly advised to use the 2015 norms because they provide the current and most accurate reference for MAP scores. Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences. School's demographics changed between 2011 and 2015 and may have contributed to differences. Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate. Finally, the varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

**Need more information about how to use the data in this document to maximize every student's learning? Contact your account manager at 503-624-1951 or 866-654-3246.**

Northwest Evaluation Association™ (NWEA™) has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.

## Article 1 - Philosophy, Goals, Objectives

### Article 1 – Mission and Goals

#### Section 1 School Mission Statement

Welcome to Chase County Schools. The Board of Education, administration and staff are committed to meet the challenge, exceed expectations, and continue our legacy of excellence.

#### Section 2 Goals and Objectives

The goals and objectives of the Chase County Schools are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.
3. Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
4. A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest in reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.

## Article 1 – Mission and Goals

6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.
7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assesses and reports student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

### **Section 3 Mutual Respect**

The Chase County Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

### **Section 4 Complaint Procedures**

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

#### 1. Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

## Article 1 – Mission and Goals

- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

### 2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## Article 10 - State and Federal Programs

### Section 1 Notice of Nondiscrimination

The Chase County Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

### Section 2 Designation of Coordinators

Any person having concerns or needing information about the District’s compliance with anti-discrimination laws or policies should contact the District’s designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 520 E. 9<sup>th</sup> Street, Imperial, Nebraska 69033, (308) [882-4304].

### Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination. The Chase County Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

#### Preventing Harassment and Discrimination of Students.

Purpose: Chase County Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, Chase County Schools will try to protect employees and 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 race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other

## Article 10 - State and Federal Programs

protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) 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.

Sexual harassment is 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:

Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

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, classroom 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.

### Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom 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. In the case of a student, the Principal would be the next or alternative person to contact.

## Article 10 - State and Federal Programs

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Chase County Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

### **Section 4      Multicultural Policy**

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

### **Section 5      Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities, which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

## Article 10 - State and Federal Programs

7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

### **Section 6 Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support

## Article 10 - State and Federal Programs

staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in [Name] Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex

## Article 10 - State and Federal Programs

offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice, which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

### Notice Concerning Designation of Law Enforcement Unit:

The District designates the City of Imperial Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

### **Section 7 Notice Concerning Disclosure of Student Recruiting Information**

The No Child Left Behind Act requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

### **Section 8 Notice Concerning Staff Qualifications**

The No Child Left Behind Act gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the

## Article 10 - State and Federal Programs

- grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
  3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet the requirements of the Act.

### **Section 9 Student Privacy Protection Policy**

It is the policy of Chase County Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a

## Article 10 - State and Federal Programs

question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. “Personal information” for purposes of this policy means individually identifiable information about a student including: a student or parent’s first and last name, home address, telephone number, and social security number. The term “personal information,” for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with

## Article 10 - State and Federal Programs

reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program, which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act ).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

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In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

### **Section 10 Parental Involvement Policies**

#### **A. General - Parental/Community Involvement in Schools:**

Chase County Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District’s policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student’s progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents’ continued attendance at such activities will be based on the students’ well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request

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when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.

9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

### B. Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of the District to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of the District that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.

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2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will

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build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

**Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-

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wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

### **Section 11 Homeless Students Policy**

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The

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“school of origin” means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District’s determination of the child’s best interests, and shall be at either: (1) the child’s school of origin for the duration of the child’s homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child’s parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child’s parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child’s school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Chase County Schools based on it being the school of origin, the new school and Chase County Schools shall agree upon a method to apportion the responsibility and

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costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

### **Section 12 Breakfast and Lunch Programs**

The District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The District provides the United States Department of Agriculture's required nondiscrimination statement:

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, One Petting 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](mailto:ocr.kansascity@ed.gov). USDA is an equal opportunity provider and employer.

The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room;

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go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.

6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
  - A publicly announced, simple method for making an oral or written request for a hearing.
  - An opportunity to be assisted or represented by an attorney or other person.
  - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
  - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
  - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
  - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
  - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
  - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

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The following information will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

**Article 2 - School Day**

**MIDDLE SCHOOL (5-8)**

<b>1<sup>ST</sup> PERIOD</b>	<b>8:00 – 8:42</b>
<b>2<sup>ND</sup> PERIOD</b>	<b>8:45 – 9:27</b>
<b>3<sup>RD</sup> PERIOD</b>	<b>9:30 – 10:15</b>
<b>4<sup>TH</sup> PERIOD</b>	<b>10:18 – 11:00</b>
<b>5<sup>TH</sup> PERIOD</b>	<b>11:03 – 11:45</b>
<b>MS LUNCH</b>	<b>11:45 – 12:18</b>
<b>6<sup>TH</sup> PERIOD</b>	<b>12:21 – 1:03</b>
<b>ROTATIONAL</b>	<b>1:06 – 1:52</b>
<b>MINI-CLASS</b>	<b>1:55 – 2:25</b>
<b>READING/INT</b>	<b>2:25 – 3:05</b>
<b>HOMEROOM</b>	<b>3:05 – 3:30</b>

**HIGH SCHOOL (9-12)**

<b>1<sup>ST</sup> PERIOD</b>	<b>8:00 – 8:45</b>
<b>2<sup>ND</sup> PERIOD</b>	<b>8:48 – 9:33</b>
<b>MIC TIME</b>	<b>9:36 – 10:05</b>
<b>3<sup>RD</sup> PERIOD</b>	<b>10:08 – 10:54</b>
<b>4<sup>TH</sup> PERIOD</b>	<b>10:57 – 11:43</b>
<b>5<sup>TH</sup> PERIOD</b>	<b>11:46 – 12:32</b>
<b>HS LUNCH</b>	<b>12:32 – 1:03</b>
<b>6<sup>TH</sup> PERIOD</b>	<b>1:06 – 1:52</b>
<b>7<sup>TH</sup> PERIOD</b>	<b>1:55 – 2:41</b>
<b>8<sup>TH</sup> PERIOD</b>	<b>2:44 – 3:30</b>

**2:30 - Friday Dismissal**

Elem.	MS	HS
K - 10:40-11:10 Recess - 11:10-11:50	<b>1st</b> 8:00-8:41	<b>1st</b> - 8:00 - 8:39
1st - 10:50-11:15 Recess - 11:15-11:50	<b>2nd</b> 8:44-9:25	<b>2nd</b> - 8:42 - 9:28
2nd - 10:55-11:20 Recess - 11:20-11:50	<b>3rd</b> 9:28-10:09	<b>3rd</b> - 9:31 - 10:10
3rd - 11:00-11:25 Recess - 11:25-11:50	<b>4th</b> 10:12-10:53	<b>MIC Time</b> - 10:13-10:30
4th - 11:05-11:30 Recess - 11:30-11:50	<b>Mini-class</b> - 10:56-11:25	<b>4th</b> - 10:33-11:12
	<b>Lunch</b> - 11:25-11:52	<b>5th</b> 11:15-11:54
	<b>5th</b> - 11:54 - 12:23	<b>Lunch</b> - 11:54:12-23
	<b>6th</b> - 12:26-1:06	<b>6th</b> - 12:26-1:06
	<b>Reading</b> - 1:09-1:54	<b>7th</b> - 1:09 - 1:48
	<b>Homeroom</b> - 1:57-2:30	<b>8th</b> - 1:51 - 2:30

10:00 start

Elem.--same as reg. day	MS	HS
K - 11:00-11:30 Recess - 11:30-12:10	1 - 10:00-10:37	1 - 10:00 - 10:37
1st - 11:10-11:35 Recess - 11:35-12:10	2- 10:40-11:14	2 - 10:40 - 11:14

2nd - 11:15-11:40 Recess - 11:40-12:10	3 - 11:17-11:51	3 - 11:17-11:51
3rd - 11:20-11:45 Recess - 11:45-12:10	Lunch - 11:54-12:25	4 - 11:54 - 12:25
4th - 11:25-11:50 Recess - 11:50-12:10	4 - 12:28 - 12:55	Lunch - 12:28-12:55
	5 - 12:58-1:32	5 - 12:58-1:32
	6 - 1:35-2:09	6 - 1:35-2:09
	7 - 2:12-2:46	7 - 2:12 - 2:46
	8 - 2:49-3:30	8 - 2:49-3:30

### Section 3 Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent’s staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media and an instant message will be sent over Infinite Campus. **Parents should have a plan in place to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members.

Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions. The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

#### **Section 4      Open-Closed Campus**

All students are required to remain on campus during the school day, except grades 9-12 who are allowed to leave campus during lunch.

#### **Section 5      Supervision Responsibility Before/After School**

##### Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 15 to 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the school building 15 minutes prior to the first class unless eating breakfast. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

##### Signing a Child In and Out of School

Parents or guardians are required to notify the school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. Parents are not to go directly to the classrooms. The schools will only release children to adults designated by the parent on the emergency card.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

### Supervision at Dismissal

Parents or guardians of children in grades K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to two (2) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

### Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

**Article 3 - Use of Building and Grounds**

**1. Section 1 Visitors**

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

**1. Section 2 Smoke-Free Environment**

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by our District's policy.

**1. Section 3 Care of School Property**

1. 1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
  
1. 2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	\$3.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	1.00 per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued.

**Section 4 Lockers**

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination lock. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

**Section 5 Searches of Lockers and Other Types of Searches**

Student lockers, desks, computer equipment, and other such property are owned by the school.

The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

#### **Section 6 Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

#### **Section 7 Use of Telephone**

USE OF THE OFFICE PHONE WILL ONLY BE ALLOWED IN AN EMERGENCY OR WHEN A STUDENT IS ILL.

#### **Section 8 Bicycles**

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks and licenses. The school is not responsible for damage or theft of parts while bicycles are on school property.

#### **Section 9 Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

### **Section 10 Lost and Found**

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

### **Section 11 Accidents**

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

### **Section 12 Laboratory Safety Glasses**

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

### **Section 13 Insurance**

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

### **Section 14 Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

### **Section 15 Copyright and Fair Use Policy**

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a

copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

## Article 4 – Attendance

### Section 1 Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors, which will result in regular and punctual student attendance.

### Section 2 Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:
  - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
  - b. Illness, which causes a student to be absent from school.
  - c. Doctor or dental appointment, which require student to be absent from school.
  - d. Court appearances that are required by a court order.
  - e. School sponsored activities, which require students to be absent from school.
  - f. Family trips in which student accompanies parent(s)/legal guardian(s).
  - g. Other absences, which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences: If a student's absence is unexcused the student may be required to make-up work and the time missed.

Tardy to School. Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Tardy to Class. Students have a sufficient time period between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a

note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to check in at the office.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

### **Section 3 Absence Procedures**

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the Principal's office. Work must be made up.

### **Section 4 Make-up Work**

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Parents are encouraged to contact the teacher with concerns.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If parents or students request homework the school should be contacted by no later than 10:00 a.m.

### **Section 5 Attendance is Required to Participate in Activities**

Students must attend school half of the day (5<sup>th</sup> period through 8<sup>th</sup> period) of any scheduled school activity in order to participate in the activity. This includes athletic contests, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 6 Truancy**

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of truantries may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## Article 5 - Scholastic Achievement

### Section 1      **Grading System**

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

A+	99-100	A	95-98	A-	93-94
B+	91-92	B	88-90	B-	86-87
C+	84-85	C	79-83	C-	77-78
D+	75-76	D	72-74	D-	70-71
F	0-69				

Each teacher will define the grading procedures to be used in their classes.

### Section 2      **High School Yearly Course Requirements**

High school students in all grade levels are required to register in the following courses: Math, Social Studies, Science, Health and Physical Education, and Language-Arts Core.

All students are required to successfully complete six (6) semesters of exploratory courses. Students also have the option of taking band or a vocal music/study hall combination.

### Section 3      **Graduation Requirements**

To participate in commencement exercises or receive a Chase County Schools’ diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions.

To be eligible for graduation from Chase County High School, a student must have earned a minimum of 220 credit hours in grades 9 through 12 inclusive. Credit hours will be computed in accordance with the Nebraska Department of Education.

Satisfactory completion of the following courses must be presented in the candidate’s record:

English	32 semester hours
Social Sciences	24 semester hours
Science	24 semester hours
Math	24 semester hours
P.E.	8 semester hours
Fine Arts	8 semester hours
Speech	Incorporated into English 2/3
Vocational	16 Semester hours 4 from Personal Finance

10 hours per year of community service should be documented. Community service opportunities during the school day will be offered to the students as well. Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and of the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for

approval.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance.

#### **Section 4 Promotion and Retention**

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

#### **Section 5 Schedule Changes**

Students needing schedule changes should notify the Principal. Schedule changes must be initiated by the teachers involved, the Principal or counselor, and the student's parent. Final approval of all schedule changes will be made by the Principal only.

#### **Section 6 Interim Reports**

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

#### **Section 7 Report Cards**

Report cards are issued at the end of each quarter. Letter grades are used to designate a student's progress. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up. No incompletes will be given at the end of the fourth quarter, as all course work must be completed.

#### **Section 8 Parent-Teacher Conferences**

Parent-teacher conferences will be held during the 1st quarter and 3rd quarter. There will also be a parent night. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

#### **Section 9 Honor Roll**

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined by semester. Students will be recognized accordingly:

1. Students receiving all "A's" will be classified as high honor roll.
2. Students receiving no lower than a "B" will be classified as regular honor roll.
3. All class grades are figured the same for honor roll status.
4. Honor roll lists are published in school and community publications.

## Article 5 - Scholastic Achievement

### **Section 10 National Honor Society**

The National Honor Society chapter of Chase County School is a duly chartered and affiliated chapter of this prestigious national organization.

#### Admission to the National Honor Society

Membership is open to those students who meet the required standards in four (4) areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five (5) member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required.

To evaluate a candidate's character, the faculty council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. These forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service projects(s).

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, Mr. Herbert.

#### Removal from National Honor Society

A student may be removed from the NHS by action of the Principal upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;
2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any

## Article 5 - Scholastic Achievement

extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's views and information to be considered. The decision of the Superintendent on the appeal shall be final.

### **Section 11 Academic Integrity**

#### **A. Policy Statement**

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

#### **B. Definitions**

The following definitions provide a guide to the standards of academic integrity:

1. "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

- (a) Tests (includes tests, quizzes and other examinations or academic performances):

- (1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

- (2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- (3) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another

## Article 5 - Scholastic Achievement

student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

2. "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

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Plagiarism includes, but is not limited to:

- (1) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
3. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

### C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

## Section 12      **Class Rank and GPA**

### **CLASS RANK and GPA**

A grade point average and class rank will be computed at the end of each semester for every student. This information along with a student's grades and attendance records is considered confidential and will be released only to those persons authorized to use these materials by law.

## Article 5 - Scholastic Achievement

The school can release such information to other people only at the request of a student and/or his legal guardians.

Numerical points will be given for all regular classes in computing grade point averages. The grade points for classes entitled "Basic" will be computed on a different scale.

### **Grading Scale and Weighted Courses**

Examples of weighted courses are all dual credit courses (whether taken for credit or not), trigonometry, senior math, chemistry, and physics and any other courses that the administration deems appropriate. For the purpose of selecting Valedictorian and Salutatorian, weighted classes will figure into the grade point average using the following scale:

<u>Regular</u>	<u>Weighted</u>
A--4 points	A--5 points
B--3 points	B--4 points
C--2 points	C--3 point
D--1 point	D--1 point

### SELECTION OF VALEDICTORIAN AND SALUTATORIAN

The Chase County School Board feels it is important to recognize outstanding academic achievement by designating a valedictorian and a salutatorian annually. Starting with students entering grade 10 in the fall of 2015, the class of 2018, the following guidelines will be used to determine a valedictorian, the student who has the highest weighted grade point average at the end of their senior year and the salutatorian, the student with the second highest weighted grade point average.

For students to receive valedictorian or salutatorian recognition, the following will apply:

1. The students must have attended Chase County High School for a minimum of two complete consecutive semesters prior to graduation, which must be completed as a full time student enrolled at Chase County High School. Students who choose to graduate early will not be considered for valedictorian or salutatorian.
2. The highest grade point average will be determined by all semester grades in all courses taken during grades 9-12 that are accepted for credit by Chase County Schools. All grades will be calculated using the Chase County Schools weighted grade point system. The grade point average is calculated to the thousandths place.
3. If two or more students have the same grade point average, the following criteria in rank order will be used to determine the eligible student:
  - a. The highest score from the 11<sup>th</sup> grade Nebraska State Accountability (NeSA) Reading, Math, Science and Writing when averaged together.

## Article 5 - Scholastic Achievement

- b. The highest composite American College Test (ACT) score available as of 10 days before graduation.

In the event of a tie through step 3(b), all students who tie will qualify for valedictorian/salutatorian. In the event that there are two valedictorians, there will be no salutatorian.

## **Article 6 - Support Services**

### **Section 1 Special Education Services**

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

#### Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

#### How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

#### Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

#### Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

#### Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

## Article 6 - Support Services

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

### More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website: <http://www.nde.state.ne.us/SPED/sped.html>.

### **Section 2      Students with Disabilities: Section 504**

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.

## Article 6 - Support Services

8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Guidance Services**

Chase County Schools employs counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

### **Section 4 Health Services**

#### Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

#### Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at

## Article 6 - Support Services

school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

### School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the forgoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

### Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Article 6 - Support Services

**Summary of the School Immunization Rules and Regulations  
For 2016-2017 School Year**

<b>Student Age Group</b>	<b>Required Vaccines</b>
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 <sup>th</sup> birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 <sup>th</sup> grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

**Updated 5/2015**

**Birth Certificate Requirements**

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

## Article 6 - Support Services

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

### Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice\*.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

\*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

### **Section 5      Transportation Services**

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

#### **Behavior on School Buses**

**I. General Conduct Rules Apply:** While riding school buses you are expected to follow the same student conduct rules which apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

**II. Special Conduct Rules for Riding School Buses.**

## Article 6 - Support Services

### A. Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
2. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
4. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

### B. Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, bullying, intimidation or horseplay.
7. Do not throw any object.
8. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
9. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
10. Do not damage the school bus.

**III. Getting the Driver's Assistance:** If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

**IV. Consequences for Rule Violations:** Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

## **Article 7 - Drugs, Alcohol and Tobacco**

### **Section 1 Drug-Free Schools**

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

### **Section 2 Education and Prevention**

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention. Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of the No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

### **Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco**

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any

## Article 7 - Drugs, Alcohol and Tobacco

of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product.

### **Disciplinary Sanctions**

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

### **Intervention**

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

### **Administration**

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

## **Article 8 - Student Conduct Rules**

### **Section 1 Purpose of Student Conduct Rules**

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

### **Section 2 Forms of School Discipline**

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

1. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
2. Other violations of rules and standards of behavior adopted by the Chase County Schools Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who on a long-term suspension shall not be permitted to be on school

## Article 8 - Student Conduct Rules

grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

### C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent. The suspension pending hearing may be imposed if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
3. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
4. Alternative Education. Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
5. Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one (1) full

## Article 8 - Student Conduct Rules

semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

D. Other Forms of Student Discipline. Administrative and teaching personnel may take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

### **Section 3 Student Conduct Expectations**

Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

- A. **Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment**

## Article 8 - Student Conduct Rules

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for short-term suspension, long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant;
8. Public indecency or sexual conduct;

## Article 8 - Student Conduct Rules

9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten; or
12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Chase County Schools' buses.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
  - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or

## Article 8 - Student Conduct Rules

- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one (1) calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one (1) year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

### **B. Additional Student Conduct Expectations and Grounds for Discipline**

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

- (1) Student Appearance: Students at Chase County Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of

## Article 8 - Student Conduct Rules

attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves;
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

### (2) Electronic Devices

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a. Philosophy and Purpose. Chase County Schools strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

- (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
  - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
  - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
  - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a)). Administrators have the discretion to prohibit student possession or use of electronic devices

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on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

### d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the

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school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

### e. Penalties for Prohibited Use of Electronic Devices:

Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
- (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

### f. Reporting to Law Enforcement.

Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child

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Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

g. Responsibility for Electronic Devices.

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- (3) Harassment and Bullying Policy: One of the missions of Chase County Schools is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

- (4) Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of

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affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

- a. 1st Offense: Student will be confronted and directed to cease.
  - b. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  - c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with Administrator(s) and/or counselor.
  - d. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- (5) Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
- a. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest restroom and promptly return to class.
  - b. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.
  - c. Students are expected to bring all books and necessary materials to class. This includes study halls.
  - d. Assignments for all classes are due as assigned by the teacher.
  - e. Students are not to operate the mini-blinds or the windows without permission of the teacher.
  - f. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
  - g. Students are to be in their seats and ready for class on the tardy bell.
  - h. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
  - i. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
  - j. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
  - k. Snow handling is prohibited.
- (6) Network, E-Mail, Internet and Other Computer Use Rules:
- (a) General Rules:
    - (i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and

## Article 8 - Student Conduct Rules

students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

- (ii) Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
  - (iii) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
  - (iv) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
  - (v) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.
- (b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."
- (i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
  - (ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
  - (iii) Users shall not use or try to discover another user's account or password.

## Article 8 - Student Conduct Rules

- (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
  - (v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
  - (vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
  - (vii) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
  - (viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
  - (ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
  - (x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
  - (xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.
- (c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
- (i) Be polite. Do not become abusive in your messages to others.
  - (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
  - (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
  - (iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the

## Article 8 - Student Conduct Rules

authorities. Messages which violate the rules will result in disciplinary action.

- (v) All communications and information accessible via the network should be assumed to be private property of others.
- (vi) Do not place unlawful information on any network system.
- (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
- (viii) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- (ix) Other rules may be established by the network administrators or teachers from time to time.

(d) Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

(e) Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

### (7) Risks of Twitter, Facebook and other Social Networking:

The purpose of this message is to give our students information about the risks of using Twitter, Facebook, Snapchat, and similar social networking sites.

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on Twitter may affect you years later.

What you say now on Twitter may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be

## Article 8 - Student Conduct Rules

filed against you based on information posted on Twitter.

Many social networking sites have published guides for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using Twitter and the Internet in general:

- Don't forget that your profile and Twitter forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to social networking sites or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age, profiles may be deleted.

We urge all students to following these common sense guidelines.

### **Section 4 Reporting Student Law Violations:**

- (1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Chase County Schools to notify the proper legal authorities when a student

## Article 8 - Student Conduct Rules

engages in any of the following behaviors on school grounds or at a school sponsored event:

- (a) Knowingly possessing illegal drugs or alcohol.
- (b) Assault.
- (c) Vandalism resulting in significant property damage.
- (d) Theft of school or personal property of a significant nature.
- (e) Automobile accident.
- (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

## **Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations**

### **Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

#### Safety

The District's philosophy is to maintain an activities program, which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

#### Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

### **Section 2 Extracurricular Activity Code of Conduct**

**Purpose of the Code of Conduct.** Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

## Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

### **Scope of the Code of Conduct.**

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

**Grounds for Extracurricular Activity Discipline.** Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

## Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
11. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
12. Repeated violation of any of the school rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or

## Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Chase County School buses or vehicles used for activity purposes.
17. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
18. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
19. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
20. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
21. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

### **Drug and Alcohol Violations.**

#### Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

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- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

### **Consequences.**

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

### **Drugs and Alcohol.**

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One (1) calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which

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the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).

The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one (1) calendar year. All costs associated with the program are to be borne by the student/parent or guardian.

5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing, and may be established in the good discretion of the administration.

**Steroid Offenses.** A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: Thirty (30) consecutive days.
2. Second or Any Subsequent Offense: One (1) calendar year.

**When Suspensions Begin.** All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

**Letters and Post-Season Honors.** A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

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**Self-Reporting.** A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student’s parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student’s conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

**Determining a Violation Has Occurred.** A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

**Procedures for Extracurricular Discipline.** The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an

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opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.

- a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
- b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two (2) school days (two (2) business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
  - b. The request for a hearing must be received by the Superintendent's office within five (5) days of receipt of the notice letter.
  - c. If a hearing is requested:
    - i. The hearing will be held within ten (10) calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    - iii. Upon conclusion of the hearing, a written decision will be rendered within five (5) school days (ten (10) calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
    - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures.

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6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### **Section 3 Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four (4) or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance periods 5 through 8. A student who is not in attendance periods 5 through 8 is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

### **Section 4 Academic Standards**

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. Grades will be checked at the start of the week. A student who is not passing one (1) or more classes at this time will be assigned to progress monitoring lunch. If the grade remains below passing on Thursday at 1:00, Friday study hall will be assigned where the student can work. If by the end of the day, the student is still failing, the student will be ineligible for activities for the following week.
3. Academic requirements do not apply to:

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- (A) Instructional field trips which are a part of the scheduled course learning experience; or
- (B) Activities or events which are considered in determining the student's grade.

### **Section 5 “Team Selection” and “Playing Time”**

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

### **Section 6 School Dances**

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

**General Rules of Student Conduct at Dances.** In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Chase County Schools and their guests may attend.
  - a. Students currently attending Chase County High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Chase County High School or their own school are generally considered appropriate dates or invited guests.
  - b. Persons who are younger than 16 or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
  - c. Some school dances may be restricted to students attending specified grades levels at Chase County Schools. For any dances at the middle school level, only students attending Chase County Schools in the grade(s) for which the dance is being held may attend.
  - d. Students who have been suspended from school or from extracurricular activities may not attend.

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- e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
  - f. Rules for dances may restrict students and their guests from leaving the dance until the dance ends without written parental permission on a form provided.
  - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student’s date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student’s attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

**Eligibility for Selection as Royalty.** Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the “royalty” for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity and conduct standards:

1. Achievement, Citizenship and Conduct Qualifications:
  - a. The student must have exhibited sportsmanship and leadership in activity endeavors and participation.
  - b. The student must have exhibited a cooperative and respectful attitude toward fellow students, teammates, opponents, sponsors, coaches, and officials.
  - c. The student must not have had excessive violations of school policies and procedures during their high school career.

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- d. The student may not, within 24 months of the dance, have engaged in criminal violations involving: (i) alcohol, drugs or tobacco; (ii) driving law violation in which the penalty is a loss of four (4) points or more under the point system; (iii) a Class I, II, III, or IIIA or Class W misdemeanor; or (iv) a felony. Criminal violations will be deemed to have occurred where: (a) a student was cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist or (b) a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
2. Royalty Candidate Eligibility and Selection: The determination of whether a student meets the foregoing conduct and citizenship qualification standards shall be made by a committee appointed by the Principal for each dance at which royalty is to be selected (“Royalty Candidate Eligibility and Selection Committee”). The committee will ordinarily include the Principal, Activity Director and the certificated staff sponsors.
3. Pre-Qualification of and Acceptance by Student: All students nominated for dance royalty shall meet with the Principal. At the meeting the Principal will review the eligibility requirements for the honor of dance royalty. The student will be required to confirm that the student meets all eligibility requirements. The student will be required to confirm his or her acceptance of the nomination for dance royalty and the responsibilities of such an all school honor. The Principal or designee may contact local, county and/or state law enforcement and judicial authorities to confirm a student’s eligibility for the honor of being nominated for or awarded dance royalty.
4. Specific Dance Eligibility and Selection Requirements:
  - a. Homecoming Queen & King:
    - Only a senior girl shall be eligible to be Queen and only a Senior boy shall be eligible to be King.
    - To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
    - The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week. Crowning will be held at the fall sports event deemed to have the largest attendance.
  - b. Prom King and Queen:
    - Only a Senior girl shall be eligible to be Queen and a Senior boy shall be eligible to be King. The candidates may not have been previously selected as royalty at another school sponsored dance.
    - To be eligible, a candidate must agree to attend the entire Prom Dance and represent the school properly.
    - The three queen and three king nominees will be selected by faculty with the secret vote of the junior and senior class to determine king and queen.

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### **Section 7 Relationships Between Parents and Coaches/Sponsors**

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

#### Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

##### Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

##### Communicating with the Coach

- Communication you should expect from your child's coach includes:
  - Philosophy of the coach
  - Expectations the coach has for your child
  - Locations and times of all practices and contests
  - Team requirements
  - Procedure should your child be injured

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- Discipline that results in the denial of your child’s participation
- Communication coaches expect from parents
  - Concerns expressed directly to the coach
  - Notification of any schedule conflicts well in advance
  - Specific concerns in regard to a coach’s philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
  - The treatment of your child, mentally and physically
  - Ways to help your child improve
  - Concerns about your child’s behavior
  
  - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child’s participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
  - Playing time
  - Team strategy
  - Play calling
  - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
  - Call to set up an appointment with the coach
  - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
  - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
  - At this meeting, an appropriate next step can be determined, if necessary.

### **Section 8 Good Sportsmanship—Behavior Expectations of Spectators**

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

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### Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

### **Section 9 Student Fees Policy**

The Board of Education of Chase County Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District’s general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

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The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District’s efforts to provide such activities, programs, and services. The District’s general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix “1,” which provides further specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. The District will provide attire for all Physical Education courses grades 5-12. This will include the first set of items including shirt and shorts. If the student loses the shirt or shorts, they can be purchased at a cost of \$10 per item. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

### (2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

### (b) Courses

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(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(vi) Computer use and replacement. A one time, nonrefundable \$30 per year use fee will be charged for using a school computer. These dollars will be used toward any repairs needed up to \$30. Any costs above and beyond will need to be covered by the student and their family.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and

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outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities for the current school year are further specified in Appendix “1.” Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or prekindergarten services. Students are responsible for fees required for participation in before-and-after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

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(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

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**Appendix“1” to 2016-2017 Student Fees Policy of Chase County Schools—  
Additional Specification of Required Materials and Fees**

<b>Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum)<sup>1</sup> or Specific Material Required</b>
<b>Elementary Program</b>		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student. Refundable damage deposit of \$20.00 for use of school owned instrument.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None—necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class-related field trips will be paid for by the school. School lunches will be provided as needed for free-reduced lunch eligible students.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.05) per page when charges apply.
School Meals		Breakfast—\$1.40 (K-12) \$.30 (Red.) Lunch—\$2.45 (K-8) \$2.65 (9-12) .40 (Red.) Adults—\$3.55 (Lunch) \$2.10 (Break) Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None—Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.

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Computer Use		\$30 per year use fee. This is a nonrefundable fee. Damages up to \$30 will be covered by the district. Costs that exceed \$30 will be covered by student and/or family.																												
<b>Extracurricular and other programs</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>																												
<b>Athletic Programs</b>																														
Admission	Spectator fees for admission to events	There is no charge for CCS students to enter activities.																												
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.																												
Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.	<p>Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:</p> <table border="1"> <tr> <td>Basketball</td> <td>No additional</td> </tr> <tr> <td>Cross Country</td> <td>No additional</td> </tr> <tr> <td>Football</td> <td>Mouthpiece</td> </tr> <tr> <td>Golf</td> <td>Golf bag &amp; clubs</td> </tr> <tr> <td>Softball</td> <td>Softball glove</td> </tr> <tr> <td>Speech/Debate</td> <td>Dress attire; copies of research</td> </tr> <tr> <td>Track</td> <td>No additional</td> </tr> <tr> <td>Volleyball</td> <td>Volleyball knee pads</td> </tr> <tr> <td>Wrestling</td> <td>Wrestling head gear</td> </tr> <tr> <td>Cheerleading and Dance Team Squads</td> <td>Shoes, approved uniforms (top &amp; skirt; jacket), poms and other accessories</td> </tr> <tr> <td>Show Choir</td> <td>Dress attire</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Basketball	No additional	Cross Country	No additional	Football	Mouthpiece	Golf	Golf bag & clubs	Softball	Softball glove	Speech/Debate	Dress attire; copies of research	Track	No additional	Volleyball	Volleyball knee pads	Wrestling	Wrestling head gear	Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories	Show Choir	Dress attire						
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Travel meals	Meals	Students are responsible for their own meals while traveling																												
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.																												
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying																												

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		their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school.
<b>Clubs/Organizations</b>		
Future Business Leaders (FBLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Future Farmers (FFA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Future Career/Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
National Honor Society	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Science Club	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
1. Student Council	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
2. Social & Recognition Activities	Admission to event	There is no charge for CCS students to enter activities.
3. School plays, musicals and social activities	Admission to events	There is no charge for CCS students to enter activities.
4. School dances	Admission to prom, homecoming, etc.	Nominal charge may be assessed.
5. Senior recognition assessment	Optional graduation activities	There is no charge for CCS graduates.
6. Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity.