

## **Regular Meeting of the Grand Island Board of Education**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Thursday, July 9, 2020 at 5:40 PM at the Kneale Administration Building - Board Room, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

Attendance Taken at 5:35 PM.

Lisa Albers:	Present
Carlos Bárcenas:	Present
Dan Brosz:	Present
Terry Brown:	Present
Kelly Enck:	Present
Julie Gortemaker:	Present
Bonnie Hinkle:	Present
Heidi Schutz:	Present
Erika Wolfe:	Absent

### **AGENDA**

#### **1. CALL TO ORDER**

#### **2. ROLL CALL**

#### **3. MISSION STATEMENT**

#### **4. CONSENT AGENDA**

##### **1. Minutes from the previous month's meeting:**

**June 11, 2020 Regular BOE Minutes**

**June 25, 2020 Work Session**

##### **2. Claims as submitted**

##### **3. Bid Proposals as submitted**

##### **4. Staff Adjustments as submitted**

**5. Treasurer's Report as submitted**

**6. Policy**

**1. 2231 SPECIAL COMMITTEES on Final Read**

**2. 2411 NOTIFICATION OF BOARD MEETINGS on Final Read**

**3. 6231 COMMUNICABLE DISEASES (STAFF) on Final Read**

**4. 6231.1 Guidelines for 6231 on Final Read**

**5. 6231.2 Bloodborne Pathogens Exposure Control Plan on Final Read**

**6. 7190 DISTRICT WELLNESS POLICY on Final Read**

**7. 8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES on First Read**

**7. Contracts as documented**

**8. Approval of Agenda as submitted**

**5. INFORMATION ITEMS**

**1. Ratification and Affirmation of Previous E-Meetings**

**2. Return to School Resolution**

**3. Face Coverings Policy for Students and Staff**

**4. Revisions to 2020-2020 Staff Calendar**

**5. ESU 9 Sign Language Interpreter Contract**

**6. Board to consider a resolution authorizing the issuance, sale and delivery of General Obligation Refunding Bonds in an aggregate principal amount not to exceed \$22,000,000, and related matters**

**7. Board to consider a resolution authorizing the issuance, sale and delivery of Limited Tax Refunding Bonds in an aggregate principal amount not to exceed \$4,000,000, and related matters**

**8. Grand Island Public Schools Equity Framework**

**9. District Management Group - Academic Return on Investment (A-ROI) Training Proposal**

**10. GIPS South Subdivision**

**11. Construction Update**

**12. Superintendent Report**

**6. Public Comment**

**7. ACTION ITEMS**

**1. Board to consider a resolution authorizing the issuance, sale and delivery of General Obligation Refunding Bonds in an aggregate principal amount not to exceed \$22,000,000, and related matters**

**2. Board to consider a resolution authorizing the issuance, sale and delivery of Limited Tax Refunding Bonds in an aggregate principal amount not to exceed \$4,000,000, and related matters**

**3. Extra Standard Committee Report**

**4. District Management Group - Academic Return on Investment (A-ROI) Training Proposal**

**5. Jack Jeffries Memorial Scoreboard Agreement**

**6. Grand Island Public School Equity Framework**

**7. Naming of the leased Early Learning facility at 2208 North Webb Road**

**8. Curriculum resource for Early Childhood Education**

**9. Memorandum of Understanding for School Resource Officers**

**10. Revisions to the 2020-2021 Staff Calendar**

**11. 2020-2021 Student Handbook**

**12. LSI Professional Learning Proposal**

**13. AAIS Professional Learning Proposal**

**14. Purchase of Resources for Integrated Science III Implementation**

15. **Purchase Canvas to be used as Learning Management System**
16. **Renew Athletic Training Contract from 2020-2021 through 2026-2027 with Grand Island Physical Therapy.**
17. **Approval of Policy Presented in Public Hearing**
18. **ESU 9 Contract for a Sign Language Interpreter**
19. **Policy on Face Coverings**
20. **Ratification and Affirmation of Previous E-Meetings**
21. **Return to School Resolution**
22. **GIPS South Subdivision**

#### **8. COMMITTEE REPORTS**

1. **Finance and Facilities Committee**
2. **Leading for Learning Committee**
3. **Personnel Committee**
4. **Policy Committee: No Report**
5. **Public Relations and Partnership Development Committee**
6. **Grand Island Public Schools Foundation Report**
7. **GNSA / Legislative Committee**
8. **NASB Monthly Update**
9. **EXECUTIVE SESSION FOR THE PURPOSE OF PURPOSE OF PERSONNEL AND REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION**
10. **RECONVENE FROM EXECUTIVE SESSION**
11. **APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION**

**12. NOTIFICATION OF UPCOMING BOARD MEETINGS**  
**August 13, 2020 @ 5:30pm**

**13. ADJOURNMENT**

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Michelle L Simmons, Recording Secretary

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Robin R. Dexter, Secretary to the Board

## Legals

**NOTICE OF PUBLIC HEARING ON REQUIRED ANNUAL POLICY REVIEW**

**PUBLIC HEARING ON  
REQUIRED ANNUAL POLICY  
REVIEW BOARD OF  
EDUCATION  
HALL COUNTY SCHOOL  
DISTRICT 40-0002  
GRAND ISLAND, NEBRASKA**

Notice is hereby given that a Public Hearing for Policy Review before the Board of Education of Hall County School District 40-0002, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, July 9, 2020 at 5:30 PM at the Kneale Administration Building, 123 South Webb Road, Grand Island, Nebraska, which meeting will be open to the public. A copy of the open meetings act and agenda for this meeting, kept continuously current, is available for inspection on the GIPS web site.

Dr. Robin R. Dexter, Board  
Secretary  
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## WORK SESSION OF THE GRAND ISLAND BOARD OF EDUCATION

The work session of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Thursday, June 25, 2020 at 12:00 PM at the Kneale Admin Bldg and Zoom Link, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### ROLL CALL:

Attendance Taken at 12:01 P.M.

Lisa Albers: Present  
Carlos Barcenas: Present  
Dan Brosz: Present  
Terry Brown: Present  
Kelly Enck: Present  
Julie Gortemaker: Present  
Bonnie Hinkle: Present  
Heidi Schutz: Present  
Erika Wolfe: Present

### AGENDA

#### 1. OPENING

The work session of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was opened with discussion beginning at 12:00 P.M. on June 25, 2020 at the Kneale Administration Building - 123 South Webb Road, Grand Island, Nebraska, the usual meeting place of said Board and via a Zoom link with live streaming. Notice of the work session was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the work session was also given in advance to all members of the Board of Education.

#### 2. Topics to be discussed:

- 1) Strategic Plan Updates
- 2) Plans to start school in 2020-2021


#### 3. NOTIFICATION OF UPCOMING BOARD MEETINGS

The Board of Education regular meeting is scheduled for July 9, 2020 at 5:30pm

#### 4. ADJOURNMENT

The work session was completed at 4:58 p.m.

  
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Dr. Robin R. Dexter, Recording Secretary

  
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Dr. Robin R. Dexter, Secretary of the Board

## **REGULAR MEETING OF THE GRAND ISLAND BOARD OF EDUCATION**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Thursday, June 11, 2020 at 5:31 PM at the Kneale Admin Bldg Board Room and Zoom Link, 123 S Webb Road, Grand Island, NE 68802. Notice of the meeting was given in advance thereof by publication in the

Grand Island Independent, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

Attendance Taken at 5:31 PM.

Lisa Albers:	Present
Carlos Barcenas:	Present
Dan Brosz:	Present
Terry Brown:	Present
Kelly Enck:	Present
Julie Gortemaker:	Present
Bonnie Hinkle:	Present
Heidi Schutz:	Present
Erika Wolfe:	Present

### **AGENDA**

#### **1. CALL TO ORDER**

#### **2. ROLL CALL**

#### **3. MISSION STATEMENT**

The Mission Statement was read by Dr. Brosz

#### **4. CONSENT AGENDA**

The recommendation to approve the Consent Agenda as submitted Passed with a motion by Dan Brosz and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

#### **4.1. Minutes from the previous month's meeting**

#### **4.2. Claims as submitted**

#### **4.3. Bid Proposals as submitted**

#### **4.4. Staff Adjustments as submitted**

#### **4.5. Treasurer's Report as submitted**

## **4.6. Policy**

**4.6.1. 2170-ADVISORY COMMITTEES Delete on Final Read**

**4.6.2. 4213 BUDGET IMPLEMENTATION on Final Read**

**4.6.3. 4460 EXPENSE REIMBURSEMENTS on Final Read**

**4.6.4. 5230 EMERGENCY PLANS on Final Read**

**4.6.5. 5232 EMERGENCY CLOSING on Final Read**

**4.6.6. 5310 TRANSPORTATION on Final Read**

**4.6.7. 8470 WEAPONS IN SCHOOL on Final Read**

**4.6.8. 8513 COMMUNICABLE DISEASE CONTROL on Final Read**

**4.6.9. 9310 FUNDRAISING ACTIVITIES on Final Read**

**4.6.10. 2230 BOARD STANDING COMMITTEES on First Read**

**4.6.11. 2231 SPECIAL COMMITTEES on First Read**

**4.6.12. 2411 NOTIFICATION OF BOARD MEETINGS on First Read**

**4.6.13. 6231 COMMUNICABLE DISEASES (STAFF) on First Read**

**4.6.14. 6231.1 Guidelines for 6231 on First Read**

**4.6.15. 6231.2 Bloodborne Pathogens Exposure Control Plan on First Read**

**4.6.16. 7190 DISTRICT WELLNESS POLICY on First Read**

**4.7. Grant Report Update**

**4.8. Surplus Property Listing**

**4.9. Contracts as documented**

**4.9.1. Project Search Agreement May 2020**

**4.9.2. Contract Amendment for C4K Coordinator**

**4.9.3. SPED Speech Lang Pathologist Contract with ESU 10**

**4.10. Approval of Agenda as submitted**

**5. SPECIAL RECOGNITION**

### **5.1. Duke TIP Recognition**

Mrs. Kuhl recognized students who qualified for Duke TIP recognition by scoring at or above the national average of recent high school graduates on at least one part of the ACT.

Landon Conner

Noah Javorsky

Jase Jones

Ashlyn Ruzicka

David Thurston

## **6. INFORMATION ITEMS**

### **6.1. Comprehensive Staffing Analysis**

Mr. Levenson and Ms. Rok presented the summary of findings on the comprehensive staffing analysis completed by the District Management Group.

### **6.2. Extra Standard Committee Report**

Mr. Stelk presented the Extra Standard committee's recommendations for the 2020-2021 school year.

### **6.3. Jack Jeffries Memorial Scoreboard Agreement**

Mrs. Skalberg presented the agreement for the purchase of the new scoreboard at Memorial Stadium, the 2010 Jack Jeffries Memorial Scoreboard Naming and Endowment Agreement between the school district, the GIPS Foundation, and the Jeffries Family is being updated to reflect the current environment.

### **6.4. Attendance Update for 2019-2020**

Dr. Doll presented an update on attendance and chronic absenteeism.

### **6.5. Naming of the leased Early Learning facility at 2208 North Webb Road**

Mrs. Worthington presented the Board with the recommended name for the leased early learning facility at 2208 North Webb Road as the O'Connor Learning Center.

### **6.6. Curriculum resource for Early Childhood Education**

Ms. Richards provided the board with information related to the recommendation of curriculum resource adoption for Tools of the Mind for all preschool classrooms.

### **6.7. Resolution for Option Enrollment 2020-2021**

Dr. Dexter presented a resolution to limit accepting enrollment option students into the GIPS special education programs due to all programs being over capacity.

### **6.8. Memorandum of Understanding for School Resource Officers**

Dr. Dexter presented a Memorandum of Understanding ("MOU") as required by *Neb.Rev.Stat.* §§ 79-2702 through 79-2704 between GIPS and the City of Grand Island to support the integration of School Resource Officers into GIPS.

### **6.9. 2020-2021 Student Handbook**

Dr. Dexter presented proposed revisions to the 2020-2021 Parent/Student Handbook.

### **6.10. LSI Professional Learning Proposal**

Mrs. Gannon presented the proposal for the professional development plan with Learning Sciences International for the 2020-21 school year

### **6.11. AAIS Professional Learning Proposal**

Mrs. Gannon presented the Proposal for AAIS (American Alliance for Innovative Systems) 2020-21 Professional Learning plan with David Holden.

### **6.12. Purchase of Resources for Integrated Science III Implementation**

Mr. Dan Phillips and Anya Covarrubias presented the Proposal for Integrated Science III implementation. This proposal summarizes the funds needed to deliver high-quality science instruction to our high school students in multiple locations.

### **6.13. Purchase Canvas to be used as Learning Management System**

Mr. Phillips presented the proposal to request funds for purchasing Canvas as our GISH online platform for 20-21.

### **6.14. Renew Athletic Training Contract from 2020-2021 through 2026-2027 with Grand Island Physical Therapy.**

Mr. Harden presented the renewal contract with Grand Island Physical Therapy for seven years.

### **6.15. Board Racism Resolution**

Mrs. Hinkle presented a resolution to address GIPS commitment to eliminating racial injustice wherever it exists in the district while continuing to prioritize equity in all aspects of actions.

### **6.16. Construction Update**

Mr. Petsch presented the construction update to include work on the stadium, track, and scoreboard at GISH.

### **6.17. Superintendent Report**

Dr. Grover presented the superintendent report to include acknowledging the Board for the resolution on racism, completion of strategic plan initiatives, release of video on anti-racism, and models to reopen.

## **7. ACTION ITEMS**

### **7.1. SREB Clean Energy Curriculum Adoption for Alternative Energy Pathway**

Mr. Phillips presented a proposal for the Alternative Energy, that will add the 2nd course in 2020-21 (Principles of Alternative Energy) at CPI in a double block format. Students have taken the introductory course this year, and we are in the need of a rigorous, fulfilling curriculum to build the upper courses in Alternative Energy. We have 11 students that will be taking the 2nd course, and another 11 students in the introductory course. The capacity of this pathway is 30 students per grade level, for a total of 90.

Motion to approve purchase of curriculum resources to support Alternative Energy courses as presented Passed with a motion by Terry Brown and a second by Erika Wolfe.

Lisa Albers: Yea, Carlos Barcnas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.2. Renew Edmentum Contract**

Mr. Phillips presented a proposal to approve funds to renew the Edmentum Contract for the 2021 School Year. Edmentum provides site licenses to all of our GIPS schools and supports the

opportunity for personalized learning and supports directly aligned to NE College and Career Standards.

Motion to approve funds to renew the Edmentum Contract for the 2020-2021 school year as presented Passed with a motion by Terry Brown and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.3. CKLA Core Knowledge Language Arts resource Adoption**

Mrs. Bills presented the proposal for the K-5 CKLA resource adoption Skills Program.

Motion to approve CKLA resources as presented Passed with a motion by Heidi Schutz and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.4. Amendment to the School Transportation Agreement**

Mr, Harden presented an amendment to the school transpiration agreement due to the Covid-19 pandemic and its challenging and unknown effects on education, the rate per day, route, and days of service will be mutually agreed upon as the COVID-19 impact on education is clarified. The appended route listing spreadsheet will be used as a guide, but routes, rate per day, and days of service will be dependent on the circumstances in the 2020-2021 school year and subject to negotiation as the situation develops.

Motion to approve amendment to the 2020-2021 transportation agreement Passed with a motion by Carlos Barcenas and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.5. GIPS 403(b) Plan modifications**

Mr. Harden presented that in an effort to make the GIPS 403(b) plan as flexible and attractive to employees it's been determined that District desires to amend the 403(b) Plan to provide participants with the ability to make in-service withdrawals upon attainment of age 59½. Mr, Harden will review the proposed 403(b) Plan changes for Board Members consideration.

Motion to Passed with a motion by Carlos Barcenas and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.6. Pepsi Agreement**

Mrs. Wells presented a proposal for an agreement with Pepsi for advertising on the stadium Video Display Board and additional rebates on Pepsi sales to support GISH activities and clubs. Motion to approve Pepsi agreement as presented Passed with a motion by Carlos Barcenas and a second by Kelly Enck.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.7. Contract Renewal for Employee Assistance Program**

Mr. Stelk presented a proposal to renew the contract with Wholeness Healing. This contract provides for the administration and provides a confidential wellness benefit for three years (through August 30, 2023).

Motion to approve the renewal contract with Wholeness Healing as presented Passed with a motion by Erika Wolfe and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.8. GIPS South Subdivision**

Mr. Petsch reviewed the Subdivision Agreement with the City of Grand Island for Board Members consideration.

Motion to approve the Subdivision with the City to re-plat the stadium property for identified lots and utility locations as presented Passed with a motion by Carlos Barcenas and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.9. Resolution for Option Enrollment 2020-2021**

WHEREAS, Neb.Rev.Stat. § 79-238 (Reissue 2014) requires the Board of Education of Grand Island Public Schools (hereafter, "the district") to adopt by resolution specific standards for acceptance and rejection of enrollment option applications; and WHEREAS, the specific standards for acceptance and rejection of enrollment option applications shall be determined by setting a maximum number of option students the district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the district will contract based on existing contractual arrangements, and availability of appropriate special education programs; and WHEREAS, pursuant to § 79-238 the Board of Education has determined the maximum number of enrollment option applications the district may accept for the 2020-2021 school year. NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF GRAND ISLAND PUBLIC SCHOOLS, GRAND ISLAND, NEBRASKA, AS FOLLOWS: 1. The maximum number of enrollment option applications for special education students the district will accept is limited as set-forth in the attachment which shows current program capacity, projected enrollment and number of special education option students who may be accepted at certain schools within the district. Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June. Passed with a motion by Heidi Schutz and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

### **7.10. Board Racism Resolution**

Motion to accept RESOLUTION #20200611\_02 A RESOLUTION TO TRULY COMMIT GIPS TO ELIMINATING RACIAL INJUSTICE WHEREVER IT EXISTS IN OUR DISTRICT WHILE CONTINUING TO PRIORITIZE EQUITY IN ALL ASPECTS OF OUR ACTIONS. Whereas Grand Island Public School's mission of Every Student, Every Day, A Success - and its embedded student commitments - states we are working for EVERY student without exception; and Whereas GIPS has formally adopted a strategic plan with equity embedded throughout all objectives and student success measures, including one objective entirely devoted to equity; and Whereas GIPS believes education is the great equalizer for all students - of all races, from all socio-economic levels, from all cultural backgrounds and with all kinds of challenges - and because of this we are dedicated to eliminating racial injustice at all levels and in all areas of our

district; and Whereas GIPS is dedicated to providing early learning experiences for all children, including the most vulnerable children in our community, because we know early childhood education can make the largest long-term impact on all students' education and life-long career success; and Whereas GIPS has invested in elementary education, both in and out of the classroom, to provide learning for all students, particularly those without access to before and after school learning opportunities, so as to offer enriching activities to all children; and Whereas GIPS helps middle school students and families acquire early awareness of post-secondary potential, with the assistance of our GEAR UP PROMISE program, to create highly effective learners motivated to graduate from high school and achieve success in college and career; and Whereas GIPS has launched the Academies of Grand Island Senior High to create small learning communities based on student interest where they are seen, supported and connected; creating a level playing field by giving students of all walks the same chance to earn scholarships, internships, apprenticeships and other college and career readiness experiences; and Whereas GIPS recognizes the value of training our staff on culturally responsive teaching practices and have implemented initiatives to diversify our staff, such as the PathBack Program to encourage our students to come back to GIPS to teach when they finish college; and Whereas GIPS, this past year, began the task of conducting empathy interviews with students, staff and community members to gain a better understanding of the unique perspective of different races in order to make better decisions from a district level on equity; Therefore, we as a united Board of Education Resolve to rededicate ourselves to the actions outlined above for Every Student, Every Day, A Success because we know they are the best defense we can provide our children against the racial injustice they face; and Reinforce our belief ALL students can learn and deserve equitable access to high-quality learning experiences; and Recognize, even as we acknowledge all of these things, we must do more to address our individual and district-wide biases, to truly commit GIPS to anti-racism and eliminating racial injustice wherever it exists in our district while continuing to prioritize equity in all aspects of our actions. Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June, 2020. Passed with a motion by Carlos Barcenas and a second by Julie Gortemaker. Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

## **8. COMMITTEE REPORTS**

### **8.1. Finance and Facilities Committee**

Mr. Brown gave the Finance and Facilities Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 23 at 7:30am.

### **8.2. Leading for Learning Committee**

Mrs. Gortemaker gave the Leading for Learning Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held July 7, 2020.

### **8.3. Personnel Committee**

Mrs. Enck gave the Personnel Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held July 2, 2020.

#### **8.4. Policy Committee**

Mrs. Schutz gave the Policy Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held July 20, 2020 at 4:30pm.

#### **8.5. Governance Committee**

Mrs. Hinkle gave the Governance Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held July 6, 2020 at 5:30pm via Zoom.

#### **8.6. Public Relations and Partnership Development Committee**

Mr. Barcenas gave the Public Relations and Partnership Development Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held July 7.

#### **8.7. Grand Island Public Schools Foundation Report**

Mrs. Albers reported for the GIPS Foundation.

#### **8.8. GNSA / Legislative Committee**

Mr. Harden gave the GNSA / Legislative Report.

#### **8.9. NASB Monthly Update**

Mrs. Hinkle gave the Nebraska Association of School Boards update.

#### **9. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SUPERINTENDENT CONTRACT, ADMINISTRATIVE AND CLASSIFIED COMPENSATION AND BENEFITS, AND REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION**

The Board convened to Executive Session at 8:52 p.m.

The recommendation for the Board to convene to executive session for the purpose of discussing SUPERINTENDENT CONTRACT, ADMINISTRATIVE AND CLASSIFIED COMPENSATION AND BENEFITS BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION Passed with a motion by Carlos Barcenas and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

#### **10. RECONVENE FROM EXECUTIVE SESSION**

The Board reconvened from Executive Session at 10:04 p.m.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

#### **11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION**

The recommendation that the Board of Education approve a 3.24% total package increase for Superintendent for the 2020-2021 fiscal year as presented. Passed with a motion by Terry Brown and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

The recommendation that the Board of Education approve a 3.31% total package increase for Grand Island Council of School Administrators and central office administrators for the 2020-2021 fiscal year as presented. Passed with a motion by Terry Brown and a second by Lisa

Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea


The recommendation that the Board of Education approve a 3.31% total package increase for District Classified employees for the 2020-2021 fiscal year as presented. Passed with a motion by Terry Brown and a second by Heidi Schutz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

**12. NOTIFICATION OF UPCOMING BOARD MEETINGS**

**13. ADJOURNMENT**

All business having been completed, the meeting was adjourned at 10:10 p.m.

  
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Robin R. Dexter, Recording Secretary

  
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Robin R. Dexter, Secretary to the Board

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72291	Buller Fixture Company	General Supplies	\$1,465.10
72292	Cochlear Americas	General Supplies	\$410.00
72293	Copycat Instant Printing	General Supplies	\$110.14
72294	Eakes Office Solutions	General Supplies	\$131.26
72295	First Bankcard Center/Visa	Technology Supplies	\$267.56
72296	First Bankcard Center/Visa	Employee Training and Development Services	\$1,022.00
72297	First Bankcard Center/Visa	General Supplies	\$314.21
72298	First Bankcard Center/Visa	Professional Education Services	\$239.00
72299	First Bankcard Center/Visa	General Supplies	\$747.48
72300	First Bankcard Center/Visa	Books & Periodicals	\$724.95
72301	First Bankcard Center/Visa	Employee Training and Development Services	\$676.35
72302	First Bankcard Center/Visa	General Supplies	\$7,113.19
72303	First Bankcard Center/Visa	General Supplies	\$48.98
72304	First Bankcard Center/Visa	Books & Periodicals	\$31.95
72305	Follett School Solutions Inc	Books & Periodicals	\$557.64
72306	Frontier Communications	Technical Services	\$330.00
72307	Grand Island Utilities Dept	Electricity	\$17,831.39
72308	Grones Outdoor Power & Battery	General Supplies	\$178.80
72309	JW Pepper Son Inc	General Supplies	\$24.75
72310	Wex Bank	Gasoline	\$1,334.56
72311	Wex Bank	Gasoline	\$70.43
72312	Wex Bank	Gasoline	\$174.10
72313	Wiper Towel Service	Technical Services	\$132.25
72314	Wolverine Brass	General Supplies	\$26.94
72315	Hiland Dairy Foods Company LLC	Milk	\$2,710.67
72316	Eakes Office Solutions	Buildings	\$2,795.00
72317	First Bankcard Center/Visa	General Supplies	\$397.08
72318	First Bankcard Center/Visa	General Supplies	\$762.77
72319	First Bankcard Center/Visa	Audio-Visual Materials	\$1,368.00
72320	First Bankcard Center/Visa	Dues and Fees	\$118.00
72321	First Bankcard Center/Visa	General Supplies	\$555.10
72322	First Bankcard Center/Visa	Miscellaneous Expenditures	\$51.08
72323	First Bankcard Center/Visa	General Supplies	\$3,020.66
72324	First Bankcard Center/Visa	General Supplies	\$1,997.80
72325	First Bankcard Center/Visa	Dues and Fees	\$702.83
72326	Grand Island Utilities Dept	Electricity	\$30,212.21
72327	Grand Island Utilities Dept	Utility Services	\$778.67
72328	Hiland Dairy Foods Company LLC	Milk	\$3,562.36
72329	Idea Bank Marketing	Professional Services	\$179.00
72330	KHGI/KFXL - TV	Advertising	\$500.00
72331	Advanced Water Company Inc	Technical Services	\$3,484.47
72332	Century Link	Distance Education and Telecommunications	\$391.44
72333	Charter Communications Holdings LLC	Distance Education and Telecommunications	\$59.99
72334	Clearly Communications	Distance Education and Telecommunications	\$1,265.85
72335	DAS State Accounting - Central Finance	Distance Education and Telecommunications	\$687.79
72336	Mid-Nebraska Disposal Inc	Refuse Disposal	\$4,918.30
72337	Mindy Osterman	Miscellaneous Expenditures	\$11.30
72338	Nearpod Inc	Web Based Software	\$2,500.00
72339	Nebraska Council of School Administrator	Employee Training and Development Services	\$75.00
72340	Northwestern Energy	Natural Gas	\$259.55
72341	Office Depot	General Supplies	\$1,658.41
72342	Officenet	General Supplies	\$2,279.50
72343	Quill Corporation	General Supplies	\$314.19

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72344	Rebecca A Sadd	Miscellaneous Expenditures	\$38.85
72345	Rise Vision Inc	Web Based Software	\$1,089.00
72346	Riverside Insights	General Supplies	\$1,303.96
72347	Shar Products Company	General Supplies	\$1,547.04
72348	Social Thinking	Books & Periodicals	\$178.08
72349	Staples Business Credit	General Supplies	\$58.58
72350	Unite Private Networks LLC	Distance Education and Telecommunications	\$25,743.95
72351	CenterPoint Energy Services Inc	Natural Gas	\$69.09
72352	CenterPoint Energy Services Inc	Natural Gas	\$2,045.89
72353	CenterPoint Energy Services Inc	Natural Gas	\$1,939.55
72354	CenterPoint Energy Services Inc	Natural Gas	\$1,719.89
72355	CenterPoint Energy Services Inc	Natural Gas	\$2,401.86
72356	CenterPoint Energy Services Inc	Natural Gas	\$2,491.81
72357	CenterPoint Energy Services Inc	Natural Gas	\$1,470.09
72358	CenterPoint Energy Services Inc	Natural Gas	\$2,557.01
72359	Cline Williams Wright Johnson	Contracted Legal Services	\$375.00
72360	Cpm Educational Program	Books & Periodicals	\$4,176.55
72361	Culligan of Grand Island	Food	\$229.80
72362	Daniel Venables	Employee Training and Development Services	\$11,328.00
72363	First Bankcard Center/Visa	Employee Training and Development Services	\$400.00
72364	First Bankcard Center/Visa	General Supplies	\$3,463.26
72365	First Bankcard Center/Visa	General Supplies	\$3,144.60
72366	First Bankcard Center/Visa	Web Based Software	\$1,771.56
72367	Grand Island Independent	Advertising	\$2,689.08
72368	Grand Island Public Schools	Miscellaneous Expenditures	\$2,316.91
72369	Grand Island Utilities Dept	Electricity	\$29,021.63
72370	Mid-Nebraska Disposal Inc	Refuse Disposal	\$327.30
72371	Midwest Express	General Supplies	\$200.00
72372	Midwest Restaurant Supply LLC	Professional Services	\$603.90
72373	MinMor Industries LLC	Nutrition Services Warehouse	\$45,878.40
72374	Pan-O-Gold Baking Co	Bread	\$89.44
72375	US Foods - Grand Island	Nutrition Services Warehouse	\$252.74
72376	Verizon Wireless	Technology Hardware	\$236.07
72377	Yandas Music	General Supplies	\$249.90
72378	McGraw-Hill School Education	Books & Periodicals	\$2,046.43
72379	Northwestern Energy	Natural Gas	\$63.74
72380	Office Depot	Custodial Supply Warehouse	\$9,209.23
72381	Quill Corporation	General Supplies	\$290.35
72382	Sams Club Direct	General Supplies	\$4,247.51
72383	Grand Island Public Schools Nutrition Sv	Employee Benefits	\$5,596.60
72384	Lisa Ann Morledge	Miscellaneous Expenditures	\$297.45
72385	Tonya Torson	Miscellaneous Expenditures	\$11.50
72386	Ace Hardware	General Supplies	\$288.56
72387	Bosselman Energy Inc	General Supplies	\$103.52
72388	City of Grand Island	Technical Services	\$200.00
72389	Cline Williams Wright Johnson	Contracted Legal Services	\$582.50
72390	Crescent Electric Supply	General Supplies	\$29.39
72391	ESU Coordinating Council	Employee Training and Development Services	\$450.00
72392	Father Flanagan's Boys' Home	Professional Education Services	\$672.00
72393	First Bankcard Center/Visa	General Supplies	\$454.98
72394	First Bankcard Center/Visa	Advertising	\$1,569.85
72395	First Bankcard Center/Visa	Miscellaneous Expenditures	\$160.73
72396	First Bankcard Center/Visa	General Supplies	\$9,058.99

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72397	Grand Island Utilities Dept	Electricity	\$15,880.47
72398	Hiland Dairy Foods Company LLC	Milk	\$8,301.02
72399	Idea Bank Marketing	Professional Services	\$945.25
72400	Larrys Appliance	General Supplies	\$195.00
72401	Verizon Wireless	Distance Education and Telecommunications	\$686.64
72402	Verizon Wireless	Distance Education and Telecommunications	\$402.75
72403	Verizon Wireless	Distance Education and Telecommunications	\$462.23
72404	Verizon Wireless	Technology Hardware	\$4,885.82
72405	City of Grand Island	Refuse Disposal	\$37.11
72406	First Bankcard Center/Visa	Advertising	\$399.00
72407	Grand Island Independent	Advertising	\$421.00
72408	Grand Island Independent	Advertising	\$4,191.77
72409	Grand Island Utilities Dept	Electricity	\$1,794.78
72410	Joyce A Krolikowski	Miscellaneous Expenditures	\$59.60
72411	Matheson Tri Gas Inc	General Supplies	\$661.32
72412	Northwestern Energy	Natural Gas	\$67.38
72413	Office Depot	General Supplies	\$1,208.61
72414	Quill Corporation	General Supplies	\$108.73
72415	Super Saver Five Points	Miscellaneous Expenditures	\$53.65
72416	The Home Depot Pro	Custodial Supply Warehouse	\$31.60
72417	Amy Gydesen	Miscellaneous Expenditures	\$40.80
72418	Hiland Dairy Foods Company LLC	Milk	\$7,981.69
72419	HyVee	Food	\$23.76
72420	Comstock Corporation	Student Transportation Services	\$820.00
72421	Instructure Inc	Web Based Software	\$502.50
72422	Lisa Barkley	Professional Education Services	\$508.30
72423	Megan L Jaixen	Professional Education Services	\$4,387.50
72424	Pearson Clinical Assessment	General Supplies	\$190.80
72425	Super Saver Five Points	Miscellaneous Expenditures	\$65.02
72426	Grand Island Utilities Dept	Electricity	\$33,790.60
72427	Grand Island Utilities Dept	Electricity	\$7,614.24
72428	Henry Doorly Zoo	Audio-Visual Materials	\$360.00
72429	Brian Staehr	Technical Services	\$62.56
72430	Century Link	Distance Education and Telecommunications	\$7,269.58
72431	Century Link	Distance Education and Telecommunications	\$150.55
72432	Century Link	Distance Education and Telecommunications	\$66.97
72433	Danny Oberg	Rentals of Land & Buildings	\$3,000.00
72434	McGraw-Hill School Education	Employee Training and Development Services	\$249.00
72435	Mid-West 3D Solutions LLC	General Supplies	\$1,550.00
72436	Nearpod Inc	Dues and Fees	\$2,000.00
72437	Super Saver Five Points	General Supplies	\$190.25
72438	Cash-Wa Distributing	Nutrition Services Warehouse	\$53,355.16
72439	Computer Hardware	Technology Hardware	\$825.00
72440	Ecolab Inc	Nutrition Services Warehouse	\$571.88
72441	Goodwin Tucker	General Supplies	\$610.69
72442	Grand Island Public Schools Activity Fun	Miscellaneous Expenditures	\$700.66
72443	Greenberg Fruit Company	Produce	\$20,593.77
72444	Midwest Restaurant Supply LLC	Professional Services	\$172.25
72445	National Food Group Inc	Nutrition Services Warehouse	\$8,000.00
72446	Pan-O-Gold Baking Co	Bread	\$230.92
72447	School Nutrition Association	Dues and Fees	\$647.00
72448	US Foods - Grand Island	Nutrition Services Warehouse	\$9,600.82
72449	Ace Hardware	General Supplies	\$266.32

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72450	ACP Direct	Audio-Visual Materials	\$282.75
72451	AcroMat	Custodial Supply Warehouse	\$1,175.00
72452	Agricultural Service	General Supplies	\$1,080.00
72453	Alpha Rehabilitation PC	Professional Education Services	\$921.68
72454	Amanda Wilson	Technical Services	\$50.00
72455	Amino Gedi	Technical Services	\$12.00
72456	Amplify Education Inc	Books & Periodicals	\$28,716.80
72457	Aramark Uniform Services	Technical Services	\$1,316.45
72458	Ashley Walker	Mileage Paid to Staff	\$130.46
72459	Blick Art Materials	General Supplies	\$1,639.90
72460	Border States Industries Inc	General Supplies	\$801.72
72461	Bound To Stay Bound Books	Books & Periodicals	\$142.98
72462	Brainwise Program	General Supplies	\$198.95
72463	Brenda Anderson	Mileage Paid to Staff	\$16.67
72464	Brenda Carlson	General Supplies	\$57.48
72465	Business Source Products	General Supplies	\$45.07
72466	Cannon Moss Brygger & Assoc	Buildings	\$7,335.84
72467	Carson-Dellosa	General Supplies	\$34.89
72468	Chief Construction Company	General Supplies	\$57.86
72469	Committee For Children	Books & Periodicals	\$199.00
72470	Communications Engineering	Technical Services	\$7,391.00
72471	Computer Concepts	Technology Supplies	\$799.00
72472	Computer Hardware	Other Equipment	\$825.00
72473	Constructive Playthings	General Supplies	\$6,282.21
72474	Copycat Instant Printing	General Supplies	\$546.30
72475	Cory Gearhart	Employee Training and Development Services	\$79.00
72476	Culligan of Grand Island	Technical Services	\$19.10
72477	Curriculum Associates	Web Based Software	\$17,490.00
72478	Dan Petsch	Mileage Paid to Staff	\$80.90
72479	Discount School Supply Order Dept	General Supplies	\$1,598.30
72480	DreamBox Learning Inc	Web Based Software	\$12,482.50
72481	EAI Education	General Supplies	\$880.37
72482	Eakes Office Solutions	General Supplies	\$27,989.56
72483	Eberl Plumbing & Drain	Technical Services	\$4,310.26
72484	Edupoint Educational Systems LLC	Technology Software	\$1,500.00
72485	Fat Brain Holdings LLC	General Supplies	\$226.64
72486	Flocabulary LLC	Web Based Software	\$2,000.00
72487	Follett School Solutions Inc	Books & Periodicals	\$875.48
72488	Fun and Function LLC	General Supplies	\$116.97
72489	Fun Express LLC	General Supplies	\$400.17
72490	Gallup Inc	Employee Training and Development Services	\$3,474.40
72491	Global Equipment Company	Custodial Supply Warehouse	\$367.98
72492	Gottlob Asphalt, LLC	Technical Services	\$3,861.00
72493	Grand Island Physical Therapy	Professional Education Services	\$37,048.20
72494	Grand Island Public Schools Nutrition Sv	General Supplies	\$16.00
72495	Gretna Public School District	Employee Training and Development Services	\$5,950.00
72496	Gustave A Larson Company	General Supplies	\$1,579.95
72497	Gym Closet	General Supplies	\$136.72
72498	Hall County Extension College Park	Employee Training and Development Services	\$900.00
72499	Handwriting Without Tears	General Supplies	\$345.68
72500	Head Start Family Dev Program	Professional Education Services	\$27,141.78
72501	Heidi Dahlke	Professional Education Services	\$50.00
72502	Hoan Do Companies LLC	General Supplies	\$7,900.00

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72503	Houghton Mifflin Harcourt Hm Receivables	Employee Training and Development Services	\$2,650.00
72504	Intermountain Lock & Supply Co	General Supplies	\$48.60
72505	Internal Training Services LLC	Books & Periodicals	\$298.52
72506	Interstate All Battery Center	Repairs and Maintenance Services	\$546.99
72507	Island Indoor Climate	Technical Services	\$275.00
72508	Island Sprinkler Supply	General Supplies	\$2,114.67
72509	IXL Membership Services	Web Based Software	\$17,115.00
72510	Janel Keyes	Employee Training and Development Services	\$50.00
72511	Janet Dobbins	Employee Training and Development Services	\$79.00
72512	Jaycee Gentleman	Professional Education Services	\$50.00
72513	Jenifer Fischer	Employee Training and Development Services	\$79.00
72514	Jill A Foltz	Miscellaneous Expenditures	\$28.00
72515	Jordan Burns	Professional Education Services	\$150.00
72516	Journeyed-Microsoft LAR	Technology Hardware	\$14,945.64
72517	Kaplan Early Learning Co	General Supplies	\$429.52
72518	Kendall/Hunt Publishing Co	Employee Training and Development Services	\$600.00
72519	Kidwell Inc	Buildings	\$2,400.00
72520	Kolossal Media LLC	Employee Training and Development Services	\$2,350.00
72521	Lakeshore Learning Materials	General Supplies	\$11,238.64
72522	Learning Sciences International LLC	Technical Services	\$5,500.00
72523	Leisa Gracia	Professional Education Services	\$50.00
72524	Linda Quandt	Miscellaneous Expenditures	\$148.00
72525	Lori Keslar	Employee Training and Development Services	\$79.00
72526	Love Signs	Technical Services	\$1,190.00
72527	Lrene Jo Braun	Professional Education Services	\$243.40
72528	Lucero Lozano	Professional Education Services	\$50.00
72529	Maria Trejo Guerrero	Mileage Paid to Staff	\$22.89
72530	Mechanical Sales Inc	Other Equipment	\$25,852.10
72531	Midwest Restaurant Supply LLC	General Supplies	\$156.60
72532	NAPA Auto Parts of Grand Island	Repairs and Maintenance Services	\$25.49
72533	Nichole Nesvara	Employee Training and Development Services	\$79.00
72534	O Hara Plumbing Co Inc	General Supplies	\$99.85
72535	O Neill Wood Resources LLC	General Supplies	\$1,040.00
72536	Olsson Associates	Buildings	\$498.54
72537	One Source	Technical Services	\$271.00
72538	Otis Elevator Company	Technical Services	\$1,096.96
72539	Pomp's Tire Service Inc	Repairs and Maintenance Services	\$32.44
72540	Project SEARCH Promotions LLC	Employee Training and Development Services	\$450.00
72541	R8 Productions LLC	Other Equipment	\$14,501.00
72542	Really Good Stuff Inc	General Supplies	\$668.00
72543	Rebecca Waind	Employee Training and Development Services	\$79.00
72544	Riverside Technologies Inc	Technology Hardware	\$19,975.00
72545	Rons Music	General Supplies	\$318.70
72546	Saffron Buettner	Technical Services	\$3,359.00
72547	Sapp Bros Petroleum Inc	General Supplies	\$727.90
72548	Scholastic Book Clubs Inc	Books & Periodicals	\$668.50
72549	Sheffield Tree Service	Technical Services	\$2,400.00
72550	Sherry Wabs	Professional Education Services	\$50.00
72551	Sherwin Williams Company	General Supplies	\$1,976.33
72552	Staples Business Credit	Custodial Supply Warehouse	\$70.00
72553	State Glass Inc	General Supplies	\$94.00
72554	Super Duper Publications	General Supplies	\$47.45
72555	T C Ceilings Inc	General Supplies	\$1,449.60

# Grand Island Public Schools

## Claims Listing

July 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72556	Teacher Direct	Books & Periodicals	\$240.08
72557	Teachers Discovery	Books & Periodicals	\$209.85
72558	Terjak Construction Inc	Technical Services	\$8,249.21
72559	The Prophet Corporation	General Supplies	\$298.00
72560	Titan Machinery Inc	General Supplies	\$515.09
72561	Tom Dinsdale Chevrolet Cadillac	Repairs and Maintenance Services	\$917.90
72562	Toofast Supply	General Supplies	\$176.12
72563	Tools 4 Reading LLC	Books & Periodicals	\$9,214.50
72564	Travas G Wright	Mileage Paid to Staff	\$5.75
72565	Tumbleweed Press Inc	Web Based Software	\$479.20
72566	Uline	General Supplies	\$854.40
72567	Uncharted Learning	Web Based Software	\$2,500.00
72568	UniFirst Corporation	Technical Services	\$1,529.92
72569	Vex Robotics Inc	Other Equipment	\$39,727.20
72570	Virco Inc	General Supplies	\$451.80
72571	Wayne State College	Employee Training and Development Services	\$2,239.50
72572	West Music Co	General Supplies	\$264.61
72573	Winsupply of Grand Island	General Supplies	\$3,529.10
72574	Yandas Music	General Supplies	\$3,192.74
ACH	BOKF, National Association	Debt Related Expenditures	\$25,879.50
ACH	BOKF, National Association	Debt Related Expenditures	\$32,023.00
ACH	BOKF, National Association	Miscellaneous Expenditures	\$54,832.50
ACH	BOKF, National Association	Interest on Long-Term Debt	\$24,646.25
ACH	BOKF, National Association	Interest on Long-Term Debt	\$141,637.50
ACH	BOKF, National Association	Interest on Long-Term Debt	\$407,667.50
ACH	BOKF, National Association	Interest on Long-Term Debt	\$292,100.00
ACH	BOKF, National Association	Interest on Long-Term Debt	\$672,030.05
ACH	Hausmann Construction Inc	Buildings	\$566,164.25
ACH	Medsurety	Employee Benefits	\$324.00
ACH	Optimum Foods LLC	Nutrition Services Warehouse	\$100,396.80
ACH	Optimum Foods LLC	Nutrition Services Warehouse	\$100,396.80
ACH	Sampson Construction Co Inc	Buildings	\$134,594.00
ACH	Wells Fargo Equipment Finance Inc	Technical Services	\$8,781.03
		June Claims	\$3,489,180.94
		June 15, 2020 Payroll	\$7,853,289.82
			<u>\$11,342,470.76</u>

## Kneale Administration Building



Dan O. Petsch  
Director of Buildings & Grounds  
123 South Webb Road  
P.O. Box 4904  
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1101  
Fax: (308) 385-5568  
Email: [dpetsch@gips.org](mailto:dpetsch@gips.org)  
Web: [www.gips.org](http://www.gips.org)

July 22, 2020

RE: Proposals Received for Motor Coach and School Bus  
Transportation Charges for School Year 2020-2021

BUDGET:  
Varies by building

PROPOSALS GIVEN TO:

Arrow Stage Line	Holiday Express
Navigator Motorcoaches	Adventure Bus & Charter

PROPOSALS RECEIVED:  
A complete tabulation of proposals received is on the following page.

RECOMMENDATION:  
It is recommended to place the proposals from Adventure Bus & Charter, Holiday Express, and Navigator Motorcoaches on file. The schools will use either provider and schedule trips accordingly. This will be a non-exclusive agreement for the 2020-2021 school year.

Dan O. Petsch  
Director of Buildings and Grounds

Grand Island Public Schools  
Motorcoach and School Bus Transportation Charges  
School Year 2020-2021

Motorcoach				Supplier: Adventure Bus & Charter			Supplier: Holiday Express			Supplier: Navigator Motorcoaches		
Travel To	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours
Beatrice	\$699	10	\$65	\$725	8	\$65	\$1,202	10	\$22	\$832	10	\$22
Broken Bow	\$582	5	\$65	\$650	10	\$65	\$832	10	\$22	\$806	10	\$22
Central City	\$585	5	\$65	\$390	5	\$65	\$580	8	\$65	\$86	10	\$22
Columbus	\$577	5	\$65	\$580	8	\$65	\$1,339	10	\$22	\$970	10	\$22
Council Bluffs	\$924	12	\$65	N/A	N/A	N/A	\$650	8	\$65	\$922	10	\$22
Crete	\$696	8	\$65	\$650	8	\$65	\$500	8	\$65	\$1,248	10	\$22
Elgin	\$665	8	\$65	\$500	8	\$65	\$750	10	\$65	\$1,105	10	\$22
Elkhorn	\$914	12	\$65	\$1,050	10	\$65	\$750	10	\$65	\$1,053	10	\$22
Firth	\$879	12	\$65	\$750	10	\$65	\$680	10	\$65	\$1,047	10	\$22
Fremont	\$775	12	\$65	\$750	10	\$65	\$400	5	\$65	\$775	10	\$22
Gothenburg	\$750	12	\$65	\$400	5	\$65	\$500	5	\$65	\$797	10	\$22
Grand Island	\$575	5	\$65	\$600	8	\$65	\$500	5	\$65	\$903	10	\$22
Hastings	\$575	5	\$65	\$575	8	\$65	\$575	8	\$65	\$805	10	\$22
Holdrege	\$575	5	\$65	\$675	8	\$65	\$750	10	\$65	\$910	10	\$22
Kearney	\$550	8	\$65	\$750	10	\$65	\$750	10	\$65	\$1,008	10	\$22
Lexington	\$650	8	\$65	\$750	10	\$65	N/A	N/A	N/A	\$1,742	10	\$22
Lincoln	\$650	12	\$65	\$575	8	\$65	\$575	8	\$65	\$805	10	\$22
Maryville, MO	\$1,276	12	\$65	\$950	12	\$65	\$950	12	\$65	\$1,306	10	\$22
Minden	\$570	8	\$65	\$1,050	10	\$65	\$700	12	\$65	\$1,281	10	\$22
McCook	\$945	12	\$65	\$700	12	\$65	\$1,065	10	\$22	\$1,065	10	\$22
Millard	\$945	12	\$65	\$950	10	\$65	\$1,274	10	\$22	\$1,274	10	\$22
Norfolk	\$757	12	\$65	\$1,050	10	\$65	\$1,326	10	\$22	\$1,326	10	\$22
North Platte	\$895	12	\$65	\$580	8	\$65	\$807	10	\$22	\$807	10	\$22
Omaha	\$905	12	\$65	\$1,050	10	\$65	\$1,411	10	\$22	\$1,411	10	\$22
Ord	\$585	5	\$65	\$580	8	\$65	\$2,767	10	\$22	\$2,767	10	\$22
Peru	\$975	12	\$65	\$1,050	10	\$65	\$1,527	10	\$22	\$1,527	10	\$22
Scottsbluff	\$2,085	15	\$65	\$2,125	15	\$65	\$804	10	\$22	\$804	10	\$22
Sioux City	\$1,135	12	\$65	\$1,150	12	\$65						
York	\$575	8	\$65	\$580	8	\$65						

Fuel Surcharge		Supplier: Adventure Bus & Charter		Supplier: Holiday Express		Supplier: Navigator Motorcoaches	
Fuel Surcharge Percentage	Price Per Gallon	Fuel Surcharge Percentage	Price Per Gallon	Fuel Surcharge Percentage	Price Per Gallon	Fuel Surcharge Percentage	Price Per Gallon
No Fuel Surcharge	less than \$2.99	N/A	N/A	1%	\$2.40 - \$2.50	2%	\$2.50 - \$2.60
2%	\$3.00 - \$3.25			3%	\$2.60 - \$2.70	4%	\$2.70 - \$2.80
3%	\$3.26 - \$3.40			5%	\$2.80 - \$2.90	6%	\$2.90 - \$3.00
4%	\$3.41 - \$3.55			7%	\$3.00 - \$3.10	8%	\$3.10 - \$3.20
5%	\$3.56 - \$3.70			9%	\$3.20 - \$3.30	10%	\$3.30 - \$3.40
6%	\$3.71 - \$3.85			11%	\$3.40 - \$3.50	12%	\$3.50 - \$3.60
7%	\$3.86 - \$4.00			13%	\$3.60 - \$3.70	14%	\$3.70 - \$3.80
8%	\$4.01 - \$4.15			15%	\$3.80 - \$3.90		
9%	\$4.16 - \$4.30						
10%	\$4.31 and above						

Example: 3% 2.80-2.90

Fuel Surcharge continues to increase at 1% for every 10c in fuel price increase.

School Bus				Supplier: Adventure Bus & Charter			Supplier: Holiday Express			Supplier: Navigator Motorcoaches		
Travel To	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours	Cost	# of Hours	Cost for Additional Hours
Albion				\$375	8	\$35	\$780	10	\$22	\$780	10	\$22
Ashland				\$550	8	\$35	\$963	10	\$22	\$963	10	\$22
Aurora				\$290	5	\$35	\$766	10	\$22	\$766	10	\$22
Axtell				\$345	5	\$35	\$780	10	\$22	\$780	10	\$22
Beatrice				\$545	8	\$35	\$1,018	10	\$22	\$1,018	10	\$22
Broken Bow				\$490	10	\$35	\$788	10	\$22	\$788	10	\$22
Cairo				\$290	5	\$35	\$758	10	\$22	\$758	10	\$22
Central City				\$290	5	\$35	\$762	10	\$22	\$762	10	\$22
Columbus				\$425	8	\$35	\$780	10	\$22	\$780	10	\$22
Cozad				\$465	8	\$35	\$825	10	\$22	\$825	10	\$22
Crete				\$490	8	\$35	\$810	10	\$22	\$810	10	\$22
David City				\$350	8	\$35	\$869	10	\$22	\$869	10	\$22
Firth				\$545	8	\$35	\$935	10	\$22	\$935	10	\$22
Fremont		NO BID		\$590	10	\$35	\$891	10	\$22	\$891	10	\$22
Gibbon				\$285	5	\$35	\$766	10	\$22	\$766	10	\$22
Gothenburg		FOR		\$500	10	\$35	\$856	10	\$22	\$856	10	\$22
Grand Island				\$250	5	\$35	\$752	10	\$22	\$752	10	\$22
Harvard		SCHOOL		\$265	5	\$35	\$772	10	\$22	\$772	10	\$22
Hastings				\$285	5	\$35	\$764	10	\$22	\$764	10	\$22
Holdrege		BUSES		\$450	8	\$35	\$788	10	\$22	\$788	10	\$22
Juniata				\$285	5	\$35	\$768	10	\$22	\$768	10	\$22
Kearney				\$375	8	\$35	\$776	10	\$22	\$776	10	\$22
Lexington				\$495	8	\$35	\$798	10	\$22	\$798	10	\$22
Lincoln				\$550	10	\$35	\$853	10	\$22	\$853	10	\$22
Minden				\$350	8	\$35	\$776	10	\$22	\$776	10	\$22
Norfolk				\$550	10	\$35	\$902	10	\$22	\$902	10	\$22
North Platte				\$550	8	\$35	\$1,078	10	\$22	\$1,078	10	\$22
Omaha				\$650	8	\$35	\$1,122	10	\$22	\$1,122	10	\$22
Ord				\$350	8	\$35	\$778	10	\$22	\$778	10	\$22
Osceola				\$350	8	\$35	\$786	10	\$22	\$786	10	\$22
Palmer				\$270	8	\$35	\$762	10	\$22	\$762	10	\$22
Ravenna				\$300	8	\$35	\$764	10	\$22	\$764	10	\$22
St. Libory				\$250	5	\$35	\$756	10	\$22	\$756	10	\$22
St. Paul				\$260	5	\$35	\$764	10	\$22	\$764	10	\$22
Schuyler				\$350	8	\$35	\$825	10	\$22	\$825	10	\$22
Seward				\$520	8	\$35	\$790	10	\$22	\$790	10	\$22
Utica				\$350	8	\$35	\$782	10	\$22	\$782	10	\$22
Wood River				\$250	5	\$35	\$760	10	\$22	\$760	10	\$22
York				\$350	8	\$35	\$776	10	\$22	\$776	10	\$22

**GRAND ISLAND PUBLIC SCHOOLS**  
**Grand Island, Nebraska**

**STAFF ADJUSTMENT**  
 July 9, 2020

**Certified New Hires**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Augusta Beahm	Gear Up Academic Coach/ 1.0 FTE/Barr	08/06/20	MA+45 -11	Hastings College	A. Covarrubias
Rod Felton	Teammates Coordinator/ 1.0 FTE/Senior	08/16/20	BA	Grace University	N. Jones
Amber Hohensee	Early Childhood/1.0 FTE/ Early Learning Center	08/06/20	MA-09	UNL	Approved by Board
Lauren Kolb	Second Grade/1.0 FTE/ West Lawn	08/06/20	BA-07	UNL	Approved by Board
Cydney Lounsbury	Early Childhood/1.0 FTE/ Early Learning Center	08/06/20	BA-02	Midland University	Approved by Board
Elizabeth Obermiller	Special Education Resource/ .50 FTE/Gates/.50 FTE/ Shoemaker	08/06/20	BA-02	Hastings College	Approved by Board
Mayra Ortiz Quintana	Gear Up Family College & Career Financial Specialist/ 1.0 FTE/Admin. Bldg.	08/16/2020	BA	UNK	A. Berg
Karen Piel	Science/1.0 FTE/Barr	08/06/20	BA-05	Concordia University	N. Stoddard
Jennifer Rumery	School Psychologist/.40 FTE plus 2 extended days/Senior	08/06/20 -12/18/20	MA+45 -11	UNK	Temporary Contract
Holly Schurman	Fourth Grade/1.0 FTE/ Jefferson	08/06/20	BA-05	Midland University	J. Zelasney
Shelby Stone	ELL/1.0 FTE/Dodge	08/06/20	BA-02	Hastings College	M. Callaway

**Certified New Hires (cont.)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Kaitlin Warner	Second Grade/1.0 FTE/Dodge	08/06/20	BA-02	UNK	M. Rice

**New Hire/Extra Standard Assignment**

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Morgan Foltz	MS Assistant Volleyball/Walnut	08/06/20	K. Luthy
Nicholas Stoddard	MS Head Boys Basketball/Walnut	08/06/20	A. Banahan

**Classified New Hires**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Steven Arrants	Assistant Custodian/Senior	1.0	06/18/20	D. Smith
Tiffany Gapp	Piano Accompanist/Westridge	.76	06/01/20	E. Flaherty

**Certified Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Meggan Messersmith	Third Grade/1.0 FTE/Gates	New position	05/26/20

**Certified Extra Standard Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Andy Banahan	MS Head Boys Basketball/Walnut	New position	05/26/20
Jessica Day	MS Vocal Music/Walnut	Personal	05/26/20
Dalton Wademan	MS Assistant Girls Basketball/Walnut	New position	05/26/20
Dalton Wademan	MS Assistant Boys Track/Walnut	New position	05/26/20
Amber Wissing	MS Head Volleyball/Walnut	Personal	05/26/20

**Classified Resignations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Teresa Dunning	Assistant Secretary Middle School/1.0 FTE/Walnut	Personal	07/15/20
Johnny Garcia	Custodian Night Supervisor/1.0 FTE/Senior	New position	05/29/20

**Classified Resignations (cont.)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Annalien Gonzalez De La Vega	Migrant Education Facilitator/1.0 FTE/West Lawn	Relocation	06/25/20
Mary Hall	Food Server/.50 FTE/Engleman	Retirement	05/21/20
Scott Hilligas	Assistant Custodian/1.0 FTE/Barr	Retirement	07/31/20
Janice Hoffman	Food Server/.44 FTE/Starr	Personal	05/21/20
Karla McDermott	Secretary to Elementary Principal/1.0 FTE/Newell	Relocation	06/12/20
Heather Medrano	Special Education Paraeducator/.94 FTE/Lincoln	Personal	08/01/20
Stephanie Placzek	Special Education Paraeducator/.94 FTE/Dodge	Retirement	05/22/20
Carrie Sanchez	Secretary to Elementary Principal/1.0 FTE/Lincoln	Personal	06/20/20
Elizabeth Sinner	Assistant Custodian/1.0 FTE/Howard	Personal	06/15/20
Diana Vazquez Barrera	Nutrition Services Assistant/.50 FTE/Senior	Personal	04/03/20

**Certified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Toni Bachand	Fifth Grade/1.0 FTE/ West Lawn	Third Grade/1.0 FTE/ West Lawn	08/06/20	S. Dramse

**Certified Changes (cont.)**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Melissa Callaway	ELL/1.0 FTE/Dodge	First Grade/1.0 FTE/Dodge	08/06/20	B. Nelson
Bergen Carraher	Speech & Language Pathologist/.60 FTE/ West Lawn/.40 FTE Dodge	Speech & Language Pathologist/1.0 FTE/ West Lawn	08/06/20	Change in assignment
Halli Chramosta	School Psychologist/.50 FTE/ Howard/.50 FTE/Wasmer	School Psychologist/1.0 FTE/ Westridge	08/06/20	Change in assignment
Sarah Dramse	Third Grade/1.0 FTE/ West Lawn	Fifth Grade/1.0 FTE/ West Lawn	08/06/20	T. Bachand
Jackie Engel	School Psychologist/.50 FTE/ Early Learning Center	School Psychologist/.50 FTE/ Senior/.50 FTE Homebound Center-based	08/06/20	Change in assignment
Cynthia Friedman	Early Childhood/1.0 FTE/ Early Learning Center	Early Childhood/1.0 FTE/ Howard	08/06/20	Change in location
Elena Garcia	6th Grade English Language Arts/1.0 FTE/Barr	7th Grade English Language Arts/1.0 FTE/Barr	08/06/20	Enrollment
Amber High	Art/1.0 FTE/Westridge	Gifted Specialist/.50 FTE/ Dodge/.50 FTE/Seedling Mile	08/06/20	M. Fichtner
Savannah Kok	School Psychologist/.59 FTE/ Newell/.41 FTE/Lincoln	School Psychologist/.50 FTE/ Lincoln/.50 FTE/West Lawn	08/06/20	Change in assignment
Kahsaandra Lawson	Social Emotional Cognitive Learning Coach/.34 FTE/ Lincoln/.33 FTE/Gates/ .33 FTE/Jefferson	Social Emotional Cognitive Learning Coach/.34 FTE/ Lincoln/.33 FTE/Gates/ .33 FTE Starr	08/06/20	Change in assignment

**Certified Changes (cont.)**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Shalee Lindsey	English Language Arts/ 1.0 FTE/Westridge	Gear Up Academic Coach/ 1.0 FTE/Senior	08/06/20	L. McQuinn
Hannah Luber	Fifth Grade/1.0 FTE/Starr	Second Grade/1.0 FTE/Starr	08/06/20	A. Zitterkopf
Samantha McCarville	7th Grade Social Studies/ 1.0 FTE/Barr	8th Grade Social Studies/ 1.0 FTE/Barr	08/06/20	L. Parde
Julie Molt	Special Education Resource/ 1.0 FTE/Gates	Special Education Resource/ .75 FTE/Gates/Educational Consultant/.25 FTE/Non Public	08/06/20	Part of C. Blase's FTE
Brandy Nelson	First Grade/1.0 FTE/Dodge	Title I Specialist/1.0 FTE/ Dodge	08/06/20	A. Harder
Casie Olsen	School Psychologist/.42 FTE/ Shoemaker/.58 FTE/Engleman	School Psychologist/.30 FTE/ Shoemaker/.70 FTE/ Stolley Park	08/06/20	Change in assignment
Lauren Rathman	Registered Dietitian/1.0 FTE/ Admin. Bldg.	Registered Dietitian/1.0 FTE plus 13 extended days/ Admin. Bldg.	06/15/20	COVID 19 shutdown meal service
Melessia Rice	Second Grade/1.0 FTE/Dodge	Social Emotional Cognitive Learning Coach/.34 FTE/ Knickrehm/.33 FTE/Jefferson/ .33 FTE/Seedling Mile	08/06/20	S. Haahr
Courtney Salmon	Early Childhood/1.0 FTE/ Early Learning Center	Early Childhood/1.0 FTE/ Howard	08/06/20	Change in location

**Certified Changes (cont.)**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Katie Slattery	Fourth Grade/1.0 FTE/Newell	Third Grade/1.0 FTE/Newell	08/06/20	A. Iversen
Kristin Watson	School Psychologist/.48 FTE/ Dodge/.40 FTE/Wasmer/ .12 FTE/Seedling Mile	School Psychologist/.80 FTE/ Dodge/.20 FTE/Non-Public	08/06/20	Change in assignment
Alison Zitterkopf	Second Grade/1.0 FTE/Starr	Third Grade/1.0 FTE/Starr	08/06/20	A. Sullivan

**Certified Changes/Extra Standard Assignments**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Kimberly Luthy	MS Assistant Volleyball/ Walnut	MS Head Volleyball/ Walnut	08/06/20	A. Wissing

**Classified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Angelita Diaz	Assistant Secretary Middle School/1.0 FTE/Barr	Technology Assistant/ 1.0 FTE/Howard	08/05/20	V. Wiczorek
Florina Espinosa	Attendance Secretary/.38 FTE/ Noon Monitor/.31 FTE/ Paraeducator/.31 FTE/Lincoln	Secretary to Elementary Principal/1.0 FTE/ Lincoln	06/05/20	C. Sanchez

**Classified Changes (cont.)**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Vickie Friedrichsen	Noon Monitor/.21 FTE/ Lincoln	Noon Monitor/.59 FTE/ Lincoln	05/05/20	M. Bryne
Maria Johnson	Paraeducator/.94 FTE/ Westridge	Technology Assistant/ 1.0 FTE/Wasmer	08/10/20	C. Berggren

**Certified Special Assignment Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Melissa Luthi-Placke	Department Chair/Senior	Personal	05/26/20

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

**GRAND ISLAND PUBLIC SCHOOLS  
Grand Island, Nebraska**

**STAFF ADJUSTMENT  
Addendum  
July 9, 2020**

**Certified Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Loretta Pishna	Registered Nurse/1.0 FTE/Barr	Personal	05/26/20

## Grand Island Public Schools

### Fund Balances

Fiscal Year: 2019-2020

Month: June

Year: 2020

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$26,535,867.25	\$97,774,899.15	(\$92,733,142.77)	\$0.00	\$31,577,623.63
02	Depreciation	\$2,450,147.51	\$0.00	(\$521,045.85)	\$0.00	\$1,929,101.66
03	Employee Benefit	\$3,063,636.10	\$48,467.38	(\$11,193.00)	\$0.00	\$3,100,910.48
04	Contingency	\$1,048,171.74	\$2,388.31	\$0.00	\$0.00	\$1,050,560.05
05	Activities	\$1,797,110.91	\$1,932,865.75	(\$2,408,541.04)	\$0.00	\$1,321,435.62
06	School Nutrition	\$1,151,274.23	\$5,267,147.62	(\$5,781,027.63)	\$0.00	\$637,394.22
07	Bond	\$6,929,920.22	\$6,052,245.25	(\$6,230,405.53)	\$0.00	\$6,751,759.94
08	Special Building	\$4,621,564.98	\$7,707,135.75	(\$7,823,943.07)	\$0.00	\$4,504,757.66
09	Qualified Capitol Purpose Undertaking	\$2,108,003.74	\$856,365.16	(\$899,900.00)	\$0.00	\$2,064,468.90
10	Cooperative	\$807,128.39	\$0.00	\$0.00	\$0.00	\$807,128.39
Grand Total:		\$50,512,825.07	\$119,641,514.37	(\$116,409,198.89)	\$0.00	\$53,745,140.55

**End of Report**

2231 ~~SPECIAL COMMITTEES AD-HOC COMMITTEES, TASK FORCES, AND ADVISORY COUNCILS~~

The bulk of the Grand Island Public Schools Board's work is addressed through its ~~five~~ ~~four~~ standing committees: Personnel, Policy Review, Facilities and Finance, American Civics (Leadership for Learning), and Board Governance. The Board can also accomplish its work through a variety of small groups including ad hoc committees, task forces, or advisory councils.

- **Ad hoc committees** are formed on annual basis to study and find creative solutions to a particular challenge the District is facing, such as Legislative and Greater Nebraska School Association, Calendar, Grand Island Public Schools Foundation, Extra standard, Labor Relations, and Safety.
- A **task force** can be formed if there is an objective that can be achieved in a relatively short period of time. Task forces are designed to bring people together to solve a problem and are short in duration with a specific focus, such as naming a facility, bond issue, or early childhood study.
- **Advisory councils or coalitions** assist boards in carrying out their work by providing expertise and advice in selected areas. Advisory councils do not have any governance responsibilities and are a good way to include former board members, potential board members, subject matter experts, and others in the work of the board without placing them on the board. The GIPS Parent Advisory Council, Key Communicators, and Teacher Leaders Coalition are examples of advisory councils in GIPS.

~~Ad hoc committees and task forces~~ **Special Committees** are a good way to involve non-board members in the board's work. This also gives the volunteer and staff leadership the opportunity to evaluate group members for their leadership potential and interest them in further volunteer opportunities or becoming a board member. Authorization to act on behalf of the Board may only be delegated to standing committees comprised solely of board members.

Generally, small groups should be structured so that there are sufficient members to do its work. Limiting board member service to no more than four members on each small group gives board members the opportunity to focus on an area and develop expertise that can further the work of the organization and allows for membership from the greater community. The small group membership should represent the diversity of the community to include students and parents, race, ethnicity, income level, gender, and age.

A member of the GIPS superintendent's cabinet facilitates the small group structure. The cabinet member is responsible for translating the board's goals for the group into meeting agendas and work plans. The cabinet member acts as facilitator working with staff as appropriate to prepare background materials for meetings, scheduling meetings, preparing minutes and reports, and otherwise keeping the group functioning. Cabinet members report on the work of their group to the full board.

Groups should perform regular self-assessments to determine if they are working effectively, achieving their established goals, and providing value to the organization. This is completed at the end of each meeting or on an annual or more frequent basis. When making a recommendation to the board, the GIPS Needs Analysis Protocol is shared with the Board.

References: 2211 BOARD OPERATING PRINCIPLES  
2230 BOARD COMMITTEES  
GIPS Needs Analysis Protocol

Policy Adopted: 01.10.2019  
Policy Revised: 09.12.2019  
Policy Revised: ???.???.??

## 2411 NOTIFICATION OF BOARD MEETINGS

The Grand Island Public Schools Board of Education shall publish in a newspaper of general circulation and on said newspaper's web site reasonable advanced public notice for meetings and work sessions held by the board by a method designated and recorded in the board minutes. Public notice shall indicate the meeting's time, place, and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office and on the district website. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The notice shall be transmitted to the public and a copy kept readily available for public inspection at the principle office of the district and on the district website. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal reference:           Neb. Statute    **LB 148**  
  84-1408 to 1414  
  79-554  
  79-560  
  79-561

Policy Adopted 3/1/76  
Policy Reviewed 7/8/91  
Policy Revised: 06.12.2014  
**Policy Revised: ???.???.??**

GRAND ISLAND PUBLIC SCHOOLS

6231 COMMUNICABLE DISEASES (STAFF)

Employees with a communicable disease will be allowed to perform their customary employment duties provided they are able to perform the essential functions of their position and their presence does not create a substantial risk of illness or transmission to students or other employees. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district's bloodborne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, employees, and record keeping. This plan shall be reviewed annually by the superintendent, or designee, and the school nurse.

The health risk to **immunocompromised** employees shall be determined by their personal physician and **the Central District Health Department to enforce and adhere to the Nebraska Public Health Code for prevention, control, and containment of communicable disease in schools**. The health risk to others in the school district environment from the presence of an employee with a communicable disease shall be determined on a case-by-case basis by the employee's personal physician, a physician chosen by the school district, or public health officials.

An employee who is at work and who has a communicable disease which creates a substantial risk of harm to a student, coworkers, or others at the workplace shall report the condition to the superintendent any time the employee is aware that the disease actively creates such risk.

Health data of an employee is confidential and it shall not be disclosed to third parties. Employee medical records shall be kept in a file separate from their personal file.

It shall be the responsibility of the superintendent, or designee, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with employees with a communicable disease.

Legal Reference:           29 U.S.C. §§ 794, 1910 (1994).  
                                  42 U.S.C. §§ 12101 et seq. (1994).  
                                  45 C.F.R. Pt. 84.3 (1996)  
                                  Part 1910, Title 29, Code of Federal Regulations—*Occupational Exposure to Bloodborne Pathogens*  
                                  Title 173, Nebraska Department of Health, Chapter 3—*Rules and Regulations Relation to School Health, Communicable Disease Control, Physical Examinations and Immunization Standards*

**Guidelines:**               **6231.1 Guidelines for Communicable Disease Control**  
                                  **6231.2 Bloodborne Pathogens Exposure Control Plan**

Amended Policy Passed on First Reading May 2, 1988  
Amended Policy Adopted on Final Reading June 6, 1988  
Policy Revised: 4-10-95  
Policy Revised: 04.14.2016  
**Policy Revised: ???.???.??**

GRAND ISLAND PUBLIC SCHOOLS

6231.1 Guidelines for 6231

- A. Students are expected to be in compliance with the required immunization schedule. The building principal is required to exclude children from school attendance who are out of compliance with the immunizations required by this act. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers, and exclusions, including the necessary information forms, to provide for preventable communicable disease control.
- B. The superintendent **or designee** has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infestation that is known to be spread by any form of casual contact and is considered a health threat to the school population. **Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. If such person is a staff member, then the Superintendent or designee may place said staff member on paid or unpaid leave. If such person is not a student or staff member, then the Superintendent or designee shall inform such person as soon as possible that they are not permitted on school property until further notice from the Superintendent or designee. The Superintendent may consult with law enforcement, health officials or other experts in determining whether such exclusion should occur.**

All reportable communicable diseases will be referred to the **Central District Hall County** Health Department.

Children who are obviously ill or who are known to have a communicable disease shall not attend class during the course of the illness. (Neb. Rev. Stat. 79-4,133 to 79-4,138)

A student exhibiting any of the following symptoms may have a contagious or infectious illness and should be excluded from the classroom until the nature of the illness is known:

Fever, flushed face, headache, aches in joints or muscles, unexplained tiredness or listlessness, loss of appetite, stomach ache, nausea or vomiting, diarrhea, unexplained skin eruptions, sore throat or inflamed eyes.

- C. When reliable evidence or information from a qualified source confirms that a student/staff member is known to have a communicable disease or infection that is known not to be spread by casual contact, i.e. HIV, HBV and other like diseases, the decision as to whether the affected person will remain in the school setting will be addressed on a case-by-case basis by a review panel to ensure due process. (Review panel membership outlined later.)
- D. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not warranted as a condition for school entry or for employment or continued employment.
- E. Irrespective of the disease presence, routine procedures shall be used and adequate sanitation facilities will be available for proper hygiene as well as handling blood or body fluids within the school setting or school buses. School personnel will be trained in the proper procedures for hygiene and handling blood and body fluids and these procedures will be strictly adhered to by all school personnel.
- F. All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions and documents as confidential information. Before any medical information is shared with anyone in the school setting, a "Need to Know" review shall be made which includes the parent/guardian, students if over 18, employee or their representative.
- G. Instruction on the principal modes by which communicable diseases, including, but not limited to, Acquired Immunodeficiency Syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught to students and inservice education provided to all staff members.

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Reviewed August 10, 2017

Revised: ???.???.??

6231.1 Bloodborne Pathogens Exposure Control Plan

**Purpose of the Plan**

In order to minimize the incidence of illness and injury experienced by employees, the Occupational Safety and Health Administration (OSHA) has enacted the Bloodborne Pathogens Standard (29 CFR 1910.1030). The purpose of this standard is to reduce occupational exposure to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV) and other bloodborne pathogens that may be encountered in the workplace.

This exposure plan has been developed by the School District of Grand Island to coincide with Board Policy *8513/6231 Communicable Disease Control* in order to minimize and prevent, when possible, exposure to bloodborne diseases and to comply with the OSHA Bloodborne Pathogens Standard.

The objective of this plan is:

1. To minimize exposure of employees to health hazards associated with bloodborne pathogens.
2. To provide appropriate treatment and counseling should an employee be exposed to bloodborne pathogens.

**Exposure Control Officer**

For the purpose of implementation and overall responsibility, the Supervisor of Health Services shall be designated as the Exposure Control Officer.

**Exposure Determination**

For the purpose of this plan employees at risk are considered those that have:

1. Reasonably anticipated skin, eye, mucous membrane, or parenteral contact (skin piercing) with blood or other infectious materials such as blood, internal bodily fluids, and body fluids visibly contaminated with blood.
2. Reasonably anticipated contact with all body fluids in situations where it is difficult or impossible to differentiate between bodily fluids.

In addition to being reasonably anticipated the contact must result from the performance of the employee's duties.

"Reasonably anticipated" implies that employees who are designated to provide healthcare or first aid, or whose history in the workplace shows the potential for exposure, are considered covered by the standard.

Some job classifications will automatically be included in the category of "reasonably anticipated":

- RNs & LPNs
- Early Childhood Special Education Teachers
- Early Childhood Special Education Paraeducators
- Teachers of students with severe/profound disabilities
- Paraeducators in programs with students with severe/profound disabilities
- Teachers of students with behavioral impairments
- Paraeducators in programs with students with behavioral impairments
- Physical Therapists
- Occupational Therapists
- Physical Education Staff
- Coaches
- Custodial Staff
- Bus Drivers

Other employees may have unique responsibilities that also place them in this category and may be added as individuals to this category. Occupational exposure can be reasonably anticipated in situations which frequently contain any of the following tasks and procedures:

- management of urine, feces (diaper changing, toileting skills, etc.)
- management of vomitus

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management of wounds  
management of respiratory secretions  
management of post-surgical procedures (g-tube, tracheotomy, etc.)  
management of mucous membranes  
management of equipment/manipulatives  
behavioral management—bites, scratches, etc.  
oral manipulation/stimulation and/or feeding  
physical transfer

Non-reasonably anticipated exposure includes “Good Samaritan” activities such as helping a student with a bloody nose, a cut finger, etc. Post-exposure procedures apply as these would not be covered situations.

### **Control Methods**

The practice of “Universal Blood and Body Fluid Precautions” shall be the standard of the district to prevent contact with blood and other potentially infectious materials. This standard holds that all human blood and body fluids shall be treated as if they are known to be infectious for HBV, HIV, and other bloodborne pathogens.

The following safe work practice and engineering controls are identified to protect students and employees from exposure to blood and body fluids which would potentially cause infectious disease.

### **Handwashing**

Handwashing is thought to be the most important procedure in preventing spread of infection. Hands should always be washed when:

1. Hands are soiled.
2. Handling or preparing food.
3. Eating.
4. Blowing or wiping nose.
5. Using toilet, assisting students with toileting needs, or diapering.
6. Coming in contact with contaminated equipment.
7. Skin contacts blood or body fluids.
8. After gloves are removed.

Proper handwashing procedures are:

1. Wet hands with warm water.
2. Apply soap, lather hands and wrists.
3. Scrub all surfaces of the hand, between fingers, under fingernails for a minimum of 15 seconds keeping hands and fingers pointed down.
4. Rinse hands and wrists thoroughly with warm water, allowing water to flow from wrist down.
5. Dry hands well with air dryer or single-use paper towel, turning off faucet using towel before discarding to prevent recontamination.
6. Dispose of gloves along with other soiled materials in plastic lined waste container, secured, and disposed of properly.
7. Wash hands thoroughly after removing gloves.

### **Contaminated Sharps**

#### **(broken glass, needles, lancets, knives, blades)**

1. Tongs or dust pan and broom should be used to pick up contaminated sharps such as blood-covered broken glass to avoid direct contact.
2. Gloves should be worn when handling contaminated sharps.
3. Needles, lancets, and other contaminated sharps should not be bent, recapped, or removed.
4. Sharps should be placed in a puncture-resistant, labeled, leak proof container, which can be closed after each use. Sharps containers should be disposed of properly through the Hall County Health Department.

### **Clothing/Laundry**

Clothing and other nondisposable items soaked with body fluids should be placed in plastic bags. If rinsing or presoaking is needed, wear gloves. If washing clothes contaminated with body fluids, clothes should be washed separately from other items. Wash as usual, add ½ cup bleach to wash cycle if bleachable. Add ½ cup nonchlorine bleach if unbleachable.

### **Diaper Changing Procedure**

1. Wear disposable gloves.
2. Place student on a clean changing table using waterproof pad with two clean paper towels for each change.
3. Remove the soiled diaper and place in a plastic bag.
4. If other clothing is soiled, place in a plastic bag and mark with the child's name.
5. Clean skin in diaper area using individual disposable wipes or other cleansers provided by parents when special consideration to skin cleansing is needed for an individual student and apply clean diaper.
6. Wash pad after each change with soap and water and follow with household bleach solution or EPA approved disinfectant.
7. Remove gloves and place in plastic bag.
8. Wash hands with soap and water before and after diaper change.
9. Never leave child unattended on the changing area.
10. Supplies should be stored close to the changing area and out of the child's reach.
11. Report any abnormal conditions (blood or pus in diaper area, diarrhea, light colored stools, skin rashes, bruises, or breaks to in the skin).

### **Toy Sanitation Technique**

1. If children drool and mouth toys, special consideration for the sanitation of the toys should follow:
2. Sanitize by putting through a dishwasher cycle.
3. If dishwasher is not available, wear gloves and wash toys with soap and water
4. Rinse with hot water.
5. Disinfect in a 1:100 bleach solution 10 minutes.
6. Air dry.

### **Dishwashing Sanitation Technique**

If it should be necessary to wash dishes in the classroom, the following should be followed:

1. The dishwashing area should be separate from the handwashing area.
2. Dishpans should be used.
3. Wash in hot soap and water.
4. Rinse with hot water.
5. Soak in a 1:100 bleach solution 10 minutes.
6. Drain and air dry.

### **Disinfectants**

1. All cleaning supplies must be kept in labeled containers.
2. All cleaning supplies must be kept out of the reach of students in locked cabinets.
3. Custodial staff will follow guidelines from their department as relates to disinfectants.
4. A commercial tuberculocidal disinfectant will generally be used; if household bleach water is used as disinfectant, it must be mixed daily.
5. Ratio of bleach to water for disinfectant solution = 1:10. A ration of 1:100 bleach solution is considered an intermediate cleaning solution.

### **Hepatitis B Vaccination**

The Hepatitis B vaccination series will be offered, at no cost, to all identified employees (under "reasonably anticipated") whose job involves the risk of directly contacting blood or other potentially infectious materials.

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The series will be scheduled within 10 working days after the required training unless:

- The employee has previously received the Hepatitis B series;
- Antibody testing as revealed the employee is immune;
- The vaccine is contraindicated;
- The employee declines the Hepatitis B vaccination (signed statement)

The district may require that the individual submit an insurance claim for vaccination if feasible. The district will provide for any deductible expense.

### **Post Exposure Evaluation and Follow-up Procedure**

Occupational exposure occurs when blood or other infectious body fluids come in contact with an employee's mucous membranes (eye, nose, mouth) skin, or through parenteral contact (skin piercing) with performing job duties.

Upon any exposure by staff or student

1. Wash exposed area immediately with soap and water.
2. If mucous membrane, irrigate or wash thoroughly.
3. Report exposure immediately:
  - a. If student
    - i. Notify parent or guardian
    - ii. Medical provider should be consulted
  - b. If employee
    - Report immediately to administrator
    - Complete post exposure form and accident from (if appropriate)
    - Consult with individual's medical provider (medical evaluation should occur within 24 hours to facilitate treatment)  
Send a copy of the Bloodborne pathogen Control plan or regulation if appropriate
    - Blood workups:
      - Source individual-an attempt will be made to get consent for blood test; if not obtained document as such
      - Exposed individual-consent, blood collection, and testing should occur as soon possible after exposure
      - Complete worker's compensation form

### **Employee Training**

All employees will participate in a training program. The training program will:

1. Be provided at no cost during work hours.
2. Occur annually, within one year of the previous training.
3. Be conducted by an individual knowledgeable in the subject area.
4. Contain the following elements:
  - An accessible copy of the regulation and explanation of its contents.
  - A general explanation of the epidemiology and symptoms of bloodborne pathogens.
  - An explanation of the modes of transmission of bloodborne pathogens.
  - An explanation of the exposure control plan and how employees can obtain a copy.
  - An explanation of appropriate methods for recognizing tasks and other activities that may involve exposure.
  - An explanation of the use and limitations of methods that will prevent or reduce exposure.
  - Information on the types, proper use, location, removal, handling, and disposal of equipment and contaminated materials.
  - Information on the Hepatitis B vaccine, including efficacy, safety, method of administration, benefits, and the conditions under which it is offered, free of charge, to employees.
  - An explanation of the procedure to follow if an exposure incident occurs including information on post exposure and follow-up.

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- An opportunity for questioning the individual conducting the training session.

Training records will contain the following information and be maintained for 3 years from the date training occurs:

1. Dates of the training sessions.
2. Contents or a summary of the training sessions.
3. Names and qualifications of persons conducting the training.
4. Names and job titles of all persons attending the training sessions.

### **Record Keeping**

An immunization record will be maintained for each identified employee and/or employee with occupational exposure. This record will be kept in their personnel file. This record will include:

1. Demographic Data (name and social security number)
2. Documentation regarding Hepatitis B vaccination status including the dates of all the Hepatitis B vaccinations and any medical records.
3. A copy of all results of examinations, medical testing, and follow-up procedures.
4. A signed consent form or refusal to participate form pertaining to the Hepatitis B vaccination.

All materials will be kept confidential and not disclosed or reported without the employee's expressed written consent.

Documentation of personnel participation in the training program will be maintained as well.

**Hepatitis B Vaccination  
Consent/Decline**

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself.

Check one

I hereby authorize my employer to vaccinate me against Hepatitis virus (HAV/HBV). I understand that the injections are given over a period of months before they are effective in preventing this disease.

**I decline Hepatitis vaccination at this time.** I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis A or B, a serious diseases. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis A & B vaccine, I can receive the vaccination series at no charge to me.

Employee Name: \_\_\_\_\_  
(Please Print)

Employee Signature: \_\_\_\_\_

Job Title: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Date: \_\_\_\_\_

## 7190 DISTRICT WELLNESS POLICY

The Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the [Nebraska Department of Education Healthy Schools Program \(July 29, 2016\)](#), ~~[Alliance for a Healthier Generation Framework \(August 2016\)](#)~~, Grand Island Public Schools will provide a healthful learning environment by supporting district policy with healthy school meals, healthy competitive foods and beverages, physical and social/emotional education, physical activity, and student and employee wellness.

The Grand Island Public Schools will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors, with the objective of promoting student and staff health and reducing childhood obesity. School learning environment expectations shall be aligned with federal guidelines, 7190 DISTRICT WELLNESS POLICY, and The Healthy, Hunger-Free Kids Act of 2010. Guidelines shall promote active lifestyles and healthy habits to positively influence student and staff understanding, beliefs and behaviors related to health education, wellness, and physical activity. Therefore, the Grand Island Public Schools adopts the following District Wellness Policy.

### **District Wellness Committee**

#### ***Committee Role and Membership***

The District Wellness Committee (DWC) will meet at least two times per year to establish goals for school health and safety policies and programs, including development, implementation, and periodic review and update of the District wellness policy. The DWC membership will represent all school levels and include, but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; general education teachers; school staff; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. Membership will also include Supplemental Nutrition Assistance Program coordinators. To the extent possible, representatives will reflect the diversity of the community.

#### ***Leadership***

The Superintendent or designee(s) will convene the DWC, facilitate review of and updates to the wellness policy, and ensure each school's compliance with the policy. Each school will designate a DWC representative to work with building administrators to ensure compliance with the policy. A list of current DWC committee members, with their contact information, will be on the district website and updated as needed.

### **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement Implementation Plan**

The Grand Island Public Schools will develop, implement, and maintain a plan to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Schools will use the Nebraska Healthy Schools Program online tools to complete [the Action for Healthy Kids Alliance for a Healthier Generation's School Health](#) Index assessment. Based on this assessment, each school will identify a wellness goal ~~to be included in the School Improvement Plan (SIP)~~. This goal will require the creation of an action plan that adheres to the District Wellness Policy. The District Wellness Policy and annual individual school progress reports will be available on the District's website.

#### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy on the District's website. Documentation maintained in this location will include, but will not be limited to:

- District Wellness Policy;
- Documentation demonstrating that the policy has been made available to the public;

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- Documentation of efforts to review and update the District's Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the district school wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the District Wellness Committee.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the [Nebraska Schools in Action Program Alliance for a Healthier Generation's model wellness policy](#); and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information for the Superintendent or the Superintendent's designee. The DWC, in collaboration with individual schools, will monitor schools' triennial compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. Following the triennial assessment, the wellness policy will be reviewed and updated as needed.

### ***Community Involvement, Outreach, and Communications***

The District will communicate ways in which representatives of the DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy. The District will use the staff intranet and staff newsletter, the District's website and annual report, parent meetings, community presentations, and other means of communication to notify families of the District Wellness Policy and encourage involvement. Communications will be culturally and linguistically appropriate to the community, similar to other ways that the District and individual schools are communicating important school information with parents. The District will also use these mechanisms to inform the community about the availability of annual and triennial reports.

The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of, and compliance with, Smart Snacks in School nutrition standards.

## **Nutrition**

### ***School Meals***

The District is committed to serving healthy meals to children, including a variety of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the

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nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help reduce childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.); and
- Promote healthy food and beverage choices following Smarter Lunchroom techniques.:  
<http://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies->

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available to students where school meals are served during meal times.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students and staff on the school campus during the school day support healthy eating. Staff are expected to model healthy nutrition habits in the presence of students. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools. ~~are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at <https://foodplanner.healthiergeneration.org/> or use the Smart Snack Calculator at <https://foodplanner.healthiergeneration.org/calculator/>.~~

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Proceeds from competitive food and beverage sales occurring one half hour before to one half hour after meal periods shall be directed to Nutrition Services to maintain the integrity of the GIPS Nutrition Services Program.

### ***Celebrations and Rewards***

All foods offered on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standard. This includes celebrations, parties, and classroom snacks whether brought by parents or provided by school staff. Food will not be used as an incentive or reward. The District will provide ideas for non-food incentives and rewards. (~~[Alliance for a Healthier Generation; list of alternative ways to reward children](#)~~)

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Foods that will not be consumed on school premises may be used for fundraising activities  
[https://www.fns.usda.gov/sites/default/files/allfoods\\_fundraisers.pdf](https://www.fns.usda.gov/sites/default/files/allfoods_fundraisers.pdf).

### ***Fundraising Activities***

Activities to raise funds by involving the school community in wellness promotion through physical activity, nutrition, and mindful living:

#### **Healthy Fundraisers**

- Schools encourage organizations to raise funds by selling non-food items.
- Foods or beverages sold for fundraising cannot be in competition with school meals

#### **Ideas for Fundraising**

- Wellness snack sales
- School dance-off event
- Jump rope for heart
- Serve-a-thon
- Hula hoop-a-thon
- Talent show
- Carwash
- Walking Wednesday

#### ~~***Fundraising Resources***~~

##### ~~School Fundraising Strategies~~

~~<http://afhk.pub30.convio.net/assets/clubs/al3-healthyfundraising.pdf>~~

~~A list of healthy fundraising ideas is provided to encourage a change in fundraising strategies.~~

##### ~~Healthy Alternative Fundraisers~~

~~<http://afhk.pub30.convio.net/assets/clubs/va4-fundraising.pdf>~~

~~It is possible to raise money for schools without selling food. Healthy, alternative ways are suggested in the resource.~~

##### ~~Healthy Fundraising Alternatives~~

~~[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy\\_Fundraising.PDF](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising.PDF)~~

~~Schools can help promote a healthy learning environment by using healthy fundraising alternatives. This resource provides a list of healthy fundraising ideas. Benefits of healthy fundraising and consequences of unhealthy fundraising are discussed.~~

##### ~~61 Awesome Fundraising Ideas for Schools~~

~~<https://doublethedonation.com/fundraising-ideas-for-schools/#serve>~~

~~Fundraising is essential for schools to financially support sports teams, clubs, events, class trips, and building repairs and expansions. School fundraising has been around for decades, but that does not mean there are not any new ideas or any classics that cannot be revamped into fresh new projects!~~

##### ~~Healthy Fundraisers- Action for Healthy Kids~~

~~<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/fundraisers-family-health-f1.pdf>~~

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~~Fundraising events and activities that do not involve selling food for immediate consumption provide schools with a powerful opportunity to send consistent, positive health messages, enhance classroom lessons, and promote healthy living to students and families. Traditional fundraisers often focus on selling low-nutrition foods, which put student health and performance in jeopardy. Why not promote healthy eating or physical activity and raise money for your school at the same time?~~

### ~~Active School Fundraising~~

~~<http://www.activeschoolsfundraising.org/>~~

~~Active School Fundraising is a healthier, more active way to fundraise for your school, club or after-school program through walks, runs, and other fun physical activity challenges.~~

~~There is NO startup fee or selection process—any group with a tax ID number can raise funds using our online program.~~

### ~~EdBacker~~

~~<https://edbacker.com/>~~

~~Put the fun back into fundraising with Edbacker's online fundraising tools. Our easy to use system makes creating fundraisers a snap. Build professional looking campaigns by adding videos, images, and text to an easy to use template. It takes only minutes to build a great campaign and then you can share it online with your membership, other contacts, and on social media.~~

### **Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques: <http://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### **Nutrition Education**

The District will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing;
- Includes nutrition education training for teachers and other staff; and

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- Incorporates nutrition education for parents/guardians at a minimum of one existing school event per year utilizing approved materials available through the District.

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with minimal added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

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- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **Physical Activity**

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment. Children and adolescents should participate in physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement, family, and community engagement.

The Grand Island Public Schools strives to provide physical activity through multiple opportunities throughout the day. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in movement activities such as [Brain Breaks as Go-Noodle \(www.gonoodle.com\)](http://www.gonoodle.com), or comparable programs, in order to successfully address all CSPAP areas.

~~The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.~~

The District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

### **Physical Education**

The District implements physical education, using an age-appropriate, sequential physical education curriculum. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (~~discussed in the "Essential Physical Activity Topics in Health Education" subsection~~). ~~The curriculum will support the essential components of physical education.~~

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The District's physical education program will promote student physical fitness through curriculum based fitness and activity assessments such as *FitnessGram* or other appropriate assessment tools. ~~and will use criterion-based reporting for each student.~~

### ***Essential Physical Activity Topics in Health Education***

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight and healthy lifestyle

- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and gaming
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer at least 30 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or special event days. If recess is offered before lunch, transition time will be built in to ensure time for proper hygiene prior to eating. Appropriate hand-washing facilities and/or hand-sanitizing mechanisms should be located just inside/outside the cafeteria to allow students to use these mechanisms before eating.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play (see [District Recess Guidelines](#)). Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible. In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classes during the school **day**. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. ~~The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.~~

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day. The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers should strive to provide an additional 15-30 minutes of physical activity in the classrooms each day to supplement recess and physical education times. Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District will encourage students to be physically active before and after school by sponsoring or permitting physical activity clubs, intramurals, and/or interscholastic sports.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by providing as many of the activities listed below as possible, to be selected by each school administration, including but not limited to:

- ~~• Designate safe or preferred routes to school~~
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area, bike rack)
- Instruction on walking/bicycling safety provided to students
- ~~• Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper~~
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- ~~• Document the number of children walking and or biking to and from school~~
- ~~• Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)~~

### **Other Activities that Promote Student/Staff Wellness**

#### ***Description of basic guidelines***

The District will integrate nutritional, physical, and mental wellness activities across the entire school setting, and work towards the same set of goals and objectives promoting student and staff well-being, optimal development and strong educational outcomes.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include nutritional, physical, and mental activity and healthy eating opportunities when appropriate.

#### ***Community Partnerships***

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, extension office providers, and coordinators, etc.) in support of this wellness policy implementation. Existing and new community partnerships and sponsorships will be evaluated by a designated Wellness representative to ensure that they are consistent with the wellness policy and its goals.

#### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

#### ***Staff Wellness and Health Promotion***

Research confirms that school employees who participate in wellness activities are less likely to be absent as well as increase their productivity. Grand Island Public Schools, along with Educators Health Alliance (EHA), supports a comprehensive wellness program for all staff. The program seeks to improve overall health for staff, plus the financial benefits of reduced health care costs.

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This is achieved by offering bi-monthly programs. These programs offer employees the opportunity to participate in fun, online wellness programs which focus on different topics. There are also incentives which are included with each program and each staff member is entered into a drawing for a gift card if minimum participation is achieved.

<http://ehawellness.org/>

When feasible, the district will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors at school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help GIPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Staff may also utilize wellness options during staff development days or at staff meetings. Activities may include CPR training classes, activity or exercise groups, or healthy recipe exchanges. **See below for staff wellness ideas:**

### **Other School-Based Activities**

#### **Healthy Learning Environment**

- ~~Walking Clubs (with or without pedometers) for staff, parents, and/or students~~
- ~~Healthy living or stress reduction training for staff~~
- ~~Family or parents' nights that include physical activity, nutrition or cooking classes~~
- ~~Utilize Hy-Vee dietitians as guest speakers during family nights, or SSDS training~~
- ~~Wellness Day~~
- ~~Provide healthy, inexpensive shopping tips in parent newsletters~~
- ~~Display health facts, physical activity tips, etc., on message boards or scoreboards during extra-curricular events~~
- ~~Staff participation in GIPS Fun Run, Relay for Life, etc.~~
- ~~Community health fairs~~
- ~~Yoga, Pilates, aerobics, or TaeBo classes for staff~~
- ~~Flu shots on campus~~
- ~~Family wellness night, PTA Skate Night~~

#### **Resources:**

##### ~~Educators Health Alliance~~

~~<https://www.ehawellness.org/indexS.shtml>~~

~~Educators Health Alliance wellness website is available to educate, engage, and empower members the rest of their busy lives in small programs that encourage and reward healthy behavior adherence. Programs are simple, rewarding, fun and free.~~

##### ~~CDC Healthier Worksite Initiative~~

~~<https://www.cdc.gov/nccdphp/dnpao/>~~

~~Site addresses workforce health promotion. Well-constructed and well-run programs can reduce costs to the employer and improve employee health and morale.~~

##### ~~Comprehensive Guide to Worksite Wellness~~

~~<http://wellnessproposals.com/guide-to-worksite-wellness-programs/>~~

~~This site presents a simple step-by-step planning process to increase the success of any health promotion program regardless of the number of employees.~~

### **Participation and Communication**

~~Promote a wellness program for staff, students and parents to encourage participation in activities and gain information for promoting healthy lifestyles. Promote wellness by inviting community agencies and health organizations to share information with students, parents and staff. Below are examples of National Health Observances for the year.~~

#### **September**

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Family Health & Fitness Day USA  
Fruit and Veggies—More Matters Month

### **October**

Health Literacy Month  
Walk at School Day

### **November**

American Diabetes Month  
Lung Cancer Awareness Month  
National Healthy Skin Month  
World Sport Stacking Association

### **December**

National Handwashing Awareness Week

### **January**

Mental Health Awareness Month  
Healthy Weight Week

### **February**

American Heart Month  
Give Kids a Smile Day

### **March**

National Nutrition Month  
Brain Awareness Week  
Music in Our Schools Month

### **April**

National Public Health Week  
Walk at Lunch Day  
Child Abuse Awareness Month

### **May**

Employee Health and Fitness Month  
Mental Health Month  
National Physical Fitness and Sports Month

### ***Mental Health Wellness***

#### *Definition and Rationale*

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. The district will promote and implement mental health wellness using research-based strategies for both staff and students to enhance emotional and social well-being.

Wellness is being in good physical and mental health. Because mental health and physical health are linked, problems in one area can impact the other. At the same time, improving your physical health can also benefit your mental health, and vice versa. It is important to make healthy choices for both physical and mental well-being. Mental health wellness also strongly influences an individual's potential for achieving their goals and is an important tool in obtaining and maintaining a feeling of well-being.

#### *Staff Mental Health Wellness*

Positive mental health allows people to realize their full potential, cope with stresses in life, work productively, and make meaningful contributions to their communities.

#### *Resources*

Employee Assistant Program (EAP) opportunities:

Each GIPS employee and their family members can receive 6 free sessions at  
Wholeness Healing Center.

Mental Health.gov

Mindfulness

Yoga

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~~Strategies: Meditation and relaxation techniques, time to yourself, physical activities, hobbies, healthy eating, and quality sleep habits.~~

### ~~Student Mental Health Wellness~~

~~Positive mental health is essential for students and their learning. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing access to treatment.~~

#### ~~Resources~~

~~[Mindfulness Benefits](#)~~

~~[Student Mental Health](#)~~

~~[Mindfulness Instead of Detention](#)~~

~~[www.gonoodle.com](http://www.gonoodle.com)~~

~~[www.gozen.com](http://www.gozen.com)~~

#### ~~Sources:~~

~~[www.mentalhealth.org](http://www.mentalhealth.org)~~

~~[www.samhsa.gov](http://www.samhsa.gov)~~

~~[www.mhww.org](http://www.mhww.org)~~

~~Strategies: Promote social and emotional competency and build resiliency, help ensure positive and safe school, teach and reinforce positive behaviors and decision-making, encourage helping others, and help ensure access to mental health supports.~~

### **Glossary**

**School Campus:** ~~areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.~~

**School Day:** ~~the time between midnight the night before to 30 minutes after the end of the instructional day.~~

**Triennial**—~~recurring every three years.~~

- References:
- The Healthy, Hunger-Free Kids Act of 2010, Public Law 111–296, (the HHFK Act)  
*PL 108.265 Section 204 (Child Nutrition and WIC Reauthorization Act of 2004)*  
42 U.S.C. 1771 et seq. (*Child Nutrition Act of 1966*)  
42 U.S.C. 1751 et seq. Section 305 and 361 (*National School Lunch Act*)
  - Public Law 111–296, Dec. 13, 2010, 124 Stat. 3183.  
42 U.S.C. 1753(b)(3)(A).  
CFR Parts 210 and 220; 77 Fed. Reg. 17 (Jan. 26, 2012).  
42 U.S.C. 1779(a), emphasis added.  
42 U.S.C. 1779(b).
  - National School Lunch Program Fact Sheet, USDA Food Nutrition Service (October 2011). Available on the USDA website at: [www.fns.usda.gov/cnd/Lunch/](http://www.fns.usda.gov/cnd/Lunch/).

Policy Adopted 12-8-05

Policy Revised: 08.08.2013

Policy Revised: 06.08.2017

Policy Revised: ???.???.???

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8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities is a privilege extended to students by the Grand Island Public Schools. This participation is open to all students and shall be governed by the rules and regulations of the Nebraska Schools Activities Association.

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

The primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must demonstrate evidence of sincere effort toward scholastic achievement.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association (NSAA).

Students in high school must be enrolled in at least 20 credit hours in the semester of participation and have passed at least 20 semester hours the pervious semester, as per NSAA rules.

All rules regarding participation in extra-curricular activities, clubs, and not sanctioned activities will be included in the Student/Parent Handbook. In the event any restrictions of participation develop, the procedures utilized will follow appropriate constraints of procedural due process.

Legal Reference: NDE Rule 10.004.02C  
Nebraska School Activities Association Middle Level Activities Bylaws, Article 9

Policy Adopted - November 3, 1980  
Policy revised: 04.09.2015  
Policy revised: ???.???.??

See 8560.1 Participation in Activities Guidelines (attached)  
See **GIPS Student and Parent Consent Form/**Stays on File with GIPS

8650.1 Participation in Actives Guidelines

The Grand Island Public Schools (GIPS) hold students involved in activities to a higher standard, as they represent not only themselves, but their school and community. GIPS expects all athletes and activity participants to be drug, alcohol, and tobacco free, and to understand that it is a privilege to be involved in school activities. The following applies to all school activity participants.

A lifestyle free from the influence of drugs and alcohol is a responsible and healthy choice. Decisions related to this issue are extremely important and do have a direct correlation with student success. Students, parents, and the school all share responsibilities in the development of these important student choices. The Grand Island Public Schools continue to endorse and support a lifestyle for students that is free from the influence of alcohol, drugs, and tobacco. When students choose to use alcohol, drugs, and/or tobacco, their levels of performance are diminished. GIPS has established rules and consequences, with an emphasis on a program of education and support to foster a chemical-free lifestyle.

***Procedure for Rule Violation***

The student shall not be involved with drugs, alcohol, or tobacco. Whenever a student is representing GISH in an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, drugs, alcohol, or tobacco (with exceptions as outlined by state statutes 53-168.06, 53-180.2). Students shall not buy, sell, or give away drug, alcohol, or tobacco products, or look-alikes. It is not a violation for a student to be in possession of or use a controlled substance specifically prescribed for the student by their doctor. Consequences will be documented regardless of the student's attendance center. Methods for verification of rule violation include: a) Ticketed by the police for drug/alcohol/tobacco related offense; b) Admission by the student involved; c) Violation witnessed by school personnel; d) Other evidence that the rule violation took place.

In the event that this policy is violated, the following process shall be initiated:

- 1) The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident. A student who "self-reports" will have an impact on consequences.
- 2) Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
- 3) The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
- 4) The building principal shall issue a consequence.
- 5) This decision is final and binding on all parties. Appeals to the decision remain at the building administrative level.

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be required to receive support from a school approved drug/alcohol/tobacco support program and may be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend, but not participate, at a scheduled performance/event.

**Consequences**

Consequences for drug, alcohol, and tobacco violations are as follows:

**First Violation** – A five (5) day or less suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school;

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**Second Violation** – A seven (7) day or less suspension from school activities. In addition, the student will be required to show evidence that they have received counseling from a professional outside of the school (i.e. Central Nebraska Council on Alcohol and Addictions, drug and alcohol counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a drug/alcohol evaluation before they can participate in an activity;

**Third Violation** – Fourteen (14) day or less suspension from school activities and the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the chemical dependency program prior to reinstatement of the student.



# Nebraska VR Service Agreement

08/2019

**To be completed by proposed service provider:**

Service Provider Business or Individual Name			FTIN/SSN 47-6003169	
Address Grand Island Public Schools			Telephone 3083855900	
City Grand Island	State NE	ZIP 68802	Primary Email rdexter@gips.org	

Does the service provider employ persons who directly provide these services to persons with disabilities?  Yes  No

Does the individual named, the business owner(s) or business principals directly provide these services to persons with disabilities?  Yes  No

**To be completed by Nebraska VR:**

Effective Dates. This agreement begins 07/01/2020 and ends 06/30/2023. The term may not exceed three (3) years with review annually. At the end of this agreement a new agreement must be signed to continue service provision.

Is this agreement with an Independent Provider (enrolled through Maximus as a Medicaid provider with DHHS)?  Yes  No

Medicaid Provider Number \_\_\_\_\_

Mileage will be paid at the current NDE vendor mileage rate for travel from the provider's primary work location to the service delivery site in excess of 25 miles round trip.  Yes  No

Scope of Services. This agreement is for the provision of the vocational rehabilitation service(s) listed below at the stated fee(s).

Service	Fee/Unit	Service	Fee/Unit
<input type="checkbox"/> Job Coaching *		<input type="checkbox"/> Benefits Assessment*	See attached Payment Schedule(s)
<input type="checkbox"/> Job Coaching/Placement*		<input type="checkbox"/> Benefits Planning*	
<input type="checkbox"/> Job Coaching/Interpreting*		<input type="checkbox"/> Benefits-PASS Development*	
<input type="checkbox"/> Job Readiness Training		<input type="checkbox"/> Benefits Management*	
<input checked="" type="checkbox"/> Work Site Skills Trainer*	See Attached	<input type="checkbox"/> Rehab Technology - Rehab Engineering	
<input type="checkbox"/> Self-Employment Consultation *		<input type="checkbox"/> Independent Living Training*	
<input type="checkbox"/> Business Plan Implementation/Revision*		<input type="checkbox"/> Other:	
<input type="checkbox"/> Interpreter – Foreign Language		Individual Supported Employment*	See attached Payment Schedule(s)
<input type="checkbox"/> Interpreter – Hearing Loss (Indicate NAD, NIC, QAST, or RID certification level. Attach copy of certificate and license.)		<input type="checkbox"/> I/DD <input type="checkbox"/> BH <input type="checkbox"/> ABI/Autism	
<input type="checkbox"/> TQAST _____ <input type="checkbox"/> IQAST _____		Customized Employment*	
		<input type="checkbox"/> I/DD <input type="checkbox"/> ABI/Autism	
<input type="checkbox"/> NAD III <input type="checkbox"/> NAD IV <input type="checkbox"/> NAD V RID: <input type="checkbox"/> CI <input type="checkbox"/> CT <input type="checkbox"/> CI/CT <input type="checkbox"/> CSC <input type="checkbox"/> CDI <input type="checkbox"/> IC/TC <input type="checkbox"/> IC <input type="checkbox"/> TC <input type="checkbox"/> NIC <input type="checkbox"/> NIC Advanced <input type="checkbox"/> NIC Master			

\* Background screening requirement applies. See Background Screening Requirement in Terms, Conditions, and Assurances for details.

Terms, Conditions, and Assurances

A Service Agreement is not a contract that itself binds Nebraska VR to pay a service provider nor guarantee payment by VR of any fixed amount to a service provider nor obligate VR to use of the provider's available service capacity. Following execution of this Service Agreement by both VR and the service provider and during the effective dates of the service agreement, VR may elect to offer one or more particular service tasks or projects to the service provider by way of an authorization form as described in the paragraph "VR responsibilities" below. A Service Agreement does not bind the provider to reserve any service capacity for use by Nebraska VR nor restrict the provider from selling all of its available services to other purchasers.

**Conflict of Interest:** A conflict of interest exists when financial or other personal considerations may compromise, or have the appearance of compromising the provider's professional judgment working with clients under their service agreement. Service providers shall not have any interest, financial or otherwise, or engage in any business transaction or professional activity which creates a conflict of interest, such as –

1. Assisting or encouraging clients in an endeavor that directly benefits the provider, the provider's family or a business with which the provider is associated.\*\*
2. Having a financial interest in the client's business or employment arrangement.\*\*
3. Using clients to conduct business or services that results in profit to the provider.
4. Providing financial or personal assistance to clients beyond that which the provider has agreed to provide under the service agreement.\*\*
5. Using information gathered under the agreement for personal financial gain.
6. Recommending purchases to clients or employees of the Department of Education from companies in which the provider or the provider's family has any financial interest.
7. Using their position to secure personal or business privileges or favors from clients or employees of the Department of Education.
8. Offering or giving to clients or employees of the Department of Education anything of value, including a gift, loan, contribution, or reward.
9. Soliciting or accepting from clients or employees of the Department of Education anything of value, including a gift, loan, contribution, or reward.

**Information exchange and confidentiality.** Both parties will exchange information needed to plan, coordinate, and evaluate services to an individual. Both parties will keep this information confidential, and will further release it only with the informed written consent of the person.

**Renegotiation.** The terms of this agreement may be renegotiated if both parties agree.

**General responsibilities of service provider.** The provider assures compliance with these general requirements in providing services to persons with disabilities:

1. The provider will provide directly the agreed on services, and will not contract out to another entity to provide them.
2. Any facility in which services are provided will be accessible to persons receiving services and will comply with the requirements of the Architectural Barriers Act of 1968, the Uniform Accessibility Standards and their implementing regulations in 41 CFR Part 101, Subpart 101-19.6, the Americans with Disabilities Act of 1990, and sections 504 and 508 of the Rehabilitation Act.
3. The provider will take affirmative action to employ and advance in employment qualified persons with disabilities.
4. Personnel employed to provide the services in this agreement will be qualified, in accordance with any applicable national or State-approved or recognized certification, licensing, or registration requirements, or, in the absence of these requirements, other comparable requirements (including State personnel requirements), that apply to the profession or discipline in which that category of personnel is providing vocational rehabilitation services.
5. The provider will include among its personnel, or obtain the services of, persons able to communicate in the native languages of persons served who have limited English speaking ability; and ensure use of appropriate modes of communication for all persons served.

6. The provider assures that all personnel engaged in direct service provision will adhere to generally accepted community and employer standards for dress, grooming, and hygiene, assume responsibility, maintain a schedule appropriate to the needs of the person being served, and adapt to new or changing circumstances.
7. The provider will tell VR within three (3) working days of the date of any arrest for a felony or misdemeanor involving neglect or abuse of a child or vulnerable adult of a staff member engaged in direct service provision.
8. The provider will give VR information needed to enable persons with disabilities to make informed choices about the services provided. At a minimum, this must include information relating to: accessibility of services; duration of services; client satisfaction with services; the qualifications of service providers; and the degree to which services are provided in settings in which persons being served have regular contact with persons who do not have disabilities.
9. The provider will not discriminate against any person with a disability because of race, age, color, sex, national origin, religion, or type of disability, and will provide reasonable accommodations if needed to permit the person to fully participate in and benefit from the service.
10. The provider will not provide services under this agreement to relatives, friends, or others with whom there is a relationship that may have the potential to influence objectivity.\*\*
11. The provider will get prior approval from VR before making any change in the goals, objectives, or services provided to the person.
12. The provider will report promptly all changes in the person's personal, family, or financial situation to VR.
13. The provider will inform all persons with disabilities served of their right to assistance from the Client Assistance Program, and will inform the Client Assistance Program of any individual problem, complaint, or grievance which is not satisfactorily resolved at the lowest level of the provider's grievance procedure.
14. The provider will provide service only as authorized in advance by VR, and only in the amounts authorized.
15. The provider will not provide service on time paid for by other public funds.
16. The provider will bill VR only for authorized services that have been provided. Bills or invoices must identify the person served and the dates, amounts, and types of each service provided during the billing period.
17. The provider will have adequate and appropriate policies and procedures to prevent fraud, waste, and abuse.
18. The provider will provide Nebraska VR, the Nebraska Department of Education, the Auditor of Public Accounts, the U.S. Department of Education, the Comptroller General of the United States, or any of their duly authorized representatives access to individual service records, reports, and fiscal records for purposes of quality assurance, fiscal audit, or program evaluation.

**General qualifications for providers of direct services to individuals.** The service provider assures that all persons engaged in direct service provision will meet these general qualifications:

1. Have training and experience related to the service(s) to be provided; the necessary skills to provide the service(s); and the ability to adapt his or her activities to the unique needs of persons with disabilities.
2. Have the mental and physical capacity to provide the service(s), and not have an infectious and communicable disease that may pose a direct threat to the health or safety of anyone served.

3. Have any applicable state or local licenses, certifications, registrations, or permits related to the service(s) to be provided.
4. Be at least 19 years old.
5. Not be presently debarred, suspended, proposed for debarment, ineligible, or voluntarily excluded from participation by any Federal agency.

**Background screening requirement.** This requirement applies if this agreement includes job coaching, individual supported employment, work site skills trainer, business plan implementation/revision, benefits assessment, benefits planning, benefits-PASS development, benefits management, supported self-employment, self employment consultation and/or independent living training.

1. If this agreement is with an individual, or the service provider's owner(s) or business principals will provide these direct services, VR will conduct a background screen to determine if such individuals have any convictions or registry entries discussed in #2, below. This screening will take approximately 2 weeks. No services can be provided until the provider passes the background screen unless an exception request is approved.
2. If this agreement is with a service provider employing individuals who will provide direct services, the authorized representative's signature on this agreement gives written assurance that persons the service provider employs to provide these direct services have not been convicted of a felony or misdemeanor involving neglect or abuse of a child or vulnerable adult and do not appear on the DHHS Child or Adult Abuse/Neglect registries or the State Patrol Sex Offender Registry.
3. If the agreement is with an Independent Provider, VR will accept the HHS background check. Confirmation of the HHS background check must be documented.
4. If the prospective Independent Provider has lived and/or worked outside of the State of Nebraska at any time, VR will complete additional background checks in such states.

**Service provider violation.** If the service provider violates any provisions of this agreement VR, at its option, may terminate the agreement immediately. If there are any damages resulting from the violation, legal remedies may be pursued to recover the damages.

**VR responsibilities.** Under this agreement, VR will—

1. Determine the nature, scope, and extent of the services needed by each person to be served.
2. Authorize service(s) for the person to be served in advance and send an authorization form to the provider.
3. Notify the provider if the authorized service(s) is/are to be terminated or changed before the end of the authorization period.
4. Honor claims and make payments for services authorized and provided in accord with this Agreement.

**Termination.** This agreement may be terminated by either party by giving thirty (30) days written notice to the other party. This notice requirement may be waived by VR and the agreement terminated immediately in cases of felony, fraud, false claims, crimes of neglect and abuse, illness, death, injury, or fire.

\*\* These assurances do not apply to Independent Providers.

**VERIFICATION OF LAWFUL PRESENCE IN THE UNITED STATES**

The service provider is required and hereby agrees by the providers signature below that, as a pre-condition for performance under this service agreement and for payment for services, the provider will use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. A federal immigration verification system means the electronic verification of the work authorization program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee.

If the Service Provider is an individual or sole proprietorship, by their dated signature below, attests that he/she: (CHECK ONE)

Is a citizen of the United States — OR —

Is a qualified alien under the federal Immigration and Nationality Act, my immigration status and alien number are as follows: \_\_\_\_\_. I agree to provide a copy of the US Citizenship and Immigration Services documentation to verify my lawful presence in the United States using the Systematic Alien Verification for Entitlements (SAVE) Program. Receipt of this documentation is required for this agreement to be effective and no work under this agreement is to begin, nor will VR issue the provider any payment until the documentation is provided to VR.

If Service Provider is not an individual or sole proprietorship, sign and date below.

As a pre-condition of performance and payment under this agreement, the service provider understands and agrees that lawful presence in the United States is required and the service provider may be disqualified or the agreement terminated if such lawful presence cannot be verified.

<p>I certify the service provider will comply with the terms, conditions, and assurances.</p> <p><b>Robin R. Dexter</b></p> <hr/> <p>Printed name of service provider representative</p> <p><i>Robin R. Dexter</i></p> <p>Signature <u>Robin R. Dexter (Jun 24, 2020 07:53 CDT)</u> Date _____</p>	<p>I approve this agreement.</p> <p><b>DJ Plautz</b></p> <hr/> <p>Printed name of Nebraska VR representative</p> <p><i>DJ Plautz</i></p> <p>Signature <u>DJ Plautz (Jun 24, 2020 07:59 CDT)</u> Date <u>6/24/2020</u></p>
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**RESOLUTION OF THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL  
DISTRICT NO. 40-002, A/K/A GRAND ISLAND PUBLIC SCHOOL DISTRICT  
REGARDING THE FALL REOPENING AND RETURN TO SCHOOL**

**BE IT RESOLVED THAT:**

**WHEREAS**, for the past several months, various local, state, and national emergency orders, recommendations, guidance and directives have been issued regarding the COVID-19 global pandemic, including the Nebraska Department of Health and Human Services Directed Health Measure Order 2020-008 (dated April 1, 2020), which required that “All schools; public, private and parochial: are hereby ordered to cease all in-person instruction . . .;” and

**WHEREAS**, since the entry of Directed Health Measure Order 2020-008, the District has provided student instruction via remote or distance means; and

**WHEREAS**, since the end of the 2019-2020 school year, District administrators and staff members have worked diligently with key stakeholder groups, including public health officials and medical experts, to develop a plan to return to in-person student instruction during the 2020-2021 school year; and

**WHEREAS**, the evolving COVID-19 pandemic presents numerous challenges to developing a definitive return-to-school plan, given how the COVID-19 pandemic continues to rapidly develop in a fluid environment (including the possibility of a frequently updated “risk dial”); and

**WHEREAS**, the Board of Education supports the ongoing efforts to develop and implement a return-to-school plan, and the Board of Education believes that it is in the best interests of student learning that students return to in-person instruction during the 2020-2021 school year; and

**WHEREAS**, in order for the District to effectively and timely respond to the ever changing COVID-19 situation, the Board hereby desires to delegate certain authority and decision-making responsibility to the Superintendent or Superintendent’s designee so that the Superintendent or Superintendent’s designee may continue to plan for and ultimately implement without delay a return to in-person instruction during the 2020-2021 school year.

**NOW, THEREFORE**, the Board of Education hereby finds, determines, and adopts the following:

**1. Ratification of Actions Taken to-Date.** The Board of Education hereby ratifies, supports, and affirms all actions taken to-date by District administrators and staff in response to and planning for student instruction during the COVID-19 pandemic.

**2. Delegation of Safety and Health Requirements.** Pursuant to Neb. Rev. Stat. § 79-526, the Board of Education “shall make rules and regulations as it deems necessary for the government and health of the pupils and devise any means as may seem best to secure the regular attendance and progress of children at school.” In fulfillment of that statutory requirement, and

pursuant to all other applicable law, the Board of Education hereby expressly delegates to the Superintendent or Superintendent's designee the authority to develop rules and regulations deemed necessary for the government and health of the District's students and devise any means as may seem best to secure the regular attendance and progress of students at school. These rules and regulations may include a mask requirement or recommendation, sanitizing procedures, social distancing guidelines, building entry and admission protocols, and the like. In formulating, preparing, and implementing said rules and regulations, the Superintendent shall consult with appropriate stakeholder groups, including public health officials and medical experts.

In formulating, preparing and implementing such rules and regulations, the Board further expressly delegates and authorizes the Superintendent or Superintendent's designee to develop and implement any and all other health and safety measures in response to the COVID-19 pandemic, including modifications or changes to the District's 2020-2021 school calendar, transportation provisions and opportunities, extra-curricular and after-school activities, before-and-after-school care programs, and so forth.

By passage of this Resolution, the Board hereby expresses its expectation that all persons, including students, staff, community members, and other visitors comply with such rules and regulations.

**3. Delegation of Student Handbook Provisions.** The Board of Education hereby delegates to the Superintendent or Superintendent's designee the authority to amend, update, or otherwise revise student handbooks for the 2020-2021 school year, so long as such amendments, updates, or revisions relate to the COVID-19 pandemic. Such amendments, updates, or revisions shall have the effect of rules and standards validly established pursuant to Neb. Rev. Stat. §§ 79-257, 79-259, 79-261, 79-262 and 79-264. Further, any such amendments, updates, or revisions (including a possible mask requirement) shall comply with Nebraska law, including Neb. Rev. Stat. §§ 79-734 and 79-2,127, *et seq.*

The Board expects students to comply with such amendments, updates, revisions and any other directives from District administrators and staff.

**4. Delegation of Staff Handbook Provisions.** The Board of Education hereby delegates to the Superintendent or Superintendent's designee the authority to amend, update, or otherwise revise staff handbooks for the 2020-2021 school year, so long as such amendments, updates, or revisions relate to the COVID-19 pandemic. Such amendments, updates, or revisions shall have the effect of Board-approved expectations and directives. The Board further delegates to the Superintendent or Superintendent's designee the authority to determine and implement staff return-to-work requirements, staff health and safety precautions, and, to the extent permitted by law, staff compensation arrangements, including the payment (or nonpayment) of extra duty stipends if a season or activity is cancelled due to the COVID-19 pandemic. The Board expects all staff to comply with such amendments, updates, and revisions.

**5. Temporary Suspension of Board Policies and Delegation of Authority to Develop Rules.** By passage of this Resolution, the Board hereby acknowledges that it has balanced its desire for in-person student instruction with the fluid COVID-19 situation and the need for the

District to achieve a proper balance with the limitations of the District's current budget, existing facilities, staffing levels, and limited resources. After balancing these competing interests, and to the extent permitted by law, the Board hereby suspends any Board policies that conflict with this Resolution or conflict with any action taken by the Superintendent or Superintendent's designee pursuant to this Resolution. Further, any Board policies that would otherwise prevent, hinder, or delay necessary action in carrying out or implementing the same in order to cope with the COVID-19 emergency are hereby waived and suspended. Once this Resolution expires, all Board policies (even those that conflict with this Resolution) will become and remain effective.

**6. Decision-Making Process.** The Superintendent and/or Superintendent's designee is expected to keep the Board reasonably informed of any meaningful actions taken pursuant to this Resolution.

**7. Balancing Interests.** The Board intends that the return to in-person instruction be implemented in a way that prioritizes the health and safety of students, families, and staff members. However, the Board acknowledges that a return to in-person instruction plan may mitigate, but will not completely eliminate, the associated risks of in-person instruction in the middle of the COVID-19 pandemic. As public health professionals have recognized, no single act or set of actions will eliminate the risk of COVID-19. The Board balances this risk while simultaneously recognizing that the need for quality, effective, in-person student instruction is a priority during the 2020-2021 school year. As a result, the Board has balanced these competing interests and has based its preference to return to in-person instruction on the Board's own unique and particular social, economic, and policy-making determinations.

**8. Subsequent or Emergency Changes.** The Superintendent or Superintendent's designee is hereby delegated and authorized to take any subsequent or emergency measures or actions in planning for or implementing a return to in-person student instruction and in response to the COVID-19 pandemic, including those measures that may not be explicitly referenced in this Resolution.

**9. Subsequent Ratification.** The Board intends to ratify the actions of the Superintendent or Superintendent's designee at a subsequent Board meeting.

**10. Expiration.** This Resolution, and all of the content, powers, delegation and authority therein, shall expire upon the earlier of: (1) a vote by a majority of the quorum of the Board or (2) the end of the 2020-2021 school year.

THIS RESOLUTION was adopted this \_\_\_\_ day of \_\_\_\_\_, 2020 by at least a majority vote of a quorum of the Board of Education at a duly held public meeting.

\_\_\_\_\_  
**PRESIDENT, BOARD OF EDUCATION**

\_\_\_\_\_  
**SECRETARY, BOARD OF EDUCATION**

6211 FACE COVERINGS (Staff)

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The Superintendent may require face coverings in the threat of a communicable disease or a pandemic event. The Superintendent shall require face coverings for all staff with exceptions to meet medical conditions, ADA requirements, and/or religious beliefs. Exceptions will be monitored by building administrators and the Department of Human Resources.

All face coverings must follow GIPS dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang, will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor or building administrator.

The first face covering will be provided free to each staff member. If a staff comes to school without a face covering, they will be provided one with the expectation that staff have one district provided face covering and it is to be used daily. Staff will be expected to launder and maintain the proper functionality of the face covering. Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings. If an individual is not around others (i.e. one individual teacher in a classroom, individual in office alone with the door closed), the face covering may be removed until such time as others enter the space. Staff will support students in monitoring and educating about the use of face coverings in the classroom/buildings.

Policy Adopted: ???.???.??

8429 FACE COVERINGS (Students)

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The Superintendent may require face coverings in the threat of a communicable disease or a pandemic event. The Superintendent shall require face coverings for all students with exceptions to meet medical conditions, ADA requirements, and/or religious beliefs. Exceptions will be monitored by building administrators.

All face coverings must follow GIPS dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang, will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher, or building administrator.

The first face covering will be provided free to each student. If a student comes to school without a face covering, they will be provided one with the expectation that each student has one district provided face covering and it is to be used daily. Families will be expected to launder and maintain the proper functionality of the face covering. Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings. If an individual is not around others (i.e. one individual teacher in a classroom, individual in office alone with the door closed), the face covering may be removed until such time as others enter the space. Staff will support students in monitoring and educating about the use of face coverings in the classroom/buildings.

Policy Adopted: ???.???.??



**2020-2021  
GIPS Staff Calendar**

**Elementary:** 8 a.m. - 3:30 p.m.  
Students dismissed at 2 p.m. Wednesdays  
for teacher prep and planning

**Middle:** 8:15 a.m. - 3:45 p.m.  
Students dismissed at 2:15 p.m. on first  
Wednesday monthly for prof. learning

**GISH:** 8:05 a.m. - 3:40 p.m.

**Distribution of days**

	K-5	6-12
Student	170.5	170.5
Teacher	187	187
Conferences	3	3
Teacher prep	5	5
Prof. learning	8.5	8.5

*(District/building PD, CIA, PLC)*

**Quarter dates**  
Oct. 16; Dec. 18; March 5; May 21.

**Trimester dates**  
Nov. 6; Feb. 19; May 21.

**Make-up days**  
May 25-28

**Calendar legend**

12	No school for staff
24	No school for students
18	Parent-Teacher Conferences
24	2 p.m. dismissal elementary
4	2/2:15 p.m. dismissal K-8 students

AUGUST				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**AUGUST**  
3-5 ..... New staff  
6..... District Welcome (a.m.)  
Building PD (p.m.)  
7..... District CIA  
10..... Building PD  
11..... Teacher plan/prep  
12..... K, 6, 9 students (2 p.m.)  
13-14 .. K-12 students (2 p.m.)

SEPTEMBER				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**SEPTEMBER**  
4..... Building PLC  
7..... No School: Labor Day  
28..... District PD

OCTOBER				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**OCTOBER**  
~~12-14 .. PTC (p.m.)~~  
~~15..... PTC (a.m.)~~  
~~Building PLC (p.m.)~~  
16..... Teacher comp day  
15 - District PD/ Bldg PLC  
16 - Safe Schools / Comp Day for Aug 4/5

NOVEMBER				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**NOVEMBER**  
6..... Teacher plan/prep  
25-27.... No School:  
Fall break  
30..... District PD

DECEMBER				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**DECEMBER**  
18..... K-12 2 p.m. dismissal  
21-31 .. No school: Winter break  
(through Jan. 1)

JANUARY				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**JANUARY**  
1..... No School: Winter break  
4..... Teacher plan/prep  
5..... K-12 staff, students return  
18..... District PD

FEBRUARY				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

**FEBRUARY**  
15-17 .. PTC (p.m.)  
18..... PTC (a.m.)  
Teacher plan/prep (p.m.)  
19..... Teacher comp day  
18 - District PD  
19 - Teacher plan/prep

MARCH				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**MARCH**  
8-12 .... No School: Spring break

APRIL				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**APRIL**  
2-5 ..... No School: April break  
23..... Building PLC (a.m.)  
Teacher plan/prep (p.m.)

MAY				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**MAY**  
16..... GISH Graduation  
21..... Students' last day (11 a.m.)  
Building PD  
24..... Teacher plan/prep

EDUCATIONAL SERVICE UNIT 9  
CONTRACT FOR SCHOOL AGE AND BELOW AGE FIVE  
SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this 5th day of June, 2020, by and between EDUCATIONAL SERVICE UNIT 9 of the State of Nebraska hereinafter called "SERVICING AGENCY", and Grand Island Public Schools, called "DISTRICT". This contract is in effect from August 10, 2020 or the date signed by both parties, whichever is later, through May 21, 2021.

WITNESSETH:

The District does hereby agree to hire Servicing Agency to service its school age students with disabilities and below age five children with disabilities during the school year 2020-21 and the Servicing Agency agrees to act as such Servicing Agency for the consideration and under the terms and conditions as hereinafter set forth:

1. A description of the program of Special Education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached and by reference made a part thereof.
2. It is agreed that the District shall pay the Servicing Agency for said special education or related services as listed on Schedule "B".
3. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to make any adjustments caused by prior overpayment or underpayment.
4. The Service Agency retains the right to adjust any service rate listed on Schedule "B" during the contract period.
5. The Servicing Agency agrees to provide the District with the final billing and the actual rate for cost of services. A complete reconciliation of the actual costs of special education services rendered will be provided upon request only. The final billing to the District shall serve as a final reconciliation of the amount of payments. The Servicing Agent will apply credits owed from the final billing to any amounts due to the Servicing Agent. Amounts billed to Districts on the final billing must be paid in full within 45 days of date of final invoice.
6. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and by reference made a part thereof.
7. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Said costs of such extended programs shall be billed to the District by the Servicing Agency and the District agrees to pay the Servicing Agency for any such costs.
8. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service. In the event of such cancellation, the Servicing Agency may recover any past due amounts.
9. Upon request, the Servicing Agency shall record and supply to the District information on each child for whom services are contracted.
10. Servicing Agency shall assist the District with the preparation of financial reports and other procedures required by NDE Rule 51 and any other applicable law when requested by the District.
11. The District delegates the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP) to the Servicing Agency and the Servicing Agency agrees to perform those duties required to comply with NDE Rule 51, Rule 52 and any other applicable law.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the Individual Education Program and Individual Family Service Plan, inspection and review of student records, and other requirements as specified in NDE Rule 51 and any other applicable law, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, the Federal Regulations of the Individual with Disabilities Education Act (IDEA).
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.

14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency will not assume liability for those services contracted for but not provided. In which instance, schools will be notified no later than September 1, 2020.
15. The District herewith agrees that any act intentionally and unilaterally done which act may cause litigation against the Servicing Agency shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which is undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
16. The Servicing Agency shall be responsible to the District for acts and omissions of the Servicing Agency's employees, subcontractors and their agents and employees, and other persons or entities performing portions of the work for, or on behalf of, the Servicing Agency or any of its subcontractors. As part of that responsibility, the Servicing Agency shall enforce the District's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, and all policies and regulations with regard to criminal background check and sex offender registry notice found on the District's website and require compliance with those policies and zones by the Servicing Agency's employees, subcontractors, and all persons carrying out the contract.
17. The District herewith agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in staffing, change in specific personnel, change in contracted hours of any area of endorsement held by personnel presently assigned to the District, to eliminate any program or service being provided pursuant to this contract, it shall be the duty of the District to notify the administrator in writing of such requested change on or before March 15th next preceding the starting date of the school year to be affected by any changes as are described in this paragraph.
18. The District herewith agrees that in the event that no such written notice is made to the Servicing Agency on or before March 15th, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.
19. This contract may be renegotiated by mutual agreement.

ACCEPTED FOR EDUCATIONAL SERVICE UNIT 9 AS SERVICING AGENCY

THIS 5th DAY OF June 2020

BY *Emily Burr*  
 ESU 9 Representative

\*\*\*\*\*  
 \*\*\*\*\*

ACCEPTED FOR Grand Island Public Schools SCHOOL AS DISTRICT THIS 9th DAY OF

July, 2020 BY *Robin R. Dexter*  
 Robin R. Dexter (Jul 5, 2020 07:45 CDT)  
 School Official's Signature

<b>ESU 9 SERVICE AGENCY CODE:</b>				<b>950009</b>
<b>2020-21 SPECIAL EDUCATION SCHEDULE B FOR:</b>			Grand Island Public	400002
<b>***ESTIMATED COSTS FOR BUDGET PURPOSES ONLY***</b>				
SCHOOL AGE SERVICES				
Service Description	Service	Estimated	Estimated	Budget
	Code	Hourly Rate	Hours	Cost
Interpreter	0000	43.54	1,312.50	\$57,146.25
<b>School Age Budget Total</b>				<b>\$57,146.25</b>

**RESOLUTION AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$28,000,000; PRESCRIBING THE FORM OF THE BONDS; FIXING IN PART AND PROVIDING FOR THE FIXING IN PART OF THE TERMS OF THE BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF TAXES TO PAY THE PRINCIPAL OF AND INTEREST ON THE BONDS; AND RELATED MATTERS.**

BE IT RESOLVED BY THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL DISTRICT 0002, IN THE STATE OF NEBRASKA, as follows:

Section 1. The Board of Education (the “**Board**”) of Hall County School District 0002 (Grand Island Public Schools) in the State of Nebraska (the “**District**”), hereby finds and determines:

(a) The District is duly organized as a Class III School District under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended, maintaining both elementary and high school grades under the direction of a single Board of Education, the District embracing territory having more than one thousand and less than one hundred fifty thousand inhabitants.

(b) The District has heretofore issued and there are now outstanding and unpaid the following valid interest-bearing obligations of the District:

(i) General Obligation Refunding Bonds, Series 2012, in the outstanding principal amount of \$8,770,000, dated March 15, 2012 (the “**Outstanding 2012 Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
\$2,560,000	2020	3.000%
2,635,000	2021	3.000
1,650,000	2022	4.000
1,065,000	2022	2.500
860,000	2023	4.000

such Outstanding 2012 Bonds being part of an issue of \$21,340,000 original principal amount of General Obligation Refunding Bonds, Series 2012 issued pursuant to a resolution of the Board, and such Outstanding 2012 Bonds maturing on December 15, 2022 through and including December 15, 2023, are redeemable at the option of the District at any time on or after December 15, 2021, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(ii) General Obligation Bonds, Series 2014, in the outstanding principal amount of \$14,595,000, dated December 1, 2014 (the “**Outstanding 2014 Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
\$4,360,000	2031	4.000
5,015,000	2034	4.000
5,220,000	2035	4.000

such Outstanding 2014 Bonds being part of an issue of \$51,215,000 original principal amount of General Obligation Bonds, Series 2014 issued pursuant to a resolution of the Board, and such Outstanding 2014 Bonds maturing on December 15, 2031 through and including December 15, 2035, are redeemable at the option of the District at any time on or after December 15, 2024, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(c) (i) All of the Outstanding 2012 Bonds and the Outstanding 2014 Bonds (collectively, the “**Outstanding Bonds**”) are valid, interest-bearing obligations of the District; (ii) since the issuance of the Outstanding Bonds, the rates of interest available in the markets have declined so that the District can effect a savings in interest costs by providing for payment and redemption of all or a portion of the Outstanding Bonds through the issuance of general obligation refunding bonds of the District, in one or more series; (iii) all or a portion of the Outstanding Bonds (as called for redemption, the “**Refunded Bonds**”) are herein authorized to be called for redemption; (iv) for the purpose of providing, along with other available District funds, for the payment and redemption of the Refunded Bonds as above set out and to pay costs of issuance thereof, it is in the best interest of the District to issue general obligation refunding bonds of the District, in the aggregate stated principal amount of not to exceed \$28,000,000, in one or more series; and (v) except as set forth herein, the District has no bond sinking funds on hand for the retirement of the Refunded Bonds not required for the timely payment of principal and interest due on the Redemption Date (as defined in **Section 2** hereof).

(d) Upon satisfaction of the terms and conditions set forth in **Section 2** hereof, it is necessary, desirable and advisable that the District issue its general obligation refunding bonds, for the purpose of providing funds which, together with other funds of the District legally available for such purposes, shall be sufficient for the payment and redemption of the Refunded Bonds on the Redemption Date.

(e) All conditions, acts and things required by law to exist or to be done precedent to the issuance of general obligation refunding bonds of the District in the principal amount of not to exceed \$28,000,000, for such purposes do exist and have been done in due form and time as required by law.

Section 2. (a) For the purpose of refunding the Refunded Bonds and paying the costs of issuing bonds as described herein, the issuance, sale and delivery of general obligation refunding bonds of the District is hereby authorized and directed in an aggregate stated principal amount not to exceed \$28,000,000, in one or more series (the “**Bonds**”). The Bonds shall be sold pursuant to a negotiated sale with D.A. Davidson & Co. (the “**Purchaser**”). The Bonds shall be issued in fully registered form in the

denomination of \$5,000 or any integral multiple thereof, not exceeding the amount maturing in any one year, and shall be numbered from R-1 upward in the order of their issuance.

(b) The Superintendent of the District, the President of the Board of Education of the District and the Chief Financial Officer (each, an “**Authorized Officer**”) is each individually hereby authorized and directed, in the exercise of his or her independent judgment and absolute discretion, to hereafter, from time to time, specify, set, designate, determine, establish and appoint, as the case may be, and in each case in accordance with and subject to the provisions of this Resolution, (1) the date of original issue of the Bonds, (2) the aggregate stated principal amount of Bonds to be issued (which shall not exceed \$28,000,000 in the aggregate, provided, however, in the event the Bonds are sold with a net original issue discount such aggregate principal amount may be increased in an amount necessary to compensate for any such net original issue discount), (3) any original issue premium or original issue discount properly allocable to each maturity of the Bonds, (4) the principal payment dates for the Bonds and the principal amount of Bonds to mature on each of such dates, (5) the date of final maturity of the Bonds, which shall in no event be later than December 15, 2035 (6) the date or dates upon which the Bonds shall be sold, (7) the rate or rates of interest to be carried by each maturity of the Bonds, provided the refunding of the Refunded Bonds results in present value savings, (8) the method by which such rate or rates of interest shall be calculated and the interest payment dates and record date for the Bonds, (9) whether or not the Bonds shall be subject to redemption prior to their stated maturity and, if subject to such prior redemption, (A) the provisions and procedures governing such prior redemption, (B) the nature of any notice to be given in the event of any such prior redemption, (C) the redemption price or prices payable upon such redemption (not to exceed 104%) and (D) the respective periods in which each redemption price shall be payable, (10) the amount and due date of each sinking fund installment for Bonds that are term Bonds, (11) the Paying Agent and Registrar for the Bonds, (12) the underwriting discount, not to exceed 0.9% of the stated principal amount of the Bonds, and the price at which the Bonds shall be sold to the Purchaser and, (13) whether interest on each series of Bonds shall be taxable or tax-exempt, (14) the form, contents, terms and provisions of the Bond Purchase Agreement and the Paying Agent and Registrar Agreement (each as hereinafter defined), (15) the form and contents of any closing and other documentation executed and delivered by the District in connection with the authorization, issuance, sale and delivery of the Bonds, (16) any transfer restrictions relating to the Bonds, and (17) all of the other terms of the Bonds not otherwise determined or fixed by the provisions of this Resolution.

(c) The Authorized Officers, or each individually, are hereby authorized to irrevocably call any or all of the Outstanding Bonds for redemption on such date he or she determines appropriate, which date or dates shall be the “**Redemption Date**” hereunder. The Authorized Officers, or each individually, are hereby authorized to designate, approve, execute and deliver, as the case may be, the form, content, terms and provisions of any published and/or mailed notice of redemption with respect to the payment and redemption of the Refunded Bonds, and direct the application of such proceeds and any investment income to the payment of all of the principal of and interest on the Refunded Bonds maturing on or before each respective Redemption Date and the application of the balance of such proceeds and any investment income thereof to the redemption and retirement of the Refunded Bonds on the Redemption Date.

(d) The District is hereby authorized to enter into an escrow agreement in connection with refunding the Refunded Bonds (the “**Escrow Agreement**”) in such form as may be approved by an Authorized Officer with a bank or trust company (the “**Escrow Agent**”), and the President and Secretary are hereby authorized and directed to execute the Escrow Agreement, for and on behalf of and as the act and deed of the District. All money deposited with the Escrow Agent shall

be deemed to be deposited in accordance with and subject to all of the provisions contained in this Resolution and the Escrow Agreement. The Escrow Agent is hereby authorized to carry out, on behalf of the District, the duties, terms and provisions of the Escrow Agreement, and the Escrow Agent, the Purchaser and bond counsel for the District are authorized to take all necessary actions for the subscription and purchase of the escrowed securities described in the Escrow Agreement, including the subscription for United States Treasury Securities State and Local Government Series.

(e) The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof. The date of original issue for the Bonds shall be Date of Delivery. Interest on the Bonds, at the respective rates for each maturity, shall bear interest at the rates calculated on the basis of a 360-day year consisting of twelve 30-day months and shall be payable on such dates as shall be determined in the Designation (each an **“Interest Payment Date”**) and the Bonds shall bear such interest from the date of original issue or the most recent Interest Payment Date, whichever is later. The interest due on each Interest Payment Date shall be payable to the registered owners of record as of the fifteenth day immediately preceding the Interest Payment Date (the **“Record Date”**), subject to the provisions of Section 4 hereof. The Bonds shall be numbered from 1 upwards in the order of their issuance. No Bond shall be issued originally or upon transfer or partial redemption having more than one principal maturity. The initial bond numbering and principal amounts for each of the Bonds issued shall be as directed by the initial purchaser thereof. Payments of interest due on the Bonds prior to maturity shall be made by the Paying Agent and Registrar, as designated pursuant to Section 3 hereof, by mailing on each Interest Payment Date a check or draft in the amount due for such interest to the registered owner of each Bond, as of the Record Date for such Interest Payment Date, to such owner’s registered address as shown on the books of registration as required to be maintained in Section 3 hereof. Payments of principal and interest due at maturity or at any date fixed for redemption prior to maturity shall be made by said Paying Agent and Registrar to the registered owners upon presentation and surrender of the Bonds to said Paying Agent and Registrar. The District and said Paying Agent and Registrar may treat the registered owner of any Bond as the absolute owner of such Bond for the purpose of making payments thereon and for all other purposes and neither the District nor the Paying Agent and Registrar shall be affected by any notice or knowledge to the contrary, whether such Bond or any installment of interest due thereon shall be overdue or not. All payments on account of interest or principal made to the registered owner of any Bond in accordance with the terms of this resolution shall be valid and effectual and shall be a discharge of the District and said Paying Agent and Registrar, in respect of the liability upon the Bonds or claims for interest to the extent of the sum or sums so paid.

Section 3. The Authorized Officers, or one or more of them, shall designate the Treasurer of the District or a bank or trust company to serve as Paying Agent and Registrar for the Bonds. If a bank or trust company is designated as Paying Agent and Registrar for the Bonds, such entity shall serve in such capacities under the terms of an agreement entitled **“Paying Agent and Registrar’s Agreement”** between the District and the Paying Agent, in a form which shall be approved by an Authorized Officer. The Paying Agent and Registrar shall keep and maintain for the District books for the registration and transfer of the Bonds at its office. The names and registered addresses of the registered owner or owners of the Bonds shall at all times be recorded in such books. Any Bond may be transferred pursuant to its provisions at the principal office of said Paying Agent and Registrar by surrender of such Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to said Paying Agent and Registrar, duly executed by the

registered owner in person or by such owner's duly authorized agent. Thereupon the Paying Agent and Registrar on behalf of the District will deliver at its office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Bond or Bonds of the same interest rate, aggregate principal amount and maturity. To the extent of the denominations authorized for the Bonds by this resolution, one Bond may be transferred for several such Bonds of the same interest rate and maturity, and for a like aggregate principal amount, and several such Bonds may be transferred for one or several such Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Bond, the surrendered Bond shall be canceled and destroyed. All Bonds issued upon transfer of the Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Bonds surrendered and shall be entitled to all the benefits and protection of this resolution to the same extent as the Bonds upon transfer of which they were delivered. The District and said Paying Agent and Registrar shall not be required to transfer any Bond during any period from any Record Date until its immediately following Interest Payment Date or to transfer any Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

Section 4. In the event that payments of interest due on the Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Paying Agent and Registrar whenever monies for the purpose of paying such defaulted interest become available.

Section 5. The Bonds shall be subject to redemption, in whole or in part, prior to maturity at any time on or after the tenth anniversary of the date of issuance (or such other date as may be determined in the Designation), at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. The District shall select the Bonds to be redeemed for such optional redemption in its sole discretion. Bonds shall be redeemed only in amounts of \$5,000 or integral multiples thereof. Any Bond redeemed in part only shall be surrendered to the Paying Agent and Registrar in exchange for a new Bond or Bonds, of the same maturity and interest rate, evidencing the unredeemed principal thereof. Notice of redemption of any Bond called for redemption shall be given, at the direction of the District in the case of optional redemptions and without further direction in the case of mandatory redemptions, by said Paying Agent and Registrar by mail not less than 30 days prior to the date fixed for redemption, first class, postage prepaid, sent to the registered owner of such Bond at said owner's registered address. Such notice shall designate the Bond or Bonds to be redeemed by maturity or otherwise, the date of original issue and the date fixed for redemption and shall state that such Bond or Bonds are to be presented for prepayment at the office of said Paying Agent and Registrar. In case of any Bond partially redeemed, such notice shall specify the

portion of the principal amount of such Bond to be redeemed. No defect in the mailing of notice for any Bond shall affect the sufficiency of the proceedings of the District designating the Bonds called for redemption or the effectiveness of such call for Bonds for which notice by mail has been properly given and the District shall have the right to direct further notice of redemption for any such Bond for which defective notice has been given. In the event term maturities and mandatory redemption amounts are determined in the Designation, the provisions of this Section 5 shall apply generally to mandatory redemptions. Any such mandatory redemptions shall be at the principal amount redeemed plus accrued interest to the date set for redemption. The Paying Agent and Registrar shall select the term bonds to be redeemed in any maturity using any random method of selection deemed appropriate, subject to the provisions of Section 8 of this resolution.

Section 6. If the date for payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the city where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal date of payment.

Section 7. The Bonds shall be in substantially the following form:

**UNITED STATES OF AMERICA  
STATE OF NEBRASKA  
COUNTY OF HALL**

**GENERAL OBLIGATION REFUNDING BONDS, SERIES 2020  
OF HALL COUNTY SCHOOL DISTRICT 0002**

No. R-1 \$ \_\_\_\_\_

<u>Interest Rate</u> ____%	<u>Maturity Date</u> ____ 15, ____	<u>Date of Original Issue</u> _____, 2020	<u>CUSIP</u> _____
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**Registered Owner:** Cede & Co.  
13-2555119

**Principal Amount:** \_\_\_\_\_ **DOLLARS**

KNOW ALL PERSONS BY THESE PRESENTS: That Hall County School District 0002, in the State of Nebraska, (the "District") hereby acknowledges itself to owe and for value received promises to pay to the registered owner specified above, or registered assigns, the principal amount specified above in lawful money of the United States of America on the date of maturity specified above with interest thereon to maturity (or earlier redemption) from the date of original issue shown above or most recent Interest Payment Date, whichever is later, at the rate per annum specified above, payable on \_\_\_\_\_, 20\_\_ and semiannually thereafter on \_\_\_\_\_ and \_\_\_\_\_ of each year (each, an "Interest Payment Date"). Said interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. The principal of this bond, together with unpaid accrued interest due at maturity or upon earlier redemption, is payable upon presentation and surrender of this bond at the office of \_\_\_\_\_, as the Paying Agent and Registrar, in \_\_\_\_\_, Nebraska. Interest on this bond due prior to maturity or earlier redemption will be paid on each Interest Payment Date by a check or draft mailed on such Interest Payment Date by the Paying Agent and Registrar to the registered owner of this bond, as shown on the books of record maintained by the Paying Agent and Registrar, at the close of business on the fifteenth day immediately preceding the Interest Payment Date, to such owner's address as shown on such books and records. Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the record date such interest was payable and shall be payable to the person who is the registered owner of this bond (or of one or more predecessor bonds hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Paying Agent and Registrar whenever monies for such purpose become available. For the prompt payment of this bond, both principal and interest, as the same become due, the full faith, credit and resources of said District are hereby irrevocably pledged.

This bond is one of an issue of fully registered bonds of the total principal amount of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), of even date and like tenor herewith, except as to date of maturity and rate of interest and denomination, which were issued by said District for the purpose of refunding all or a portion of the District's General Obligation Refunding Bonds, Series 2012, date of Original Issue – March 15, 2012 and the District's General Obligation Bonds, Series 2014, date of Original Issue – December 1, 2014, in accordance with the provisions of Sections 10-142 and 10-717 through 10-719, R.R.S. Neb. 2012, as amended. Said bond is issued pursuant to a resolution duly adopted by the Board of Education of the District (the "Resolution") and proceedings duly and legally had by the Board of the District.

[The Bonds maturing in the year 20\_\_\_\_ are subject to mandatory redemption prior to maturity in part, at the principal amount thereof, plus accrued interest thereon to the date of redemption, on the dates specified below:

Year	Principal
( _____ 15)	<u>Amount</u>
	\$]

Any or all of the bonds are subject to optional redemption at the option of the District prior to the stated maturities thereof, in whole or in part, at any time on or after \_\_\_\_\_, 20\_\_\_\_, at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption.

Notice of redemption shall be given by mail to the registered owner of any bond to be redeemed in the manner specified in the Resolution authorizing said issue of bonds. Individual bonds shall be redeemed in part but only in the amount of \$5,000 or integral multiples thereof.

This bond is may be transferred or exchanged, as provided in the Resolution and subject to the transfer restrictions in the Resolution, by the registered owner or such owner's attorney duly authorized in writing at the office of the Paying Agent and Registrar in \_\_\_\_\_, Nebraska, upon surrender and cancellation of this bond, and thereupon a new bond or bonds of the same aggregate principal amount, interest rate and maturity will be issued to the transferee as provided in the Resolution authorizing said issue of bonds, subject to the limitations therein prescribed. The District, the Paying Agent and Registrar and any other person may treat the person in whose name this bond is registered as the absolute owner hereof for the purpose of receiving payment due hereunder and for all purposes and shall not be affected by any notice to the contrary, whether this bond be overdue or not.

If the date for payment of the principal of or interest on this bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the Board of Education where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this bond did exist, did happen, and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this bond, does not exceed any limitation imposed by law. The District agrees that it shall cause to be made annually, in addition to all other taxes, a special levy of taxes upon all of the taxable property which the District levied upon for the Refunded Bonds refunded by this series of Bonds, for the purpose of paying and sufficient to pay in full the principal of and interest on this bond and the bonds of this issue as and when such principal and interest respectively become due.

This bond shall not be valid and binding on the District until authenticated by the Paying Agent and Registrar.

AS PROVIDED IN THE RESOLUTION REFERRED TO HEREIN, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, "DTC"), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT

SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IN WITNESS WHEREOF, the Board of Education of the District has caused this bond to be executed on behalf of the District with the facsimile signatures of the President and the Secretary of said Board, all as of the date of original issue shown above.

HALL COUNTY SCHOOL DISTRICT 0002, IN  
THE STATE OF NEBRASKA

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the bonds authorized by resolution of the Board of Education of Hall County School District 0002, in the State of Nebraska, as described in the foregoing bond.

\_\_\_\_\_, Paying Agent and  
Registrar

By \_\_\_\_\_  
Authorized Signature

**(FORM OF ASSIGNMENT)**

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

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Print or Type Name, Address and Social Security Number  
or other Taxpayer Identification Number of Transferee

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints \_\_\_\_\_ agent to transfer the within Bond on the Bond Register kept by the Paying Agent for the registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular.

Medallion Signature Guarantee:

Section 8. Each of the Bonds shall be executed on behalf of the District with the manual or facsimile signatures of the President and Secretary of the Board of Education. The Bonds shall be issued initially as “book-entry-only” bonds using the services of The Depository Trust Company (the “**Depository**”), with one typewritten bond per maturity being issued to the Depository. In such connection said officers are authorized to execute and deliver a letter of representations (the “**Letter of Representations**”) in the form required by the Depository (including any blanket letter previously executed and delivered), for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Bonds. Upon the issuance of the Bonds as “book-entry-only” bonds, the following provisions shall apply:

(a) The District and the Paying Agent and Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Bonds as securities depository (each, a “**Bond Participant**”) or to any person who is an actual purchaser of a Bond from a Bond Participant while the Bonds are in book-entry form (each, a “**Beneficial Owner**”) with respect to the following:

(i) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Bonds,

(ii) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or

(iii) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Bonds. The Paying Agent and Registrar shall make payments with respect to the Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Bond, except as provided in (e) below.

(b) Upon receipt by the Paying Agent and Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Paying Agent and Registrar to do so, the Paying Agent and Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (i) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Bonds or (ii) to make available Bonds registered in whatever name or names the Beneficial Owners transferring or exchanging such Bonds shall designate.

(c) If the District determines that it is desirable that certificates representing the Bonds be delivered to the Bond Participants and/or Beneficial Owners of the Bonds and so

notifies the Paying Agent and Registrar in writing, the Paying Agent and Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Bonds. In such event, the Paying Agent and Registrar shall issue, transfer and exchange bond certificates representing the Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(d) Notwithstanding any other provision of this resolution to the contrary, so long as any Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Bond and all notices with respect to such Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(e) Registered ownership of the Bonds may be transferred on the books of registration maintained by the Paying Agent and Registrar, and the Bonds may be delivered in physical form to the following:

(i) any successor securities depository or its nominee;

(ii) any person, upon (A) the resignation of the Depository from its functions as depository or (B) termination of the use of the Depository pursuant to this Section.

(f) In the event of any partial redemption of a Bond unless and until such partially redeemed Bond has been replaced in accordance with the provisions of this resolution, the books and records of the Paying Agent and Registrar shall govern and establish the principal amount of such Bond as is then outstanding and all of the Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository is removed by the District or resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. In the event that such supply of certificates shall be insufficient to meet the requirements of the Paying Agent and Registrar for issuance of replacement Bonds upon transfer or partial redemption, the District agrees to order printed an additional supply of certificates and to direct their execution by manual or facsimile signature of its then duly qualified and acting President and Secretary of such Board. In case any officer whose signature or facsimile thereof shall appear on any Bond shall cease to be such officer before the delivery of such Bond (including any bond certificates delivered to the Paying Agent and Registrar for issuance upon transfer or partial redemption), such signature or such facsimile signature shall nevertheless be valid and sufficient for all purposes the same as if such officer or officers had remained in office until the delivery of such Bond. The Bonds shall not be valid and binding on the District until authenticated by the Registrar. The Bonds shall be delivered to the Registrar for registration and authentication. Upon execution, registration and authentication of the Bonds, they shall be delivered to the District's Treasurer, who is authorized to deliver them to the Underwriter, as initial purchaser, upon receipt of the purchase price of the Bonds as shall be determined in the Designation plus accrued interest

thereon to date of payment of the Bonds. The District's Treasurer is authorized to deliver the Bonds to the initial purchaser upon receipt of such purchase price plus accrued interest to date of payment. The initial purchaser shall have the right to direct the registration of the Bonds and the denominations thereof within each maturity, subject to the restrictions of this resolution. The Underwriter and its agents, representatives and counsel (including the District's bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Bonds, including, without limitation, authorizing the release of the Bonds by the Depository at closing. The Authorized Officers are hereby each individually authorized to execute the Bond Purchase Agreement, in form satisfactory to such Authorized Officer, with such changes as such Authorized Officers may deem necessary and appropriate.

Section 9. The Secretary of the District is directed to make and certify a transcript or transcripts of the proceedings of the District precedent to the issuance of said Bonds, a copy of which transcript shall be delivered to the initial purchaser of said Bonds.

Section 10. The net sale proceeds of the Bonds along with funds of the District on hand shall be applied to the payment and satisfaction of all of the principal of and the interest on the Refunded Bonds as called for redemption on the Redemption Date by depositing such funds with the Escrow Agent to be held and applied pursuant to the Escrow Agreement. Accrued interest received from the sale of the Bonds, if any, shall be applied to pay interest first falling due on the Bonds. Expenses of issuance of the Bonds may be paid from the proceeds of the Bonds.

Section 11. The Board hereby represents, covenants, and warrants that it shall, for so long as any Bond of such series remains outstanding, annually provide for the levy and collection of a tax in addition to all other taxes upon all of the taxable property which the District levied upon for the Refunded Bonds, sufficient in rate and amount to pay the principal or redemption price of and interest on the Bonds as the same becomes due and payable.

Section 12. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Bonds in such manner as may be prescribed by law from time to time.

Section 13. The District's obligations under this resolution shall be fully discharged and satisfied as to the Bonds authorized and issued hereunder, and said Bonds shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing with the Paying Agent and Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient moneys to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States

of America (herein referred to as “**Government Obligations**”), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient moneys to make such payment, and thereupon such Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this resolution; provided that, with respect to any Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If moneys shall have been deposited in accordance with the terms hereof with the Paying Agent and Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment, except for payment from such deposit, shall forthwith cease, determine and be completely discharged, and all such Bonds shall no longer be considered outstanding under this resolution.

Section 14. Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the District to carry out or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any of them, in consultation with bond counsel, the Purchaser of the Bonds and its or their counsel, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, any Preliminary Official Statement and any Official Statement and other offering materials of the District used in connection with issuance, sale and delivery of the Bonds, including without limitation and whenever appropriate the execution and delivery thereof and of all other related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs each Authorized Officer the right, power and authority to exercise her or his independent judgment and absolute discretion in (1) determining and finalizing all other terms and provisions to be carried by the Bonds not specifically set forth in this Resolution and (2) the taking of all actions and the making of all arrangements necessary, proper, appropriate, advisable or desirable in order to effectuate the issuance, sale and delivery of the Bonds. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the District of any such documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District’s and their approval of the terms, provisions and contents thereof and of all changes, modifications, amendments, revisions and alterations made therein and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the District and the authorization, approval and ratification by the District of the documents, instruments, certifications and opinions so executed and the actions so taken.

Section 15. The District hereby (a) authorizes and directs that an Authorized Officer execute and deliver, on the date of issue of the Bonds, a continuing disclosure undertaking (the “**Continuing Disclosure**

**Undertaking**”) in such form as shall be satisfactory to the District and in compliance with Rule 15c2-12 of the Securities and Exchange Commission, and (b) covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Undertaking. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Undertaking shall not be considered an event of default hereunder; however, any Participating Underwriter (as such term is defined in the Continuing Disclosure Undertaking) or any Beneficial Owner or any Registered Owner of a Bond (as such terms are defined in the Continuing Disclosure Undertaking) may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 16. The Authorized Officers are hereby authorized and directed to designate each series of the Bonds as either bearing taxable interest or bearing tax-exempt interest. The District hereby covenants with the purchasers and holders of each series of the Bonds bearing tax-exempt interest herein authorized that it will make no use of the proceeds of said issue, including monies held in any sinking fund for the payment of principal and interest on said Bonds, which would cause said Bonds to be arbitrage bonds within the meaning of Sections 103 and 148 and other related sections of the Internal Revenue Code of 1986, as amended, (the “**Code**”) and further covenants to comply with said Sections 103 and 148 and related sections and all applicable regulations thereunder throughout the term of said issue. The District hereby covenants and agrees to take all actions necessary under the Code to maintain the tax exempt status (as to taxpayers generally) of interest payable on each series of the Bonds herein authorized bearing tax-exempt interest, including execution of a Federal Tax Certificate to be dated the date of issuance of the Bonds.

Section 17. The officers of the District, or any one or more of them, including, but not limited to the Authorized Officers, are hereby authorized to execute and deliver any and all certificates and documents and to take any and all actions determined appropriate in connection with the issuance and sale of the Bonds. All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the District, including without limitation the expenditure of funds and the selection, appointment and employment of bond counsel and financial advisors and agents, in connection with issuance and sale of the Bonds, together with all other actions taken in connection with any of the matters which are the subject hereof, are in all respects authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 18. This resolution shall be in full force and effect from and after its adoption as provided by law.

ADOPTED this 9<sup>th</sup> day of July, 2020.

HALL COUNTY SCHOOL DISTRICT 0002,  
IN THE STATE OF NEBRASKA

ATTEST:

By: \_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**RESOLUTION AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF LIMITED TAX REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$4,700,000; PRESCRIBING THE FORM OF THE BONDS; FIXING IN PART AND PROVIDING FOR THE FIXING IN PART OF THE TERMS OF THE BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF TAXES TO PAY THE PRINCIPAL OF AND INTEREST ON THE BONDS; AND RELATED MATTERS.**

BE IT RESOLVED BY THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL DISTRICT 0002, IN THE STATE OF NEBRASKA, as follows:

Section 1. The Board of Education (the “**Board**”) of Hall County School District 0002 (Grand Island Public Schools) in the State of Nebraska (the “**District**”), hereby finds and determines:

(a) The District is duly organized as a Class III School District under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended, maintaining both elementary and high school grades under the direction of a single Board of Education, the District embracing territory having more than one thousand and less than one hundred fifty thousand inhabitants.

(b) The District has heretofore issued and there are now outstanding and unpaid the following valid interest-bearing obligations of the District:

(i) Limited Tax Building Bonds, Series 2016, in the outstanding principal amount of \$4,125,000, dated December 23, 2016 (the “**Outstanding Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
2020	300,000	1.800
2021	305,000	2.000
2022	310,000	2.200
2023	320,000	2.350
2024	325,000	2.500
2025	350,000	2.700
2026	300,000	2.800
2027	250,000	3.000
2027*	1,665,000	3.000

such Outstanding Bonds being part of an issue of \$4,710,000 original principal amount of Limited Tax Building Bonds, Series 2016, issued pursuant to a resolution of the Board, and such Outstanding Bonds are redeemable at the option of the District at any time on or after December 23, 2021, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(c) (i) All of the Outstanding Bonds are valid, interest-bearing obligations of the District; (ii) since the issuance of the Outstanding Bonds, the rates of interest available in the markets have declined so that the District can effect a savings in interest costs by providing for payment and

redemption of all or a portion of the Outstanding Bonds through the issuance of limited tax refunding bonds of the District, in one or more series; (iii) all or a portion of the Outstanding Bonds (as called for redemption, the “**Refunded Bonds**”) are herein authorized to be called for redemption; (iv) for the purpose of providing, along with other available District funds, for the payment and redemption of the Refunded Bonds as above set out and to pay costs of issuance thereof, it is in the best interest of the District to issue limited tax refunding bonds of the District, in one or more series, in the aggregate stated principal amount of not to exceed \$4,700,000; and (v) except as set forth herein, the District has no bond sinking funds on hand for the retirement of the Refunded Bonds not required for the timely payment of principal and interest due on the Redemption Date (as defined in **Section 2** hereof).

(d) Upon satisfaction of the terms and conditions set forth in **Section 2** hereof, it is necessary, desirable and advisable that the District issue its limited tax refunding bonds, for the purpose of providing funds which, together with other funds of the District legally available for such purposes, shall be sufficient for the payment and redemption of the Refunded Bonds on the Redemption Date.

(e) All conditions, acts and things required by law to exist or to be done precedent to the issuance of limited tax refunding bonds of the District in the principal amount of not to exceed \$4,700,000, for such purposes do exist and have been done in due form and time as required by law.

Section 2. (a) For the purpose of refunding the Refunded Bonds and paying the costs of issuing bonds as described herein, the issuance, sale and delivery of limited tax refunding bonds of the District is hereby authorized and directed in an aggregate stated principal amount not to exceed \$4,700,000, in one or more series (the “**Bonds**”). The Bonds shall be sold pursuant to a negotiated sale with D.A. Davidson & Co. (the “**Purchaser**”). The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof, not exceeding the amount maturing in any one year, and shall be numbered from R-1 upward in the order of their issuance.

(b) The Superintendent of the District, the President of the Board of Education of the District and the Chief Financial Officer (each, an “**Authorized Officer**”) is each individually hereby authorized and directed, in the exercise of his or her independent judgment and absolute discretion, to hereafter, from time to time, specify, set, designate, determine, establish and appoint, as the case may be, and in each case in accordance with and subject to the provisions of this Resolution, (1) the date of original issue of the Bonds, (2) the aggregate stated principal amount of Bonds to be issued (which shall not exceed \$4,700,000 in the aggregate, provided, however, in the event the Bonds are sold with a net original issue discount such aggregate principal amount may be increased in an amount necessary to compensate for any such net original issue discount), (3) any original issue premium or original issue discount properly allocable to each maturity of the Bonds, (4) the principal payment dates for the Bonds and the principal amount of Bonds to mature on each of such dates, (5) the date of final maturity of the Bonds, which shall in no event be later than December 15, 2027 (6) the date or dates upon which the Bonds shall be sold, (7) the rate or rates of interest to be carried by each maturity of the Bonds, provided the refunding of the Refunded Bonds results in present value savings, (8) the method by which such rate or rates of interest shall be calculated and the interest payment dates and record date for the Bonds, (9) whether or not the Bonds shall be subject to redemption prior to their stated maturity and, if subject to such prior

redemption, (A) the provisions and procedures governing such prior redemption, (B) the nature of any notice to be given in the event of any such prior redemption, (C) the redemption price or prices payable upon such redemption (not to exceed 104%) and (D) the respective periods in which each redemption price shall be payable, (10) the amount and due date of each sinking fund installment for Bonds that are term Bonds, (11) the Paying Agent and Registrar for the Bonds, (12) the underwriting discount, not to exceed 0.90% of the stated principal amount of the Bonds, and the price at which the Bonds shall be sold to the Purchaser and, (13) whether interest on each series of Bonds shall be taxable or tax-exempt, (14) the form, contents, terms and provisions of the Bond Purchase Agreement and the Paying Agent and Registrar Agreement (each as hereinafter defined), (15) the form and contents of any closing and other documentation executed and delivered by the District in connection with the authorization, issuance, sale and delivery of the Bonds, (16) any transfer restrictions relating to the Bonds, and (17) all of the other terms of the Bonds not otherwise determined or fixed by the provisions of this Resolution.

(c) The Authorized Officers, or each individually, are hereby authorized to irrevocably call any or all of the Outstanding Bonds for redemption on such date he or she determines appropriate, which date or dates shall be the “**Redemption Date**” hereunder. The Authorized Officers, or each individually, are hereby authorized to designate, approve, execute and deliver, as the case may be, the form, content, terms and provisions of any published and/or mailed notice of redemption with respect to the payment and redemption of the Refunded Bonds, and direct the application of such proceeds and any investment income to the payment of all of the principal of and interest on the Refunded Bonds maturing on or before each respective Redemption Date and the application of the balance of such proceeds and any investment income thereof to the redemption and retirement of the Refunded Bonds on the Redemption Date.

(d) The District is hereby authorized to enter into an escrow agreement in connection with refunding the Refunded Bonds (the “**Escrow Agreement**”) in such form as may be approved by an Authorized Officer with a bank or trust company (the “**Escrow Agent**”), and the President and Secretary are hereby authorized and directed to execute the Escrow Agreement, for and on behalf of and as the act and deed of the District. All money deposited with the Escrow Agent shall be deemed to be deposited in accordance with and subject to all of the provisions contained in this Resolution and the Escrow Agreement. The Escrow Agent is hereby authorized to carry out, on behalf of the District, the duties, terms and provisions of the Escrow Agreement, and the Escrow Agent, the Purchaser and bond counsel for the District are authorized to take all necessary actions for the subscription and purchase of the escrowed securities described in the Escrow Agreement, including the subscription for United States Treasury Securities State and Local Government Series.

(e) The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof. The date of original issue for the Bonds shall be Date of Delivery. Interest on the Bonds, at the respective rates for each maturity, shall bear interest at the rates calculated on the basis of a 360-day year consisting of twelve 30-day months and shall be payable on such dates as shall be determined in the Designation (each an “**Interest Payment Date**”) and the Bonds shall bear such interest from the date of original issue or the most recent Interest Payment Date, whichever is later. The interest due on each Interest Payment Date shall be payable to the registered owners of record as of the fifteenth day immediately preceding the Interest Payment Date (the “**Record Date**”), subject to the provisions of Section 4 hereof. The Bonds shall be numbered from 1 upwards in the order of their issuance. No Bond shall be issued originally or upon transfer or partial redemption having more than one principal maturity. The initial bond numbering and principal amounts for each of the Bonds issued shall be as directed by the initial purchaser thereof. Payments of interest due on

the Bonds prior to maturity shall be made by the Paying Agent and Registrar, as designated pursuant to Section 3 hereof, by mailing on each Interest Payment Date a check or draft in the amount due for such interest to the registered owner of each Bond, as of the Record Date for such Interest Payment Date, to such owner's registered address as shown on the books of registration as required to be maintained in Section 3 hereof. Payments of principal and interest due at maturity or at any date fixed for redemption prior to maturity shall be made by said Paying Agent and Registrar to the registered owners upon presentation and surrender of the Bonds to said Paying Agent and Registrar. The District and said Paying Agent and Registrar may treat the registered owner of any Bond as the absolute owner of such Bond for the purpose of making payments thereon and for all other purposes and neither the District nor the Paying Agent and Registrar shall be affected by any notice or knowledge to the contrary, whether such Bond or any installment of interest due thereon shall be overdue or not. All payments on account of interest or principal made to the registered owner of any Bond in accordance with the terms of this resolution shall be valid and effectual and shall be a discharge of the District and said Paying Agent and Registrar, in respect of the liability upon the Bonds or claims for interest to the extent of the sum or sums so paid.

Section 3. The Authorized Officers, or one or more of them, shall designate the Treasurer of the District or a bank or trust company to serve as Paying Agent and Registrar for the Bonds. If a bank or trust company is designated as Paying Agent and Registrar for the Bonds, such entity shall serve in such capacities under the terms of an agreement entitled "Paying Agent and Registrar's Agreement" between the District and the Paying Agent, in a form which shall be approved by an Authorized Officer. The Paying Agent and Registrar shall keep and maintain for the District books for the registration and transfer of the Bonds at its office. The names and registered addresses of the registered owner or owners of the Bonds shall at all times be recorded in such books. Any Bond may be transferred pursuant to its provisions at the principal office of said Paying Agent and Registrar by surrender of such Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to said Paying Agent and Registrar, duly executed by the registered owner in person or by such owner's duly authorized agent. Thereupon the Paying Agent and Registrar on behalf of the District will deliver at its office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Bond or Bonds of the same interest rate, aggregate principal amount and maturity. To the extent of the denominations authorized for the Bonds by this resolution, one Bond may be transferred for several such Bonds of the same interest rate and maturity, and for a like aggregate principal amount, and several such Bonds may be transferred for one or several such Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Bond, the surrendered Bond shall be canceled and destroyed. All Bonds issued upon transfer of the Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Bonds surrendered and shall be entitled to all the benefits and protection of this resolution to the same extent as the Bonds upon transfer of which they were delivered. The District and said Paying Agent and Registrar shall not be required to transfer any Bond during any period from any Record Date until its immediately following Interest Payment

Date or to transfer any Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

Section 4. In the event that payments of interest due on the Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Paying Agent and Registrar whenever monies for the purpose of paying such defaulted interest become available.

Section 5. The Bonds shall be subject to redemption, in whole or in part, prior to maturity at any time on or after the tenth anniversary of the date of issuance (or such other date as may be determined in the Designation), at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. The District shall select the Bonds to be redeemed for such optional redemption in its sole discretion. Bonds shall be redeemed only in amounts of \$5,000 or integral multiples thereof. Any Bond redeemed in part only shall be surrendered to the Paying Agent and Registrar in exchange for a new Bond or Bonds, of the same maturity and interest rate, evidencing the unredeemed principal thereof. Notice of redemption of any Bond called for redemption shall be given, at the direction of the District in the case of optional redemptions and without further direction in the case of mandatory redemptions, by said Paying Agent and Registrar by mail not less than 30 days prior to the date fixed for redemption, first class, postage prepaid, sent to the registered owner of such Bond at said owner's registered address. Such notice shall designate the Bond or Bonds to be redeemed by maturity or otherwise, the date of original issue and the date fixed for redemption and shall state that such Bond or Bonds are to be presented for prepayment at the office of said Paying Agent and Registrar. In case of any Bond partially redeemed, such notice shall specify the portion of the principal amount of such Bond to be redeemed. No defect in the mailing of notice for any Bond shall affect the sufficiency of the proceedings of the District designating the Bonds called for redemption or the effectiveness of such call for Bonds for which notice by mail has been properly given and the District shall have the right to direct further notice of redemption for any such Bond for which defective notice has been given. In the event term maturities and mandatory redemption amounts are determined in the Designation, the provisions of this Section 5 shall apply generally to mandatory redemptions. Any such mandatory redemptions shall be at the principal amount redeemed plus accrued interest to the date set for redemption. The Paying Agent and Registrar shall select the term bonds to be redeemed in any maturity using any random method of selection deemed appropriate, subject to the provisions of Section 8 of this resolution.

Section 6. If the date for payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the city where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking

institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal date of payment.

Section 7. The Bonds shall be in substantially the following form:

**UNITED STATES OF AMERICA  
STATE OF NEBRASKA  
COUNTY OF HALL**

**LIMITED TAX REFUNDING BONDS, SERIES 2020  
OF HALL COUNTY SCHOOL DISTRICT 0002**

No. R-1 \$ \_\_\_\_\_

<u>Interest Rate</u> ____%	<u>Maturity Date</u> ____ 15, ____	<u>Date of Original Issue</u> _____, 2020	<u>CUSIP</u> _____
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**Registered Owner:** Cede & Co.  
13-2555119

**Principal Amount:** \_\_\_\_\_ **DOLLARS**

KNOW ALL PERSONS BY THESE PRESENTS: That Hall County School District 0002, in the State of Nebraska, (the "District") hereby acknowledges itself to owe and for value received promises to pay to the registered owner specified above, or registered assigns, the principal amount specified above in lawful money of the United States of America on the date of maturity specified above with interest thereon to maturity (or earlier redemption) from the date of original issue shown above or most recent Interest Payment Date, whichever is later, at the rate per annum specified above, payable on \_\_\_\_\_, 20\_\_ and semiannually thereafter on \_\_\_\_\_ and \_\_\_\_\_ of each year (each, an "Interest Payment Date"). Said interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. The principal of this bond, together with unpaid accrued interest due at maturity or upon earlier redemption, is payable upon presentation and surrender of this bond at the office of \_\_\_\_\_, as the Paying Agent and Registrar, in \_\_\_\_\_, Nebraska. Interest on this bond due prior to maturity or earlier redemption will be paid on each Interest Payment Date by a check or draft mailed on such Interest Payment Date by the Paying Agent and Registrar to the registered owner of this bond, as shown on the books of record maintained by the Paying Agent and Registrar, at the close of business on the fifteenth day immediately preceding the Interest Payment Date, to such owner's address as shown on such books and records. Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the record date such interest was payable and shall be payable to the person who is the registered owner of this bond (or of one or more predecessor bonds hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Paying Agent and Registrar whenever monies for such purpose become available. For the prompt payment of this bond, both principal and interest, as the same become due, the full faith, credit and resources of said District are hereby irrevocably pledged.

This bond is one of an issue of fully registered bonds of the total principal amount of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), of even date and like tenor herewith, except as to date of maturity and rate of interest and denomination, which were issued by said District for the purpose of refunding all or a portion of the District's Limited Tax Building Bonds, Series 2016, date of Original Issue – \_\_\_\_\_, in accordance with the provisions of Sections 10-142, 79-10,110 and 70-10,110.01, R.R.S. Neb., as amended. Said bond is issued pursuant to a resolution duly adopted by the Board of Education of the District (the "Resolution") and proceedings duly and legally had by the Board of the District.

[The Bonds maturing in the year 20\_\_\_\_ are subject to mandatory redemption prior to maturity in part, at the principal amount thereof, plus accrued interest thereon to the date of redemption, on the dates specified below:

Year	Principal
( _____ 15)	<u>Amount</u>
	\$]

Any or all of the bonds are subject to optional redemption at the option of the District prior to the stated maturities thereof, in whole or in part, at any time on or after \_\_\_\_\_, 20\_\_\_\_, at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption.

Notice of redemption shall be given by mail to the registered owner of any bond to be redeemed in the manner specified in the Resolution authorizing said issue of bonds. Individual bonds shall be redeemed in part but only in the amount of \$5,000 or integral multiples thereof.

This bond is may be transferred or exchanged, as provided in the Resolution and subject to the transfer restrictions in the Resolution, by the registered owner or such owner’s attorney duly authorized in writing at the office of the Paying Agent and Registrar in \_\_\_\_\_, Nebraska, upon surrender and cancellation of this bond, and thereupon a new bond or bonds of the same aggregate principal amount, interest rate and maturity will be issued to the transferee as provided in the Resolution authorizing said issue of bonds, subject to the limitations therein prescribed. The District, the Paying Agent and Registrar and any other person may treat the person in whose name this bond is registered as the absolute owner hereof for the purpose of receiving payment due hereunder and for all purposes and shall not be affected by any notice to the contrary, whether this bond be overdue or not.

If the date for payment of the principal of or interest on this bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the Board of Education where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this bond did exist, did happen, and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this bond, does not exceed any limitation imposed by law. The District agrees that it shall cause to be made annually, in addition to all other taxes, a special levy of taxes upon all of the taxable property which the District levied upon for the Refunded Bonds refunded by this series of Bonds, for the purpose of paying and sufficient to pay in full the principal of and interest on this bond and the bonds of this issue as and when such principal and interest respectively become due, subject to the limitations described in the Resolution and as provided by Section 79-10,110.01.

This bond shall not be valid and binding on the District until authenticated by the Paying Agent and Registrar.

AS PROVIDED IN THE RESOLUTION REFERRED TO HEREIN, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, “DTC”), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT

SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IN WITNESS WHEREOF, the Board of Education of the District has caused this bond to be executed on behalf of the District with the facsimile signatures of the President and the Secretary of said Board, all as of the date of original issue shown above.

HALL COUNTY SCHOOL DISTRICT 0002, IN  
THE STATE OF NEBRASKA

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the bonds authorized by resolution of the Board of Education of Hall County School District 0002, in the State of Nebraska, as described in the foregoing bond.

\_\_\_\_\_, Paying Agent and  
Registrar

By \_\_\_\_\_  
Authorized Signature

**(FORM OF ASSIGNMENT)**

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

---

Print or Type Name, Address and Social Security Number  
or other Taxpayer Identification Number of Transferee

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints  
\_\_\_\_\_ agent to transfer the within Bond on the Bond Register kept by the  
Paying Agent for the registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

\_\_\_\_\_  
NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular.

Medallion Signature Guarantee:

Section 8. Each of the Bonds shall be executed on behalf of the District with the manual or facsimile signatures of the President and Secretary of the Board of Education. The Bonds shall be issued initially as “book-entry-only” bonds using the services of The Depository Trust Company (the “**Depository**”), with one typewritten bond per maturity being issued to the Depository. In such connection said officers are authorized to execute and deliver a letter of representations (the “**Letter of Representations**”) in the form required by the Depository (including any blanket letter previously executed and delivered), for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Bonds. Upon the issuance of the Bonds as “book-entry-only” bonds, the following provisions shall apply:

(a) The District and the Paying Agent and Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Bonds as securities depository (each, a “**Bond Participant**”) or to any person who is an actual purchaser of a Bond from a Bond Participant while the Bonds are in book-entry form (each, a “**Beneficial Owner**”) with respect to the following:

(i) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Bonds,

(ii) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or

(iii) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Bonds. The Paying Agent and Registrar shall make payments with respect to the Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Bond, except as provided in (e) below.

(b) Upon receipt by the Paying Agent and Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Paying Agent and Registrar to do so, the Paying Agent and Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (i) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Bonds or (ii) to make available Bonds registered in whatever name or names the Beneficial Owners transferring or exchanging such Bonds shall designate.

(c) If the District determines that it is desirable that certificates representing the Bonds be delivered to the Bond Participants and/or Beneficial Owners of the Bonds and so

notifies the Paying Agent and Registrar in writing, the Paying Agent and Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Bonds. In such event, the Paying Agent and Registrar shall issue, transfer and exchange bond certificates representing the Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(d) Notwithstanding any other provision of this resolution to the contrary, so long as any Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Bond and all notices with respect to such Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(e) Registered ownership of the Bonds may be transferred on the books of registration maintained by the Paying Agent and Registrar, and the Bonds may be delivered in physical form to the following:

(i) any successor securities depository or its nominee;

(ii) any person, upon (A) the resignation of the Depository from its functions as depository or (B) termination of the use of the Depository pursuant to this Section.

(f) In the event of any partial redemption of a Bond unless and until such partially redeemed Bond has been replaced in accordance with the provisions of this resolution, the books and records of the Paying Agent and Registrar shall govern and establish the principal amount of such Bond as is then outstanding and all of the Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository is removed by the District or resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. In the event that such supply of certificates shall be insufficient to meet the requirements of the Paying Agent and Registrar for issuance of replacement Bonds upon transfer or partial redemption, the District agrees to order printed an additional supply of certificates and to direct their execution by manual or facsimile signature of its then duly qualified and acting President and Secretary of such Board. In case any officer whose signature or facsimile thereof shall appear on any Bond shall cease to be such officer before the delivery of such Bond (including any bond certificates delivered to the Paying Agent and Registrar for issuance upon transfer or partial redemption), such signature or such facsimile signature shall nevertheless be valid and sufficient for all purposes the same as if such officer or officers had remained in office until the delivery of such Bond. The Bonds shall not be valid and binding on the District until authenticated by the Registrar. The Bonds shall be delivered to the Registrar for registration and authentication. Upon execution, registration and authentication of the Bonds, they shall be delivered to the District's Treasurer, who is authorized to deliver them to the Underwriter, as initial purchaser, upon receipt of the purchase price of the Bonds as shall be determined in the Designation plus accrued interest

thereon to date of payment of the Bonds. The District's Treasurer is authorized to deliver the Bonds to the initial purchaser upon receipt of such purchase price plus accrued interest to date of payment. The initial purchaser shall have the right to direct the registration of the Bonds and the denominations thereof within each maturity, subject to the restrictions of this resolution. The Underwriter and its agents, representatives and counsel (including the District's bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Bonds, including, without limitation, authorizing the release of the Bonds by the Depository at closing. The Authorized Officers are hereby each individually authorized to execute the Bond Purchase Agreement, in form satisfactory to such Authorized Officer, with such changes as such Authorized Officers may deem necessary and appropriate.

Section 9. The Secretary of the District is directed to make and certify a transcript or transcripts of the proceedings of the District precedent to the issuance of said Bonds, a copy of which transcript shall be delivered to the initial purchaser of said Bonds.

Section 10. The net sale proceeds of the Bonds along with funds of the District on hand shall be applied to the payment and satisfaction of all of the principal of and the interest on the Refunded Bonds as called for redemption on the Redemption Date by depositing such funds with the Escrow Agent to be held and applied pursuant to the Escrow Agreement. Accrued interest received from the sale of the Bonds, if any, shall be applied to pay interest first falling due on the Bonds. Expenses of issuance of the Bonds may be paid from the proceeds of the Bonds.

Section 11. The Board hereby represents, covenants, and warrants that it shall, for so long as any Bond of such series remains outstanding, cause to be levied and collected annually, in addition to all other taxes, such portion of the tax levy specified in subparagraph (4) of Section 79-10,110.01, R.S.S., Neb., as amended, and subparagraph (5) of Section 79-10,110, R.R.S. Neb., as amended, against all taxable property in the District as shall be necessary for the purpose of paying and sufficient to pay the principal of and interest on the Bonds as and when such principal and interest, respectively, become due according to the terms thereof; provided, however, that such levy shall never exceed the limitation provided for in said subparagraph (4) of Section 79-10,110.01, R.S.S., Neb., as amended, and subparagraph (5) of Section 79-10,110, R.R.S. Neb., as amended. In such connection, the Board does hereby designate the period of years for which such tax will be levied with respect to the Bonds as being the continuation of the period for which taxes were levied for the Refunded Bonds. The levy for each such year shall be in an amount necessary to provide the District with funds sufficient to pay in full such principal of and interest on the Bonds as and when such principal and interest, respectively, become due according to the terms of the Bonds, taking into account amounts available from other sources.

Section 12. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Bonds in such manner as may be prescribed by law from time to time.

Section 13. The District's obligations under this resolution shall be fully discharged and satisfied as to the Bonds authorized and issued hereunder, and said Bonds shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing with the Paying Agent and Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient moneys to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States of America (herein referred to as "**Government Obligations**"), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient moneys to make such payment, and thereupon such Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this resolution; provided that, with respect to any Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If moneys shall have been deposited in accordance with the terms hereof with the Paying Agent and Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment, except for payment from such deposit, shall forthwith cease, determine and be completely discharged, and all such Bonds shall no longer be considered outstanding under this resolution.

Section 14. Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the District to carry out or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any of them, in consultation with bond counsel, the Purchaser of the Bonds and its or their counsel, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, any Preliminary Official Statement and any Official Statement and other offering materials of the District used in connection with issuance, sale and delivery of the Bonds, including without limitation and whenever appropriate the execution and delivery thereof and of all other related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs each Authorized Officer the right, power and authority to exercise her or his independent judgment and absolute discretion in (1) determining and finalizing all other terms and provisions to be carried by the Bonds not specifically set forth in this Resolution and (2) the taking of all actions and the making of all arrangements

necessary, proper, appropriate, advisable or desirable in order to effectuate the issuance, sale and delivery of the Bonds. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the District of any such documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District's and their approval of the terms, provisions and contents thereof and of all changes, modifications, amendments, revisions and alterations made therein and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the District and the authorization, approval and ratification by the District of the documents, instruments, certifications and opinions so executed and the actions so taken.

Section 15. The District hereby (a) authorizes and directs that an Authorized Officer execute and deliver, on the date of issue of the Bonds, a continuing disclosure undertaking (the “**Continuing Disclosure Undertaking**”) in such form as shall be satisfactory to the District and in compliance with Rule 15c2-12 of the Securities and Exchange Commission, and (b) covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Undertaking. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Undertaking shall not be considered an event of default hereunder; however, any Participating Underwriter (as such term is defined in the Continuing Disclosure Undertaking) or any Beneficial Owner or any Registered Owner of a Bond (as such terms are defined in the Continuing Disclosure Undertaking) may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 16. The Authorized Officers are hereby authorized and directed to designate each series of the Bonds as either bearing taxable interest or bearing tax-exempt interest. The District hereby covenants with the purchasers and holders of each series of the Bonds bearing tax-exempt interest herein authorized that it will make no use of the proceeds of said issue, including monies held in any sinking fund for the payment of principal and interest on said Bonds, which would cause said Bonds to be arbitrage bonds within the meaning of Sections 103 and 148 and other related sections of the Internal Revenue Code of 1986, as amended, (the “**Code**”) and further covenants to comply with said Sections 103 and 148 and related sections and all applicable regulations thereunder throughout the term of said issue. The District hereby covenants and agrees to take all actions necessary under the Code to maintain the tax exempt status (as to taxpayers generally) of interest payable on each series of the Bonds herein authorized bearing tax-exempt interest, including execution of a Federal Tax Certificate to be dated the date of issuance of the Bonds.

Section 17. The officers of the District, or any one or more of them, including, but not limited to the Authorized Officers, are hereby authorized to execute and deliver any and all certificates and documents and to take any and all actions determined appropriate in connection with the issuance and sale of the Bonds.

All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the District, including without limitation the expenditure of funds and the selection, appointment and employment of bond counsel and financial advisors and agents, in connection with issuance and sale of the Bonds, together with all other actions taken in connection with any of the matters which are the subject hereof, are in all respects authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 18. This resolution shall be in full force and effect from and after its adoption as provided by law.

ADOPTED this \_\_\_ day of July, 2020.

HALL COUNTY SCHOOL DISTRICT 0002,  
IN THE STATE OF NEBRASKA

ATTEST:

By: \_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

## **Equity in Grand Island Public Schools**

### **Equity Value Statement**

In Grand Island Public Schools, equity is providing each individual what they need, when they need it, in an inclusive and anti-discriminatory environment.

### **Equity Commitments**

We are committed to identifying, disrupting, and addressing our individual and district-wide biases so all students, staff and families are known, heard, connected, valued and supported. All stakeholders accept responsibility and hold themselves and each other accountable to cultivate an equitable district, free of racism and discrimination to ensure “Every Student, Every Day, A Success.”

### ***We advocate for equity through:***

- **Access and Inclusion For All**
  - GIPS is committed to equitable access, treatment, and outcomes for all students and staff regardless of the dimensions of culture (e.g. race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income). School, home, and community partnerships foster meaningful engagement to ensure access and inclusion to all. Policies and practices will be identified, addressed, and monitored for inequities, racism and discrimination at the classroom, school, and district level.
- **Positive Relationships and Interactions**
  - GIPS is committed to a meaningful culturally inclusive environment characterized by acceptance, respect, support, safety, and a sense of belonging for all stakeholders. Individuals are empowered with the skills, expertise, and a safe space to advocate and commit to eliminating injustice and inequity. Evidence of positive relationships and intercultural competence will be identified, addressed, and monitored at the classroom, school, and district level.
- **High Expectations and Availability of Opportunities**
  - GIPS is committed to providing personalized educational experiences to meet individual needs of students, staff, and families that will lead to success. We celebrate the strengths and assets of every student to create meaningful and relevant opportunities to eliminate gaps. Students develop self-advocacy and use their voice for positive change. Academic achievement and other student outcome data will be analyzed and monitored at the classroom, school, and district level.
- **Intentional Distribution of Resources**
  - GIPS is committed to the equitable use of funds, staff, and other resources. Based on student need and district priorities, the allocation of resources will be monitored and adjusted at the classroom, school, and district level.

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** GIPS Equity Framework

**Submitted By:** Jennifer Worthington

**Date:** 07/06/2020

## 1. What is the identified need?

The strategic plan, objective seven called for an equity framework and specific steps to evaluate and grow equity in GIPS.

## 2. Administrative Rationale for BOE Agenda Item

GIPS has always been committed to equity. The strategic plan took that commitment to a new level. This framework provides the foundation for continued equity work.

## 3. Proposed Action

Approve the Equity in Grand Island Public Schools document including the Equity Value Statements and Equity Commitments

## 4. Data/Research Assessed

The Equity Task Force used a variety of documents and books including but not limited to NDE Equity Definition, book studies, other district's materials and various conferences.

## 5. Stakeholder Group(s) Involved

GIPS Equity Task Force, PR/PD Committee, Board of Education, PK-12 Administrators. The task force also conducted almost 60 empathy interviews with students, parents and staff.

## 6. Summary

## 7. Fiscal Impact

**Amount:**

**Source:**

General Fund

**Details:**

There is no direct fiscal impact to the creation of the plan. There will need to be professional development devoted to implementation.

## 8. Person(s) Responsible for Implementation

Equity Task Force, cabinet, board of education, Jennifer Worthington, Dr. Kris Schneider, Dr. Amanda Levos and the entire district

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** Implementation plan to board of education

**Timeline:** December 2020 or before

### ▲ Follow-Up

**F/U with:** \_\_\_ Cabinet     Board    \_\_\_ Board Committee: \_\_\_\_\_

**Actions:** Updates to board through strategic plan

**Timeline:**    \_\_\_ 1 month    \_\_\_ 3 months     6 months    \_\_\_ annually    \_\_\_ N/A



July 7, 2020

Wayne Stelk  
Executive Director of Human Resources  
Grand Island Public Schools  
P.O. Box 4904  
Grand Island, NE 68802-4904

Dear Wayne,

I'm pleased to present this proposal to build off of the successful partnership in performing the Comprehensive Staffing Study. This work will help bring to life two critical next steps from our recently completed work. It will strengthen and accelerate implementation of Grand Island's strategic priorities and improve equity across schools. **Workstream 1** will help to develop capacity at both the school and central office level for utilizing Academic Return on Investment (A-ROI) and **Workstream 2** will create and help implement greater voice and ownership for school principals in budgeting.

**Workstream 1: Building Capacity and Expertise for Academic return on Investment (A-ROI)**

All district leaders make the best decisions they can, based on the information at hand. They carefully consider cost and effectiveness, to the extent of their collective wisdom, professional judgment and available data. Unfortunately, this is an imperfect approach, perhaps masking ineffective efforts, hiding less costly alternatives, and blurring which efforts are effective for certain types of students.

Academic Return on Investment (A-ROI) brings more precision to your decisions and allows districts to fine tune their efforts, ultimately raising achievement and reducing costs. A-ROI is both a mindset and a set of specific tools and practices. This effort will help build capacity for both. We will utilize both formal training and learning by doing. **An annual refresher course through 9/1/2024 will be provided as well.**

**Workstream 2: Creating Greater Voice & Ownership for School Principals in Budgeting**

In school districts all across the country, resources remain tight (both time and money), student needs are extremely diverse, and expectations are rising. Principal participation and ownership is critical to strategic budgeting, but the simple truth is few principals have formal or even informal training in how to best use resources. Given their growing role in setting budgets, this gap in training and experience has become a greater challenge. While principals are leaders who know their staff and students well, they must also have skills in resource allocation to maximize the impact of their larger role in budgeting. Moreover most district budgeting processes don't allow principals to maximize their input or generate buy in for tough decisions.

Through these efforts, DMGroup will continue to help Grand Island develop capacity and ensure that the budget reflects, supports and drives forward the district's and schools' priorities. This work will be tightly integrated into the budget building cycle of the 20/21 school year building the 21/22 budget.

We look forward to continuing our successful partnership.

Sincerely,

Nate Levenson  
Managing Director





# Building Capacity for Academic Return on Investment and Engaging Principals in Strategic Budgeting

Proposal for

**Grand Island Public Schools**

July 7, 2020



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# Workstream 1: Building Capacity and Expertise for Academic return on Investment (A-ROI)

## A-ROI Overview

All districts make the best decisions they can, based on the information at hand. They carefully consider cost and effectiveness, to the extent of their collective wisdom, professional judgment and available data. Unfortunately, this is an imperfect approach, perhaps masking ineffective efforts, hiding less costly alternatives, and blurring which efforts are effective for certain types of students. Academic Return on Investment (A-ROI) brings more precision to your decisions and allows districts to fine tune their efforts, ultimately raising achievement and reducing costs.

Managing district resources is complex, requiring accurate, real-time information. Knowing if current efforts are having the desired impact on student outcomes is the first step in developing thoughtful, student-centered budgets. A deeper understanding of what's working and for which students are critical to make wise resource allocation decisions. With good information in hand, the district can proactively allocate scarce resources to activities that best meet the needs of students.

This important work is made easier and faster through a bundle of tools and consulting services to collect and analyze critical data to help determine what's effective and cost-effective for which types of students. Our integrated suite of consulting services, tools, and change management processes will enable the district to better serve students during tight economic times.

- Are key interventions effective?
- Do some efforts impact different types of students differently?
- How do we want to define success for key strategies, programs, or efforts?
- What efforts should be abandoned or redesigned?
- How can budgeting decisions rely more heavily on effectiveness and cost-effectiveness outcome data?

A-ROI empowers district leaders with the information needed to make even better decisions and create sustainable, positive change for students. School districts of all types and sizes across the country have found that more and better information leads to freeing up many millions of dollars, better decisions, more student learning, and balanced budgets.

## Workplan

School districts must tackle the twin challenges of managing tight budgets and improving student achievement. Fortunately, the District Management Group has researched a wide range of best practices that have proven effective in allowing school districts to shift funds towards strategic priorities despite tight budgets.

Because we know that your staff is busy, DMGroup has structured the work to minimize the impact on staff time and schedules while engaging them in the discovery and learning process.



We recognize that the leadership team is currently finalizing the budget and this work plan takes that into account. Staff in other districts with whom we have worked found the process to be inclusive, thought provoking, and energizing. In the end, lasting capacity within the district will be developed.

In order to build expertise and capacity DMGroup will:

### 1. Assess Readiness to Implement by Observing and Reflecting on the Budget Development Process

One reason many districts don't methodically assess what's effective and cost-effective is that one or more key ingredients is missing. Having a high-quality A-ROI capacity isn't expensive, but many districts do not have all the needed skillsets to measure achievement of specific efforts, to factor out confounding variables that mask the true impact of a particular effort, or to accurately measure fully loaded costs.

In addition to technical skills, A-ROI requires data that can help assess learning or other important outcomes and few districts have a meaningful student segmentation scheme beyond the requirements for state reporting. Finally, district leaders must embrace a belief system that supports data-driven decision making.

DMGroup will conduct a detailed review to assess which key components are in place at the district and what, if any, gaps exist. This will include assessments of:

- Technical skills in performance measurement, regression analysis, and analysis design
- Technical skills in academic cost accounting
- Data availability and quality
- Decision making process
- Belief systems among district leaders

DMGroup will utilize a number of research methods including:

- Observing the current budget development process
- Inventory of available data
- Review of state data

At the conclusion of this phase, the district will receive a customized report summarizing strengths and gaps for its capacity to conduct and utilize A-ROI analysis in its decision making. This information will greatly inform our training and support.

## A-ROI Capacity Rubric

<b>Ready</b>	<ul style="list-style-type: none"><li>• Does the district have the necessary <b>structures</b> to support A-ROI?</li><li>• Will the student data, budget data, and budget process <b>systems</b> support A-ROI?</li></ul>
<b>Willing</b>	<ul style="list-style-type: none"><li>• How <b>invested</b> are the leadership, team, and school staff in A-ROI?</li><li>• How well do the key players <b>understand</b> the work they need to do?</li></ul>
<b>Able</b>	<ul style="list-style-type: none"><li>• How <b>prepared</b> is the A-ROI team to undertake each step of the analysis process?</li><li>• What <b>skills</b> do the team members need to build in order to be successful?</li></ul>

## 2. Professional Development

DMGroup will lead ---- professional development training sessions for district leaders, central office staff, principals, and other cross-functional stakeholders. These interactive sessions will provide a strong conceptual framework, opportunities to ask questions, challenge assumptions, and learn from districts who have implemented A-ROI. These sessions will help foster both understanding and generate interest and buy-in. The training sessions and coaching provided by DMGroup will build capacity among district leaders to instill A-ROI thinking throughout the district and provide the foundation to conduct analysis of programs or initiatives.

DMGroup will provide a three ---- session group professional development course supplemented by coaching on:

- An overview of A-ROI: The A-ROI mindset and 10-step process
- Selecting and designing an effective A-ROI analysis
- A-ROI data analysis and implementation lessons learned

School and district leaders will learn to:

- **Shift the culture of the district office** and principals by asking insightful questions and setting expectations related to A-ROI during leadership meetings and budget discussions.
- **Maximize the effectiveness of resource allocation** through deeper understanding of the relative magnitude of spending decisions and how they relate to district strategy.



- **Set expectations for A-ROI monitoring** for major new spending and initiatives.
- **Integrate A-ROI thinking into existing district processes** through changes to policies, systems, roles and responsibilities, and expectations.
- **Introduce the ideas of A-ROI to board members, if desired,** to empower them as crucial stakeholders in getting the greatest impact out of each dollar spent.

### 3. Learn by Doing

DMGroup will lead the district through a thoughtful structured process to help district leaders identify strategically important efforts worthy of A-ROI analysis. A-ROI is designed to help make a few critical decisions, rather than provide insight into every spending decision and program in the district. The manpower to measure effectiveness and cost-effectiveness globally is hard to do and seldom worth the effort.

The district will identify a host of potential candidates for A-ROI analysis and with DMGroup's help use a methodical approach to narrow the list. Key factors to consider will include:

- Is the effort of strategic importance?
- Is there doubt, wonder or disagreement concerning effectiveness?
- Is the effort costly or experiencing increased costs?
- Is required data available or collectable with current systems?
- Is the effort serving a wide range of students or generating mixed results?

Our work will focus on supporting a number of forward-looking analyses.

A backward-looking analysis uses existing data to look back on an effort and determine its effectiveness (globally and for particular types of students), its cost-effectiveness, and to provide insights on keeping, targeting, fine tuning, scaling or abandoning the effort. Backward-looking analyses have the benefit of quickly developing actionable insights. It has the downside of perhaps lacking a control group or of having key data. Sometimes a district can lose buy-in by forcing a backward-looking analysis that lacks key information, thus starting with a weak first example.

A forward-looking analysis allows a district to carefully craft a data collecting system ensuring that the insights won't be questioned. It also allows for proactive discussion of what would constitute success, which can greatly increase the acceptance of the findings.

## DMGroup's 10-Step Process for A-ROI Analysis



Once the program, strategy, or effort has been identified, DMGroup's A-ROI review work plan may include the following:

### Understand the Intended Implementation and Desired Outcomes of the Program

This step will involve identifying the district's most crucial questions about the program, such as:

- What problems or needs is the program intended to address?
- What is the relative order of importance of the many aspects of the program?

Since it is critical for any A-ROI review to have a clear set of measures of success to serve as the point of comparison when evaluating, at the end of this step DMGroup will produce a written definition of success for the program. DMGroup will expect the district leadership to approve the definition of success before proceeding further.

In order to gain a deep understanding of the intended outcomes, DMGroup will:

- Conduct focus groups with district and school leaders to gain understanding of district plan/expectations for the program and perceptions on the status of current implementation.
- Conduct focus groups with program leaders to hear directly about their work.

### Identify and Obtain Existing Data Available for the Analysis

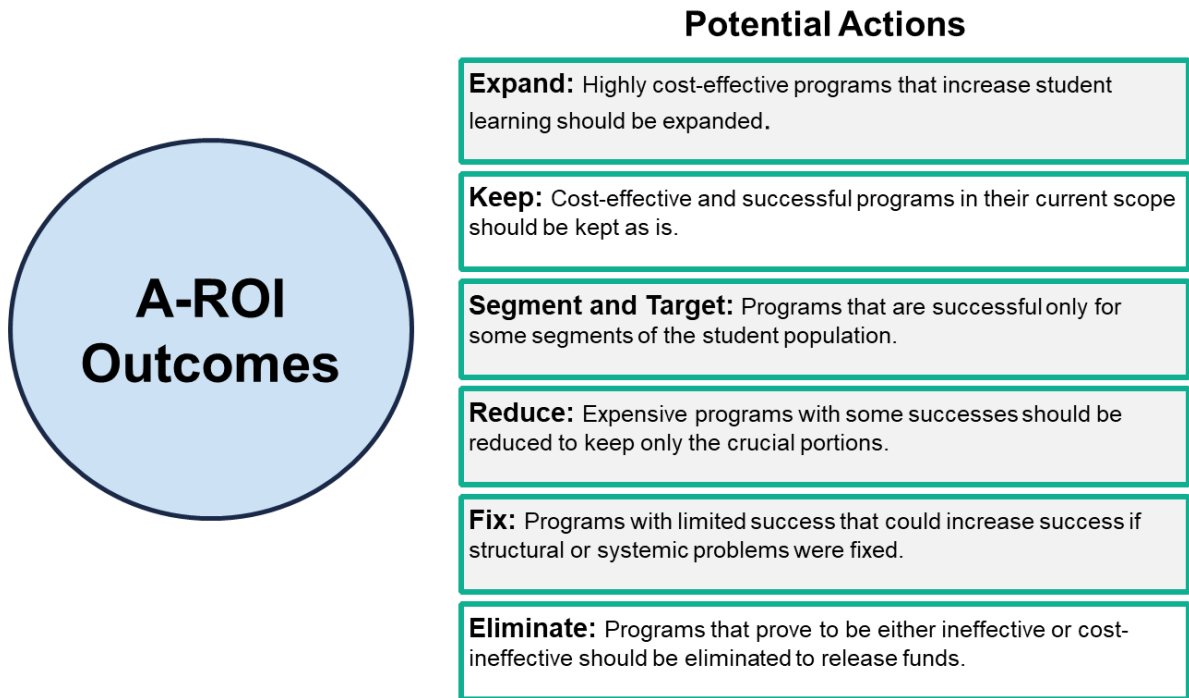
DMGroup will utilize existing data to help with the evaluation. This will include:

- Student achievement data
- Fully loaded staffing costs, including average benefit costs
- Use of time data that is currently being collected

- Other available and relevant data and program costs (direct, indirect)

### Analyze Qualitative and Quantitative Data and Conduct a Cost-Benefit Analysis

DMGroup and the district team will conduct a thorough analysis of all the data collected. The analysis will also include a financial review to determine the level of investment in each of the key aspects of the program.



### Build Strong Communication Skills

Throughout our work with the district, DMGroup will share lessons learned on how best to communicate Academic Return on Investment. Often districts more easily master the technical aspects of A-ROI, but then fail to gain the necessary support to actually implement the desired changes. There is a well-developed body of knowledge on how to build shared understanding and support and effective communications. Throughout the formal knowledge sharing sessions and as an advisor to key staff, DMGroup will help build capacity in these critical skills.

### Integrate A-ROI into the Budgeting Process

Academic Return on Investment is both a set of analytical procedures as well as a way of thinking and planning. Our support includes working with district leaders to incorporate the A-ROI mind set into the annual budget building process. This includes a review of the current budgeting process as well as specific steps, forms and actions that become part of the way budgets are built in the future.

## Workstream 2: Creating Greater Voice & Ownership for School Principals in Strategic Budgeting

### Approach

#### 1. Provide Overview for Increasing Strategic Budgeting Participation for Principals and Site-based Leadership Teams in the District's Budgeting Process

DMGroup will convene a series of two learning sessions for school-based leaders to share best practice research on resource allocation and the use of time. These overview sessions are intended for many and any interested principals and their leadership teams. This series of half day sessions prioritize the district's needs first and will provide a foundation of awareness and understanding to help these teams take a more active role in supporting greater equity while actively supporting shifting resources to fund strategic priorities.

Adopting a new approach toward resource and time allocation can be challenging. It requires new ways of thinking and different types of expertise. Fortunately, there is much well-established best practice. Therefore, an essential prerequisite to improving resource allocation and spending practices is to develop buy-in and understanding of these best practices across a wide variety of stakeholders.

These interactive sessions will provide a strong conceptual framework of the strategic budgeting approach toward resource allocation, opportunities to ask questions/challenge assumptions, and include topic-specific sessions. The sessions will both help foster understanding and generate interest and buy-in.

The final set of topics for training in strategic budgeting will be set in consultation with the district leadership team and could cover a variety of areas, including:

- Focusing on district needs, not just building needs
- Managing trade offs of class size vs other student supports
- Making more strategic use of Title 1
- Embracing Equity via the budget

Over the course of this workstream, we will provide two- half day sessions. The agenda will be set in consultation with district leaders and if desired, a survey of principals.

#### 2. Facilitate Strategic Budget Simulation Exercise

In addition to the overview professional development detailed above, DMGroup will facilitate a simulation designed to bring out differences of opinion in how school leaders prioritize budget decisions given their views on strategy, personal preferences, priorities and values.

The exercise presents a safe and thought-provoking challenge: how to close a budget gap and invest in new efforts in a hypothetical district. This helps depersonalize the decisions and the discussion. A wide set of choices for both reductions and investment that encompass academic and operational functions are provided. Equally important, realistic financial impact is tied to



each option, helping leaders fully realize the impact of their choices. The impact on student learning and political goodwill is also tracked.

The exercise is designed to be used by groups, whereby individual reflection and group discussion can lead to insights to assist in decision making and change management around district strategy, finances and execution.

There are three parts to the simulation:

- **Before the session:** Individuals read a short case study and review the options. Each participant fills out the Budget Simulation Worksheet as a way to think through their own prioritization in budget decisions.
- **Small-group discussion:** In groups of 4-5, participants compare views from the pre-work and use the budget tool to capture thoughts from the group about choices and prioritization.
- **Full-group wrap up:** Gallery walk to compare decisions from each group and learn from others in the room, followed by a short overview of DMGroup-recommended best practices.

The benefit from the strategic budget simulation exercise is quite significant. The outcome is much more than a sample balanced budget. With DMGroup's facilitation and guidance, the participants will learn what are the big drivers of budgets, what areas are large potential opportunities, and we will identify for each participant what preexisting beliefs they hold that might be limiting reasonable options for shifting resources.

The process, under our direction, is as much about setting priorities and exposing what is off limits as it is about balancing the budget. This is an important element in having school leaders believe the goal is to help students rather than work to a number.

DMGroup will also be active in sharing best practices, providing comparisons to other districts and facilitate framing the goals of the budget as funding strategic priorities.

### 3. Observe the Budgeting Process and Provide Feedback

DMGroup will observe the budget process and hold focus groups with principals and other interested parties to assess strengths and challenges of how principals can and do engage in the budget process.

This aspect of the work will answer key questions such as:

- To what extent do principals want greater voice and ownership?
- What supports will be needed to foster greater principal supports and ownership?
- How might the budget process be revised to generate greater principal support and ownership of budget decisions that shift resources to improve equity and further support the strategic plan.

A written summary of common themes, opportunities, and friction points will be shared.

#### 4. Lead Discussions of District Versus School-based Orientation

Perhaps the most central shift for principals to actively engage in strategic budgeting is a shift in mind set. There is only one district budget and students are best and most equitably served when everyone is working for the collective good of the district.

This requires principals to think about and advocate for their schools as well as the district as a whole. This can be feel uncomfortable or an odd request for some.

DMGroup will lead a book study discussion of The Five Dysfunctions of Team to safely and thoughtfully approach this subject. There will be two one hour discussion sessions.

#### 5. Provide a Structured, Realistic Approach to Engaging Principals in District Budgeting

At the end of this work, DMGroup will share specific, concrete plan for how best to engage principals in strategic budgeting with the goal of:

- Increasing equity across the district.
- Creating shared funding priorities so that more dollars can be shifted to better support strategic priorities.
- Generating buy in and support from principals who feel as much a part of district leadership as school leadership.



## Complimentary DMCouncil Membership

Included in this offer is a one-year DMCouncil membership at the Leadership PD level. With the Leadership PD membership, the district will have full access and benefits of DMGroup's online library of best practices, and invitations to DMGroup organized leadership development events and conferences, including our annual Superintendents' Strategy Summit. Membership will begin on the first of the month following contract award. If you are not already familiar with the benefits of DMCouncil membership, we will schedule a membership onboarding call when the contract agreement is finalized.

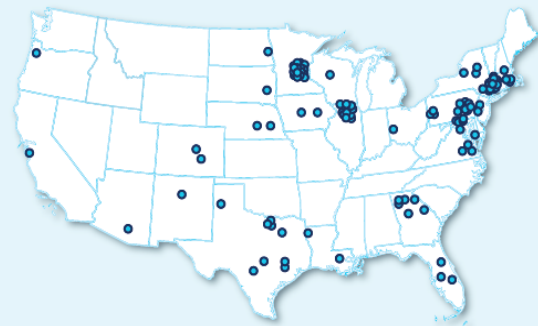
### BENEFITS

- Share ideas with a **community of forward-thinking leaders** from across the country
- Stay abreast of **leading research** on management and education best practices to improve outcomes
- Increase management capacity through an array of **professional development** opportunities:
  - ✓ Superintendents' Strategy Summit for superintendents only
  - ✓ Leadership Development Meetings for cross-functional district teams
  - ✓ In-district training for leadership teams
- Access **expert advice** for specific challenges
- Read the ***District Management Journal*** for insightful articles and case studies on how districts have achieved sustainable improvements

### DMCouncil

- Established 2004 -

JOIN A NATIONAL NETWORK  
OF OVER 1,500 DISTRICT LEADERS



150 districts

1,500 district leaders

24 states

4 million students served



## Pricing Proposal

DMGroup has developed a transparent, comprehensive, all-inclusive, “no-surprises” approach to pricing. Prices includes all expenses such as, printing and supplies. Pricing assumes this work will be done remotely, given travel and safety restrictions.

**Workstream 1: Building Capacity and Expertise for Academic return on Investment**

The total cost to deliver on the work outlined in this workstream, including complimentary DMCouncil membership, is **\$95,000**.

**Workstream 2: Creating Greater Voice & Ownership for Principals in Strategic Budgeting (add on to workstream 1)**

The total cost to deliver on the work outlined in this workstream is **\$45,000**. Pricing assumes this workstream is in addition to workstream 1.

**To Ensure Long-term Commitment to Academic Return on Investment**

If both workstreams are selected, DMGroup will provide at no additional cost, an annual **A-ROI Refresher Course** for any new staff or for those wanting to deepen their understanding. DMGroup will provide this 3-hour course remotely each year between the end of the workstream and 9/1/24.

Payment can be spread over two school years. This work can often be funded by Title 1, 2, or 4 funds.

The pricing in this proposal will remain valid for 90 days from the date of the proposal.

*A late fee of 1.5% per month will be assessed for invoices over 60 days.*

Accepted by:
District _____
Name _____
Signature _____
Date _____

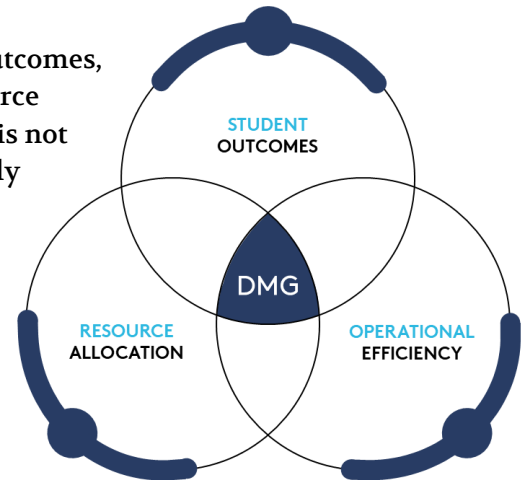
Accepted by:
<b>District Management Group</b>
Name _____
Signature _____
Date _____



## About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public school leaders. The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management techniques and educational practices to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. Achieving only one of these objectives in isolation is not enough. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable. To achieve these objectives, District Management Group engages with districts in different ways:



### Learning

District Management Group supports superintendents, district leaders, and school leaders with information and learning opportunities.

- **Professional Development** opportunities for school and district leaders include conferences as well as in-district one and two-day workshops, leadership academies, and custom professional learning programs.
- **Best Practice Resources** include print and digital subscriptions to our signature publication, District Management Journal, as well as case studies, articles, and toolkits.

### Membership

Becoming a member of District Management Council provides unique opportunities to be with like-minded peers and to learn together and from each other. Membership also provides forward-thinking district leaders with access to expert advice on an as-needed basis and extended professional learning opportunities including our annual Superintendents' Strategy Summit.

### Services

District Management Group's combination of deep expertise, unique data-driven approaches, and software solutions can help districts address challenges in the following areas:

- Elementary & Secondary Scheduling
- Strategic Budgeting
- Special Education
- Systemic improvement supported by custom consulting to help districts achieve strategic priorities
- Strategic Planning
- Program Evaluation



## District Management Group Values



### Partnership

We believe in partnering with school districts to achieve results. While districts may share common objectives and face similar challenges, each district is unique, with its own history, culture, and ways of working. We get to know our partner districts, tailor solutions and implementation plans, and form long-term partnerships.



### Achieving Results

Our work does not end with a report. For us, the measure of our success is client satisfaction and real results for students and schools. As we partner with districts, we seek to strengthen capacity. If desired, we work with districts to implement recommendations and facilitate change management.



### Collaboration

We believe we know more together than we do alone. That is why we draw on best practices from the education sector as well as the private sector and public sector and collaborate with a nationwide network of school districts.



### Systems Thinking

School districts are complex organizations. We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broader, systemic view.

District Management Group partners with public school districts to bring about transformational, measurable, and sustainable improvement to help schools and students thrive.

Learn more about us at [www.dmgroupK12.com](http://www.dmgroupK12.com), call us toll free at 877-362-3500, or email us at [info@dmgroupK12.com](mailto:info@dmgroupK12.com).

District Management Group combines management techniques and education best practices to produce measurable, sustainable improvements that help schools and students thrive.



# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Building Capacity for Academic Return on Investment and Engaging Principals in Strategic Budgeting

**Submitted By:** Wayne Stelk

**Date:** 6/9/20

## 1. What is the identified need?

Use Academic Return on Investment to align district priorities with the strategic plan. Create a framework to engage principals in strategic budgeting.

## 2. Administrative Rationale for BOE Agenda Item

Following up on the recommendations from the Comprehensive Staffing Analysis completed by the District Management Group, GIPS desires to build capacity in all administrators to use AROI in evaluating and aligning district resources with the strategic plan. In addition, GIPS desires to utilize DMG in staff development to create a framework to engage principals in strategic budgeting.

## 3. Proposed Action

Approve the proposal from District Management Group to provide AROI training for all administrators (Workstream 1) and to provide a framework for creating greater voice & ownership for school principals in budgeting (Workstream 2).

## 4. Data/Research Assessed

District Management Group is a recognized industry leader in Academic Return on Investment.

## 5. Stakeholder Group(s) Involved

Administrators will make budgeting decisions that result in improved services to students.

## 6. Summary

GIPS requests board approval of this proposal as a next step in evaluating the recommendations from the Comprehensive Staffing Analysis.

## 7. Fiscal Impact

**Amount:** AROI (Workstream 1) - \$95,000  
Creating Voice & Ownership for Principals in Strategic Budgeting (Workstream 2) - \$45,000

**Source:** General Fund

Details:

**8. Person(s) Responsible for Implementation**

GIPS Cabinet & Superintendent

**9. Implementation Plan**

**▲ Monitor/ Evaluate**

**Actions:** Upon approval will schedule dates for training.

**Timeline:** Fall 2020

**▲ Follow-Up**

**F/U with:**  Cabinet     Board     Board Committee: Personnel Committee

**Actions:** Implementation as part of the annual staffing plan and budget preparation process, as well as being a component of the program review process.

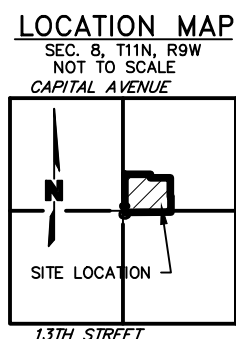
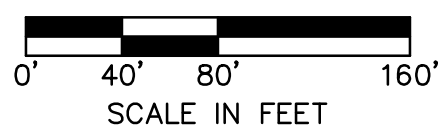
**Timeline:**     1 month     3 months     6 months     annually     N/A



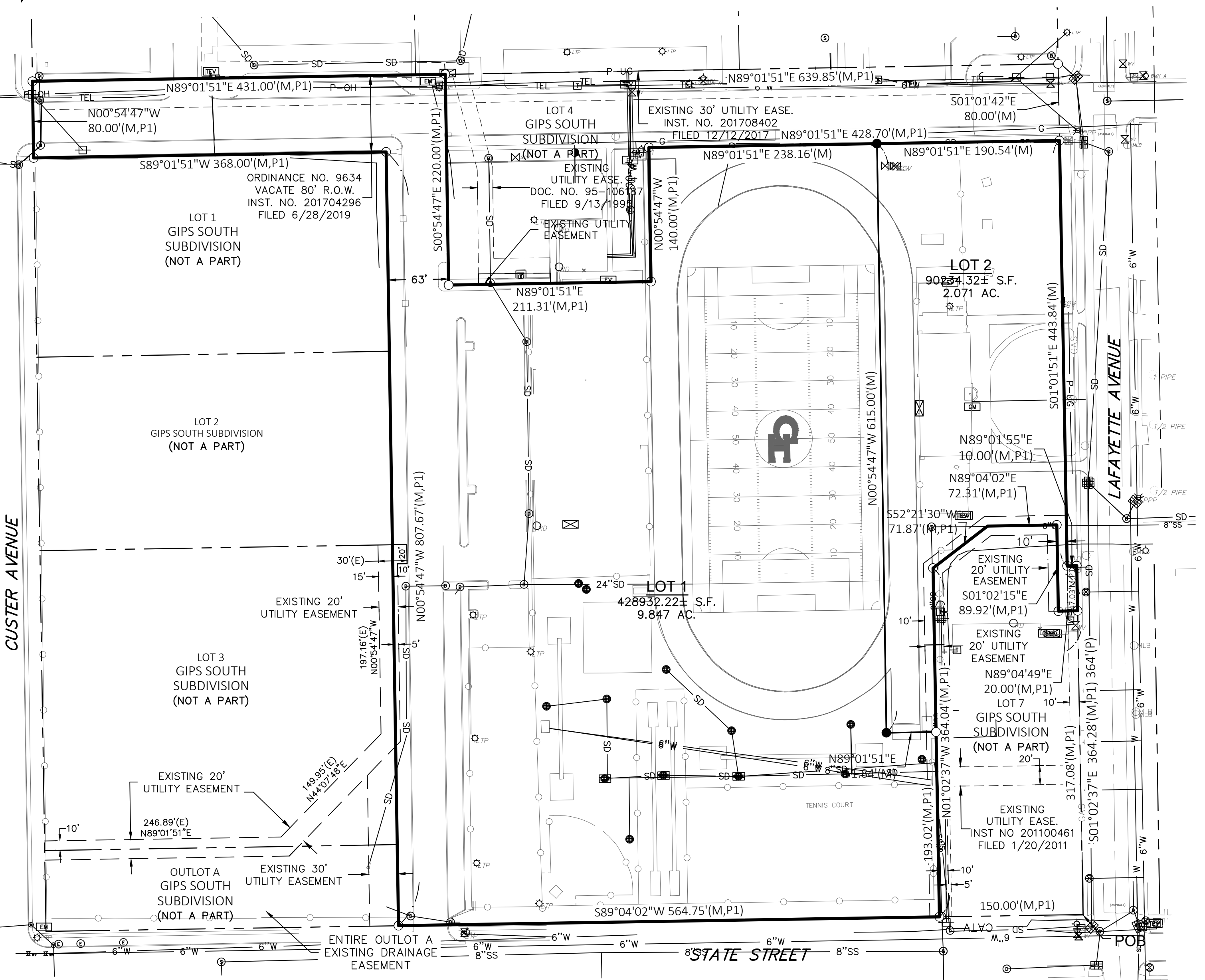
# GIPS SOUTH SECOND SUBDIVISION

## GRAND ISLAND, HALL COUNTY, NEBRASKA

### SITE PLAT



DWG: F:\2019\0001-0500\019-0318\40-Design\Survey\SRVY\Sheets\ADMIN FPT\_0190318.dwg  
 DATE: Jul 01, 2020 2:53pm  
 USER: jjimenez  
 V\_XTPO\_019-0318 V\_XTPO\_80828 0101279\_xbase  
 V\_XTPO\_GM\_71626 P\_BASE\_82402 C\_UTIL\_82402 P\_UTIL\_82402



#### LEGAL DESCRIPTION

A REPLAT OF ALL OF LOT 5 AND LOT 6, GIPS SOUTH SUBDIVISION, ALL IN THE CITY OF GRAND ISLAND, HALL COUNTY, NEBRASKA. SAID TRACT CONTAINS A CALCULATED AREA OF 519166.54 SQUARE FEET OR 11.918 ACRES MORE OR LESS.

#### LEGEND

- SECTION CORNER
- SET CORNER (5/8"x24" REBAR W/CAP)
- FOUND CORNER (AS NOTED)
- PROPERTY LINE
- EASEMENT LINE
- SUBDIVISION LINE
- MEASURED DISTANCE
- RECORDED DISTANCE
- PLATTED DISTANCE SCARFF'S ADDITION TO WEST LAWN
- FIRE HYDRANT
- YARD HYDRANT
- WATER VALVE
- IRRIGATION VALVE
- SPRINKLER VALVE
- GRATE INLET
- STORM MANHOLE
- GAS METER
- POWER POLE
- LIGHT POLE
- ELECTRICAL RISER
- ELECTRICAL MANHOLE
- TELEPHONE RISER
- FOOTBALL POST
- STEEL POST
- WOOD POST
- SIGN
- BUSH
- DECIDUOUS TREE
- CONIFEROUS TREE
- CATV
- SD
- W
- G
- P-UG
- P-OH
- SS
- TEL
- BUILDING LINE
- R.O.W. VACATE AREA
- EXISTING VACATED LINE

#### NOTE:

THE UNDERGROUND UTILITIES SHOWN HAVE BEEN LOCATED FROM FIELD SURVEY INFORMATION AND EXISTING DRAWINGS. THE SURVEYOR MAKES NO GUARANTEES THAT THE UTILITIES SHOWN COMPRISE ALL SUCH UTILITIES IN THE AREA, EITHER IN-SERVICE OR ABANDONED. THE SURVEYOR FURTHER DOES NOT WARRANT THAT THE UTILITIES SHOWN ARE IN THE EXACT LOCATION INDICATED, ALTHOUGH THE SURVEYOR DOES CERTIFY THAT THEY ARE LOCATED AS ACCURATELY AS POSSIBLE FROM INFORMATION AVAILABLE. THE SURVEYOR HAS NOT PHYSICALLY LOCATED THE UNDERGROUND UTILITIES.

OWNERS: HALL COUNTY DISTRICT 2  
 SUBDIVIDER: HALL COUNTY DISTRICT 2  
 SURVEYOR: OLSSON  
 ENGINEER: OLSSON  
 NUMBER OF LOTS: 2 LOTS

**olsson**

201 East 2nd Street  
 Grand Island, NE 68801  
 TEL 308.384.8750  
 FAX 308.384.8752

PROJECT NO. 2019-0318  
 GIPS SPORTS  
 COMPLEX REPLATTING  
 FB

**RESOLUTION AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$28,000,000; PRESCRIBING THE FORM OF THE BONDS; FIXING IN PART AND PROVIDING FOR THE FIXING IN PART OF THE TERMS OF THE BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF TAXES TO PAY THE PRINCIPAL OF AND INTEREST ON THE BONDS; AND RELATED MATTERS.**

BE IT RESOLVED BY THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL DISTRICT 0002, IN THE STATE OF NEBRASKA, as follows:

Section 1. The Board of Education (the “**Board**”) of Hall County School District 0002 (Grand Island Public Schools) in the State of Nebraska (the “**District**”), hereby finds and determines:

(a) The District is duly organized as a Class III School District under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended, maintaining both elementary and high school grades under the direction of a single Board of Education, the District embracing territory having more than one thousand and less than one hundred fifty thousand inhabitants.

(b) The District has heretofore issued and there are now outstanding and unpaid the following valid interest-bearing obligations of the District:

(i) General Obligation Refunding Bonds, Series 2012, in the outstanding principal amount of \$8,770,000, dated March 15, 2012 (the “**Outstanding 2012 Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
\$2,560,000	2020	3.000%
2,635,000	2021	3.000
1,650,000	2022	4.000
1,065,000	2022	2.500
860,000	2023	4.000

such Outstanding 2012 Bonds being part of an issue of \$21,340,000 original principal amount of General Obligation Refunding Bonds, Series 2012 issued pursuant to a resolution of the Board, and such Outstanding 2012 Bonds maturing on December 15, 2022 through and including December 15, 2023, are redeemable at the option of the District at any time on or after December 15, 2021, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(ii) General Obligation Bonds, Series 2014, in the outstanding principal amount of \$14,595,000, dated December 1, 2014 (the “**Outstanding 2014 Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
\$4,360,000	2031	4.000
5,015,000	2034	4.000
5,220,000	2035	4.000

such Outstanding 2014 Bonds being part of an issue of \$51,215,000 original principal amount of General Obligation Bonds, Series 2014 issued pursuant to a resolution of the Board, and such Outstanding 2014 Bonds maturing on December 15, 2031 through and including December 15, 2035, are redeemable at the option of the District at any time on or after December 15, 2024, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(c) (i) All of the Outstanding 2012 Bonds and the Outstanding 2014 Bonds (collectively, the “**Outstanding Bonds**”) are valid, interest-bearing obligations of the District; (ii) since the issuance of the Outstanding Bonds, the rates of interest available in the markets have declined so that the District can effect a savings in interest costs by providing for payment and redemption of all or a portion of the Outstanding Bonds through the issuance of general obligation refunding bonds of the District, in one or more series; (iii) all or a portion of the Outstanding Bonds (as called for redemption, the “**Refunded Bonds**”) are herein authorized to be called for redemption; (iv) for the purpose of providing, along with other available District funds, for the payment and redemption of the Refunded Bonds as above set out and to pay costs of issuance thereof, it is in the best interest of the District to issue general obligation refunding bonds of the District, in the aggregate stated principal amount of not to exceed \$28,000,000, in one or more series; and (v) except as set forth herein, the District has no bond sinking funds on hand for the retirement of the Refunded Bonds not required for the timely payment of principal and interest due on the Redemption Date (as defined in **Section 2** hereof).

(d) Upon satisfaction of the terms and conditions set forth in **Section 2** hereof, it is necessary, desirable and advisable that the District issue its general obligation refunding bonds, for the purpose of providing funds which, together with other funds of the District legally available for such purposes, shall be sufficient for the payment and redemption of the Refunded Bonds on the Redemption Date.

(e) All conditions, acts and things required by law to exist or to be done precedent to the issuance of general obligation refunding bonds of the District in the principal amount of not to exceed \$28,000,000, for such purposes do exist and have been done in due form and time as required by law.

Section 2. (a) For the purpose of refunding the Refunded Bonds and paying the costs of issuing bonds as described herein, the issuance, sale and delivery of general obligation refunding bonds of the District is hereby authorized and directed in an aggregate stated principal amount not to exceed \$28,000,000, in one or more series (the “**Bonds**”). The Bonds shall be sold pursuant to a negotiated sale with D.A. Davidson & Co. (the “**Purchaser**”). The Bonds shall be issued in fully registered form in the

denomination of \$5,000 or any integral multiple thereof, not exceeding the amount maturing in any one year, and shall be numbered from R-1 upward in the order of their issuance.

(b) The Superintendent of the District, the President of the Board of Education of the District and the Chief Financial Officer (each, an “**Authorized Officer**”) is each individually hereby authorized and directed, in the exercise of his or her independent judgment and absolute discretion, to hereafter, from time to time, specify, set, designate, determine, establish and appoint, as the case may be, and in each case in accordance with and subject to the provisions of this Resolution, (1) the date of original issue of the Bonds, (2) the aggregate stated principal amount of Bonds to be issued (which shall not exceed \$28,000,000 in the aggregate, provided, however, in the event the Bonds are sold with a net original issue discount such aggregate principal amount may be increased in an amount necessary to compensate for any such net original issue discount), (3) any original issue premium or original issue discount properly allocable to each maturity of the Bonds, (4) the principal payment dates for the Bonds and the principal amount of Bonds to mature on each of such dates, (5) the date of final maturity of the Bonds, which shall in no event be later than December 15, 2035 (6) the date or dates upon which the Bonds shall be sold, (7) the rate or rates of interest to be carried by each maturity of the Bonds, provided the refunding of the Refunded Bonds results in present value savings, (8) the method by which such rate or rates of interest shall be calculated and the interest payment dates and record date for the Bonds, (9) whether or not the Bonds shall be subject to redemption prior to their stated maturity and, if subject to such prior redemption, (A) the provisions and procedures governing such prior redemption, (B) the nature of any notice to be given in the event of any such prior redemption, (C) the redemption price or prices payable upon such redemption (not to exceed 104%) and (D) the respective periods in which each redemption price shall be payable, (10) the amount and due date of each sinking fund installment for Bonds that are term Bonds, (11) the Paying Agent and Registrar for the Bonds, (12) the underwriting discount, not to exceed 0.9% of the stated principal amount of the Bonds, and the price at which the Bonds shall be sold to the Purchaser and, (13) whether interest on each series of Bonds shall be taxable or tax-exempt, (14) the form, contents, terms and provisions of the Bond Purchase Agreement and the Paying Agent and Registrar Agreement (each as hereinafter defined), (15) the form and contents of any closing and other documentation executed and delivered by the District in connection with the authorization, issuance, sale and delivery of the Bonds, (16) any transfer restrictions relating to the Bonds, and (17) all of the other terms of the Bonds not otherwise determined or fixed by the provisions of this Resolution.

(c) The Authorized Officers, or each individually, are hereby authorized to irrevocably call any or all of the Outstanding Bonds for redemption on such date he or she determines appropriate, which date or dates shall be the “**Redemption Date**” hereunder. The Authorized Officers, or each individually, are hereby authorized to designate, approve, execute and deliver, as the case may be, the form, content, terms and provisions of any published and/or mailed notice of redemption with respect to the payment and redemption of the Refunded Bonds, and direct the application of such proceeds and any investment income to the payment of all of the principal of and interest on the Refunded Bonds maturing on or before each respective Redemption Date and the application of the balance of such proceeds and any investment income thereof to the redemption and retirement of the Refunded Bonds on the Redemption Date.

(d) The District is hereby authorized to enter into an escrow agreement in connection with refunding the Refunded Bonds (the “**Escrow Agreement**”) in such form as may be approved by an Authorized Officer with a bank or trust company (the “**Escrow Agent**”), and the President and Secretary are hereby authorized and directed to execute the Escrow Agreement, for and on behalf of and as the act and deed of the District. All money deposited with the Escrow Agent shall

be deemed to be deposited in accordance with and subject to all of the provisions contained in this Resolution and the Escrow Agreement. The Escrow Agent is hereby authorized to carry out, on behalf of the District, the duties, terms and provisions of the Escrow Agreement, and the Escrow Agent, the Purchaser and bond counsel for the District are authorized to take all necessary actions for the subscription and purchase of the escrowed securities described in the Escrow Agreement, including the subscription for United States Treasury Securities State and Local Government Series.

(e) The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof. The date of original issue for the Bonds shall be Date of Delivery. Interest on the Bonds, at the respective rates for each maturity, shall bear interest at the rates calculated on the basis of a 360-day year consisting of twelve 30-day months and shall be payable on such dates as shall be determined in the Designation (each an **“Interest Payment Date”**) and the Bonds shall bear such interest from the date of original issue or the most recent Interest Payment Date, whichever is later. The interest due on each Interest Payment Date shall be payable to the registered owners of record as of the fifteenth day immediately preceding the Interest Payment Date (the **“Record Date”**), subject to the provisions of Section 4 hereof. The Bonds shall be numbered from 1 upwards in the order of their issuance. No Bond shall be issued originally or upon transfer or partial redemption having more than one principal maturity. The initial bond numbering and principal amounts for each of the Bonds issued shall be as directed by the initial purchaser thereof. Payments of interest due on the Bonds prior to maturity shall be made by the Paying Agent and Registrar, as designated pursuant to Section 3 hereof, by mailing on each Interest Payment Date a check or draft in the amount due for such interest to the registered owner of each Bond, as of the Record Date for such Interest Payment Date, to such owner’s registered address as shown on the books of registration as required to be maintained in Section 3 hereof. Payments of principal and interest due at maturity or at any date fixed for redemption prior to maturity shall be made by said Paying Agent and Registrar to the registered owners upon presentation and surrender of the Bonds to said Paying Agent and Registrar. The District and said Paying Agent and Registrar may treat the registered owner of any Bond as the absolute owner of such Bond for the purpose of making payments thereon and for all other purposes and neither the District nor the Paying Agent and Registrar shall be affected by any notice or knowledge to the contrary, whether such Bond or any installment of interest due thereon shall be overdue or not. All payments on account of interest or principal made to the registered owner of any Bond in accordance with the terms of this resolution shall be valid and effectual and shall be a discharge of the District and said Paying Agent and Registrar, in respect of the liability upon the Bonds or claims for interest to the extent of the sum or sums so paid.

Section 3. The Authorized Officers, or one or more of them, shall designate the Treasurer of the District or a bank or trust company to serve as Paying Agent and Registrar for the Bonds. If a bank or trust company is designated as Paying Agent and Registrar for the Bonds, such entity shall serve in such capacities under the terms of an agreement entitled **“Paying Agent and Registrar’s Agreement”** between the District and the Paying Agent, in a form which shall be approved by an Authorized Officer. The Paying Agent and Registrar shall keep and maintain for the District books for the registration and transfer of the Bonds at its office. The names and registered addresses of the registered owner or owners of the Bonds shall at all times be recorded in such books. Any Bond may be transferred pursuant to its provisions at the principal office of said Paying Agent and Registrar by surrender of such Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to said Paying Agent and Registrar, duly executed by the

registered owner in person or by such owner's duly authorized agent. Thereupon the Paying Agent and Registrar on behalf of the District will deliver at its office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Bond or Bonds of the same interest rate, aggregate principal amount and maturity. To the extent of the denominations authorized for the Bonds by this resolution, one Bond may be transferred for several such Bonds of the same interest rate and maturity, and for a like aggregate principal amount, and several such Bonds may be transferred for one or several such Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Bond, the surrendered Bond shall be canceled and destroyed. All Bonds issued upon transfer of the Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Bonds surrendered and shall be entitled to all the benefits and protection of this resolution to the same extent as the Bonds upon transfer of which they were delivered. The District and said Paying Agent and Registrar shall not be required to transfer any Bond during any period from any Record Date until its immediately following Interest Payment Date or to transfer any Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

Section 4. In the event that payments of interest due on the Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Paying Agent and Registrar whenever monies for the purpose of paying such defaulted interest become available.

Section 5. The Bonds shall be subject to redemption, in whole or in part, prior to maturity at any time on or after the tenth anniversary of the date of issuance (or such other date as may be determined in the Designation), at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. The District shall select the Bonds to be redeemed for such optional redemption in its sole discretion. Bonds shall be redeemed only in amounts of \$5,000 or integral multiples thereof. Any Bond redeemed in part only shall be surrendered to the Paying Agent and Registrar in exchange for a new Bond or Bonds, of the same maturity and interest rate, evidencing the unredeemed principal thereof. Notice of redemption of any Bond called for redemption shall be given, at the direction of the District in the case of optional redemptions and without further direction in the case of mandatory redemptions, by said Paying Agent and Registrar by mail not less than 30 days prior to the date fixed for redemption, first class, postage prepaid, sent to the registered owner of such Bond at said owner's registered address. Such notice shall designate the Bond or Bonds to be redeemed by maturity or otherwise, the date of original issue and the date fixed for redemption and shall state that such Bond or Bonds are to be presented for prepayment at the office of said Paying Agent and Registrar. In case of any Bond partially redeemed, such notice shall specify the

portion of the principal amount of such Bond to be redeemed. No defect in the mailing of notice for any Bond shall affect the sufficiency of the proceedings of the District designating the Bonds called for redemption or the effectiveness of such call for Bonds for which notice by mail has been properly given and the District shall have the right to direct further notice of redemption for any such Bond for which defective notice has been given. In the event term maturities and mandatory redemption amounts are determined in the Designation, the provisions of this Section 5 shall apply generally to mandatory redemptions. Any such mandatory redemptions shall be at the principal amount redeemed plus accrued interest to the date set for redemption. The Paying Agent and Registrar shall select the term bonds to be redeemed in any maturity using any random method of selection deemed appropriate, subject to the provisions of Section 8 of this resolution.

Section 6. If the date for payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the city where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal date of payment.

Section 7. The Bonds shall be in substantially the following form:

**UNITED STATES OF AMERICA  
STATE OF NEBRASKA  
COUNTY OF HALL**

**GENERAL OBLIGATION REFUNDING BONDS, SERIES 2020  
OF HALL COUNTY SCHOOL DISTRICT 0002**

No. R-1 \$ \_\_\_\_\_

<u>Interest Rate</u> ____%	<u>Maturity Date</u> ____ 15, ____	<u>Date of Original Issue</u> _____, 2020	<u>CUSIP</u> _____
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**Registered Owner:** Cede & Co.  
13-2555119

**Principal Amount:** \_\_\_\_\_ **DOLLARS**

KNOW ALL PERSONS BY THESE PRESENTS: That Hall County School District 0002, in the State of Nebraska, (the "District") hereby acknowledges itself to owe and for value received promises to pay to the registered owner specified above, or registered assigns, the principal amount specified above in lawful money of the United States of America on the date of maturity specified above with interest thereon to maturity (or earlier redemption) from the date of original issue shown above or most recent Interest Payment Date, whichever is later, at the rate per annum specified above, payable on \_\_\_\_\_, 20\_\_ and semiannually thereafter on \_\_\_\_\_ and \_\_\_\_\_ of each year (each, an "Interest Payment Date"). Said interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. The principal of this bond, together with unpaid accrued interest due at maturity or upon earlier redemption, is payable upon presentation and surrender of this bond at the office of \_\_\_\_\_, as the Paying Agent and Registrar, in \_\_\_\_\_, Nebraska. Interest on this bond due prior to maturity or earlier redemption will be paid on each Interest Payment Date by a check or draft mailed on such Interest Payment Date by the Paying Agent and Registrar to the registered owner of this bond, as shown on the books of record maintained by the Paying Agent and Registrar, at the close of business on the fifteenth day immediately preceding the Interest Payment Date, to such owner's address as shown on such books and records. Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the record date such interest was payable and shall be payable to the person who is the registered owner of this bond (or of one or more predecessor bonds hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Paying Agent and Registrar whenever monies for such purpose become available. For the prompt payment of this bond, both principal and interest, as the same become due, the full faith, credit and resources of said District are hereby irrevocably pledged.

This bond is one of an issue of fully registered bonds of the total principal amount of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), of even date and like tenor herewith, except as to date of maturity and rate of interest and denomination, which were issued by said District for the purpose of refunding all or a portion of the District's General Obligation Refunding Bonds, Series 2012, date of Original Issue – March 15, 2012 and the District's General Obligation Bonds, Series 2014, date of Original Issue – December 1, 2014, in accordance with the provisions of Sections 10-142 and 10-717 through 10-719, R.R.S. Neb. 2012, as amended. Said bond is issued pursuant to a resolution duly adopted by the Board of Education of the District (the "Resolution") and proceedings duly and legally had by the Board of the District.

[The Bonds maturing in the year 20\_\_\_\_ are subject to mandatory redemption prior to maturity in part, at the principal amount thereof, plus accrued interest thereon to the date of redemption, on the dates specified below:

Year	Principal
( _____ 15)	<u>Amount</u>
	\$]

Any or all of the bonds are subject to optional redemption at the option of the District prior to the stated maturities thereof, in whole or in part, at any time on or after \_\_\_\_\_, 20\_\_\_\_, at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption.

Notice of redemption shall be given by mail to the registered owner of any bond to be redeemed in the manner specified in the Resolution authorizing said issue of bonds. Individual bonds shall be redeemed in part but only in the amount of \$5,000 or integral multiples thereof.

This bond is may be transferred or exchanged, as provided in the Resolution and subject to the transfer restrictions in the Resolution, by the registered owner or such owner's attorney duly authorized in writing at the office of the Paying Agent and Registrar in \_\_\_\_\_, Nebraska, upon surrender and cancellation of this bond, and thereupon a new bond or bonds of the same aggregate principal amount, interest rate and maturity will be issued to the transferee as provided in the Resolution authorizing said issue of bonds, subject to the limitations therein prescribed. The District, the Paying Agent and Registrar and any other person may treat the person in whose name this bond is registered as the absolute owner hereof for the purpose of receiving payment due hereunder and for all purposes and shall not be affected by any notice to the contrary, whether this bond be overdue or not.

If the date for payment of the principal of or interest on this bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the Board of Education where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this bond did exist, did happen, and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this bond, does not exceed any limitation imposed by law. The District agrees that it shall cause to be made annually, in addition to all other taxes, a special levy of taxes upon all of the taxable property which the District levied upon for the Refunded Bonds refunded by this series of Bonds, for the purpose of paying and sufficient to pay in full the principal of and interest on this bond and the bonds of this issue as and when such principal and interest respectively become due.

This bond shall not be valid and binding on the District until authenticated by the Paying Agent and Registrar.

AS PROVIDED IN THE RESOLUTION REFERRED TO HEREIN, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, "DTC"), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT

SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IN WITNESS WHEREOF, the Board of Education of the District has caused this bond to be executed on behalf of the District with the facsimile signatures of the President and the Secretary of said Board, all as of the date of original issue shown above.

HALL COUNTY SCHOOL DISTRICT 0002, IN  
THE STATE OF NEBRASKA

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the bonds authorized by resolution of the Board of Education of Hall County School District 0002, in the State of Nebraska, as described in the foregoing bond.

\_\_\_\_\_, Paying Agent and  
Registrar

By \_\_\_\_\_  
Authorized Signature

**(FORM OF ASSIGNMENT)**

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

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Print or Type Name, Address and Social Security Number  
or other Taxpayer Identification Number of Transferee

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints \_\_\_\_\_ agent to transfer the within Bond on the Bond Register kept by the Paying Agent for the registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular.

Medallion Signature Guarantee:

Section 8. Each of the Bonds shall be executed on behalf of the District with the manual or facsimile signatures of the President and Secretary of the Board of Education. The Bonds shall be issued initially as “book-entry-only” bonds using the services of The Depository Trust Company (the “**Depository**”), with one typewritten bond per maturity being issued to the Depository. In such connection said officers are authorized to execute and deliver a letter of representations (the “**Letter of Representations**”) in the form required by the Depository (including any blanket letter previously executed and delivered), for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Bonds. Upon the issuance of the Bonds as “book-entry-only” bonds, the following provisions shall apply:

(a) The District and the Paying Agent and Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Bonds as securities depository (each, a “**Bond Participant**”) or to any person who is an actual purchaser of a Bond from a Bond Participant while the Bonds are in book-entry form (each, a “**Beneficial Owner**”) with respect to the following:

(i) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Bonds,

(ii) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or

(iii) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Bonds. The Paying Agent and Registrar shall make payments with respect to the Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Bond, except as provided in (e) below.

(b) Upon receipt by the Paying Agent and Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Paying Agent and Registrar to do so, the Paying Agent and Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (i) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Bonds or (ii) to make available Bonds registered in whatever name or names the Beneficial Owners transferring or exchanging such Bonds shall designate.

(c) If the District determines that it is desirable that certificates representing the Bonds be delivered to the Bond Participants and/or Beneficial Owners of the Bonds and so

notifies the Paying Agent and Registrar in writing, the Paying Agent and Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Bonds. In such event, the Paying Agent and Registrar shall issue, transfer and exchange bond certificates representing the Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(d) Notwithstanding any other provision of this resolution to the contrary, so long as any Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Bond and all notices with respect to such Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(e) Registered ownership of the Bonds may be transferred on the books of registration maintained by the Paying Agent and Registrar, and the Bonds may be delivered in physical form to the following:

(i) any successor securities depository or its nominee;

(ii) any person, upon (A) the resignation of the Depository from its functions as depository or (B) termination of the use of the Depository pursuant to this Section.

(f) In the event of any partial redemption of a Bond unless and until such partially redeemed Bond has been replaced in accordance with the provisions of this resolution, the books and records of the Paying Agent and Registrar shall govern and establish the principal amount of such Bond as is then outstanding and all of the Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository is removed by the District or resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. In the event that such supply of certificates shall be insufficient to meet the requirements of the Paying Agent and Registrar for issuance of replacement Bonds upon transfer or partial redemption, the District agrees to order printed an additional supply of certificates and to direct their execution by manual or facsimile signature of its then duly qualified and acting President and Secretary of such Board. In case any officer whose signature or facsimile thereof shall appear on any Bond shall cease to be such officer before the delivery of such Bond (including any bond certificates delivered to the Paying Agent and Registrar for issuance upon transfer or partial redemption), such signature or such facsimile signature shall nevertheless be valid and sufficient for all purposes the same as if such officer or officers had remained in office until the delivery of such Bond. The Bonds shall not be valid and binding on the District until authenticated by the Registrar. The Bonds shall be delivered to the Registrar for registration and authentication. Upon execution, registration and authentication of the Bonds, they shall be delivered to the District's Treasurer, who is authorized to deliver them to the Underwriter, as initial purchaser, upon receipt of the purchase price of the Bonds as shall be determined in the Designation plus accrued interest

thereon to date of payment of the Bonds. The District's Treasurer is authorized to deliver the Bonds to the initial purchaser upon receipt of such purchase price plus accrued interest to date of payment. The initial purchaser shall have the right to direct the registration of the Bonds and the denominations thereof within each maturity, subject to the restrictions of this resolution. The Underwriter and its agents, representatives and counsel (including the District's bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Bonds, including, without limitation, authorizing the release of the Bonds by the Depository at closing. The Authorized Officers are hereby each individually authorized to execute the Bond Purchase Agreement, in form satisfactory to such Authorized Officer, with such changes as such Authorized Officers may deem necessary and appropriate.

Section 9. The Secretary of the District is directed to make and certify a transcript or transcripts of the proceedings of the District precedent to the issuance of said Bonds, a copy of which transcript shall be delivered to the initial purchaser of said Bonds.

Section 10. The net sale proceeds of the Bonds along with funds of the District on hand shall be applied to the payment and satisfaction of all of the principal of and the interest on the Refunded Bonds as called for redemption on the Redemption Date by depositing such funds with the Escrow Agent to be held and applied pursuant to the Escrow Agreement. Accrued interest received from the sale of the Bonds, if any, shall be applied to pay interest first falling due on the Bonds. Expenses of issuance of the Bonds may be paid from the proceeds of the Bonds.

Section 11. The Board hereby represents, covenants, and warrants that it shall, for so long as any Bond of such series remains outstanding, annually provide for the levy and collection of a tax in addition to all other taxes upon all of the taxable property which the District levied upon for the Refunded Bonds, sufficient in rate and amount to pay the principal or redemption price of and interest on the Bonds as the same becomes due and payable.

Section 12. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Bonds in such manner as may be prescribed by law from time to time.

Section 13. The District's obligations under this resolution shall be fully discharged and satisfied as to the Bonds authorized and issued hereunder, and said Bonds shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing with the Paying Agent and Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient moneys to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States

of America (herein referred to as “**Government Obligations**”), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient moneys to make such payment, and thereupon such Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this resolution; provided that, with respect to any Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If moneys shall have been deposited in accordance with the terms hereof with the Paying Agent and Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment, except for payment from such deposit, shall forthwith cease, determine and be completely discharged, and all such Bonds shall no longer be considered outstanding under this resolution.

Section 14. Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the District to carry out or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any of them, in consultation with bond counsel, the Purchaser of the Bonds and its or their counsel, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, any Preliminary Official Statement and any Official Statement and other offering materials of the District used in connection with issuance, sale and delivery of the Bonds, including without limitation and whenever appropriate the execution and delivery thereof and of all other related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs each Authorized Officer the right, power and authority to exercise her or his independent judgment and absolute discretion in (1) determining and finalizing all other terms and provisions to be carried by the Bonds not specifically set forth in this Resolution and (2) the taking of all actions and the making of all arrangements necessary, proper, appropriate, advisable or desirable in order to effectuate the issuance, sale and delivery of the Bonds. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the District of any such documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District’s and their approval of the terms, provisions and contents thereof and of all changes, modifications, amendments, revisions and alterations made therein and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the District and the authorization, approval and ratification by the District of the documents, instruments, certifications and opinions so executed and the actions so taken.

Section 15. The District hereby (a) authorizes and directs that an Authorized Officer execute and deliver, on the date of issue of the Bonds, a continuing disclosure undertaking (the “**Continuing Disclosure**

**Undertaking**”) in such form as shall be satisfactory to the District and in compliance with Rule 15c2-12 of the Securities and Exchange Commission, and (b) covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Undertaking. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Undertaking shall not be considered an event of default hereunder; however, any Participating Underwriter (as such term is defined in the Continuing Disclosure Undertaking) or any Beneficial Owner or any Registered Owner of a Bond (as such terms are defined in the Continuing Disclosure Undertaking) may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 16. The Authorized Officers are hereby authorized and directed to designate each series of the Bonds as either bearing taxable interest or bearing tax-exempt interest. The District hereby covenants with the purchasers and holders of each series of the Bonds bearing tax-exempt interest herein authorized that it will make no use of the proceeds of said issue, including monies held in any sinking fund for the payment of principal and interest on said Bonds, which would cause said Bonds to be arbitrage bonds within the meaning of Sections 103 and 148 and other related sections of the Internal Revenue Code of 1986, as amended, (the “**Code**”) and further covenants to comply with said Sections 103 and 148 and related sections and all applicable regulations thereunder throughout the term of said issue. The District hereby covenants and agrees to take all actions necessary under the Code to maintain the tax exempt status (as to taxpayers generally) of interest payable on each series of the Bonds herein authorized bearing tax-exempt interest, including execution of a Federal Tax Certificate to be dated the date of issuance of the Bonds.

Section 17. The officers of the District, or any one or more of them, including, but not limited to the Authorized Officers, are hereby authorized to execute and deliver any and all certificates and documents and to take any and all actions determined appropriate in connection with the issuance and sale of the Bonds. All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the District, including without limitation the expenditure of funds and the selection, appointment and employment of bond counsel and financial advisors and agents, in connection with issuance and sale of the Bonds, together with all other actions taken in connection with any of the matters which are the subject hereof, are in all respects authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 18. This resolution shall be in full force and effect from and after its adoption as provided by law.

ADOPTED this 9<sup>th</sup> day of July, 2020.

HALL COUNTY SCHOOL DISTRICT 0002,  
IN THE STATE OF NEBRASKA

ATTEST:

By: \_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**RESOLUTION AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF LIMITED TAX REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$4,700,000; PRESCRIBING THE FORM OF THE BONDS; FIXING IN PART AND PROVIDING FOR THE FIXING IN PART OF THE TERMS OF THE BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF TAXES TO PAY THE PRINCIPAL OF AND INTEREST ON THE BONDS; AND RELATED MATTERS.**

BE IT RESOLVED BY THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL DISTRICT 0002, IN THE STATE OF NEBRASKA, as follows:

Section 1. The Board of Education (the “**Board**”) of Hall County School District 0002 (Grand Island Public Schools) in the State of Nebraska (the “**District**”), hereby finds and determines:

(a) The District is duly organized as a Class III School District under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended, maintaining both elementary and high school grades under the direction of a single Board of Education, the District embracing territory having more than one thousand and less than one hundred fifty thousand inhabitants.

(b) The District has heretofore issued and there are now outstanding and unpaid the following valid interest-bearing obligations of the District:

(i) Limited Tax Building Bonds, Series 2016, in the outstanding principal amount of \$4,125,000, dated December 23, 2016 (the “**Outstanding Bonds**”), which mature and bear interest as follows:

<u>Principal Amount</u>	<u>Maturing December 15 Of Year</u>	<u>Interest Rate</u>
2020	300,000	1.800
2021	305,000	2.000
2022	310,000	2.200
2023	320,000	2.350
2024	325,000	2.500
2025	350,000	2.700
2026	300,000	2.800
2027	250,000	3.000
2027*	1,665,000	3.000

such Outstanding Bonds being part of an issue of \$4,710,000 original principal amount of Limited Tax Building Bonds, Series 2016, issued pursuant to a resolution of the Board, and such Outstanding Bonds are redeemable at the option of the District at any time on or after December 23, 2021, at a redemption price equal to the principal amount thereof plus accrued interest to the date fixed for redemption.

(c) (i) All of the Outstanding Bonds are valid, interest-bearing obligations of the District; (ii) since the issuance of the Outstanding Bonds, the rates of interest available in the markets have declined so that the District can effect a savings in interest costs by providing for payment and

redemption of all or a portion of the Outstanding Bonds through the issuance of limited tax refunding bonds of the District, in one or more series; (iii) all or a portion of the Outstanding Bonds (as called for redemption, the “**Refunded Bonds**”) are herein authorized to be called for redemption; (iv) for the purpose of providing, along with other available District funds, for the payment and redemption of the Refunded Bonds as above set out and to pay costs of issuance thereof, it is in the best interest of the District to issue limited tax refunding bonds of the District, in one or more series, in the aggregate stated principal amount of not to exceed \$4,700,000; and (v) except as set forth herein, the District has no bond sinking funds on hand for the retirement of the Refunded Bonds not required for the timely payment of principal and interest due on the Redemption Date (as defined in **Section 2** hereof).

(d) Upon satisfaction of the terms and conditions set forth in **Section 2** hereof, it is necessary, desirable and advisable that the District issue its limited tax refunding bonds, for the purpose of providing funds which, together with other funds of the District legally available for such purposes, shall be sufficient for the payment and redemption of the Refunded Bonds on the Redemption Date.

(e) All conditions, acts and things required by law to exist or to be done precedent to the issuance of limited tax refunding bonds of the District in the principal amount of not to exceed \$4,700,000, for such purposes do exist and have been done in due form and time as required by law.

Section 2. (a) For the purpose of refunding the Refunded Bonds and paying the costs of issuing bonds as described herein, the issuance, sale and delivery of limited tax refunding bonds of the District is hereby authorized and directed in an aggregate stated principal amount not to exceed \$4,700,000, in one or more series (the “**Bonds**”). The Bonds shall be sold pursuant to a negotiated sale with D.A. Davidson & Co. (the “**Purchaser**”). The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof, not exceeding the amount maturing in any one year, and shall be numbered from R-1 upward in the order of their issuance.

(b) The Superintendent of the District, the President of the Board of Education of the District and the Chief Financial Officer (each, an “**Authorized Officer**”) is each individually hereby authorized and directed, in the exercise of his or her independent judgment and absolute discretion, to hereafter, from time to time, specify, set, designate, determine, establish and appoint, as the case may be, and in each case in accordance with and subject to the provisions of this Resolution, (1) the date of original issue of the Bonds, (2) the aggregate stated principal amount of Bonds to be issued (which shall not exceed \$4,700,000 in the aggregate, provided, however, in the event the Bonds are sold with a net original issue discount such aggregate principal amount may be increased in an amount necessary to compensate for any such net original issue discount), (3) any original issue premium or original issue discount properly allocable to each maturity of the Bonds, (4) the principal payment dates for the Bonds and the principal amount of Bonds to mature on each of such dates, (5) the date of final maturity of the Bonds, which shall in no event be later than December 15, 2027 (6) the date or dates upon which the Bonds shall be sold, (7) the rate or rates of interest to be carried by each maturity of the Bonds, provided the refunding of the Refunded Bonds results in present value savings, (8) the method by which such rate or rates of interest shall be calculated and the interest payment dates and record date for the Bonds, (9) whether or not the Bonds shall be subject to redemption prior to their stated maturity and, if subject to such prior

redemption, (A) the provisions and procedures governing such prior redemption, (B) the nature of any notice to be given in the event of any such prior redemption, (C) the redemption price or prices payable upon such redemption (not to exceed 104%) and (D) the respective periods in which each redemption price shall be payable, (10) the amount and due date of each sinking fund installment for Bonds that are term Bonds, (11) the Paying Agent and Registrar for the Bonds, (12) the underwriting discount, not to exceed 0.90% of the stated principal amount of the Bonds, and the price at which the Bonds shall be sold to the Purchaser and, (13) whether interest on each series of Bonds shall be taxable or tax-exempt, (14) the form, contents, terms and provisions of the Bond Purchase Agreement and the Paying Agent and Registrar Agreement (each as hereinafter defined), (15) the form and contents of any closing and other documentation executed and delivered by the District in connection with the authorization, issuance, sale and delivery of the Bonds, (16) any transfer restrictions relating to the Bonds, and (17) all of the other terms of the Bonds not otherwise determined or fixed by the provisions of this Resolution.

(c) The Authorized Officers, or each individually, are hereby authorized to irrevocably call any or all of the Outstanding Bonds for redemption on such date he or she determines appropriate, which date or dates shall be the “**Redemption Date**” hereunder. The Authorized Officers, or each individually, are hereby authorized to designate, approve, execute and deliver, as the case may be, the form, content, terms and provisions of any published and/or mailed notice of redemption with respect to the payment and redemption of the Refunded Bonds, and direct the application of such proceeds and any investment income to the payment of all of the principal of and interest on the Refunded Bonds maturing on or before each respective Redemption Date and the application of the balance of such proceeds and any investment income thereof to the redemption and retirement of the Refunded Bonds on the Redemption Date.

(d) The District is hereby authorized to enter into an escrow agreement in connection with refunding the Refunded Bonds (the “**Escrow Agreement**”) in such form as may be approved by an Authorized Officer with a bank or trust company (the “**Escrow Agent**”), and the President and Secretary are hereby authorized and directed to execute the Escrow Agreement, for and on behalf of and as the act and deed of the District. All money deposited with the Escrow Agent shall be deemed to be deposited in accordance with and subject to all of the provisions contained in this Resolution and the Escrow Agreement. The Escrow Agent is hereby authorized to carry out, on behalf of the District, the duties, terms and provisions of the Escrow Agreement, and the Escrow Agent, the Purchaser and bond counsel for the District are authorized to take all necessary actions for the subscription and purchase of the escrowed securities described in the Escrow Agreement, including the subscription for United States Treasury Securities State and Local Government Series.

(e) The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof. The date of original issue for the Bonds shall be Date of Delivery. Interest on the Bonds, at the respective rates for each maturity, shall bear interest at the rates calculated on the basis of a 360-day year consisting of twelve 30-day months and shall be payable on such dates as shall be determined in the Designation (each an “**Interest Payment Date**”) and the Bonds shall bear such interest from the date of original issue or the most recent Interest Payment Date, whichever is later. The interest due on each Interest Payment Date shall be payable to the registered owners of record as of the fifteenth day immediately preceding the Interest Payment Date (the “**Record Date**”), subject to the provisions of Section 4 hereof. The Bonds shall be numbered from 1 upwards in the order of their issuance. No Bond shall be issued originally or upon transfer or partial redemption having more than one principal maturity. The initial bond numbering and principal amounts for each of the Bonds issued shall be as directed by the initial purchaser thereof. Payments of interest due on

the Bonds prior to maturity shall be made by the Paying Agent and Registrar, as designated pursuant to Section 3 hereof, by mailing on each Interest Payment Date a check or draft in the amount due for such interest to the registered owner of each Bond, as of the Record Date for such Interest Payment Date, to such owner's registered address as shown on the books of registration as required to be maintained in Section 3 hereof. Payments of principal and interest due at maturity or at any date fixed for redemption prior to maturity shall be made by said Paying Agent and Registrar to the registered owners upon presentation and surrender of the Bonds to said Paying Agent and Registrar. The District and said Paying Agent and Registrar may treat the registered owner of any Bond as the absolute owner of such Bond for the purpose of making payments thereon and for all other purposes and neither the District nor the Paying Agent and Registrar shall be affected by any notice or knowledge to the contrary, whether such Bond or any installment of interest due thereon shall be overdue or not. All payments on account of interest or principal made to the registered owner of any Bond in accordance with the terms of this resolution shall be valid and effectual and shall be a discharge of the District and said Paying Agent and Registrar, in respect of the liability upon the Bonds or claims for interest to the extent of the sum or sums so paid.

Section 3. The Authorized Officers, or one or more of them, shall designate the Treasurer of the District or a bank or trust company to serve as Paying Agent and Registrar for the Bonds. If a bank or trust company is designated as Paying Agent and Registrar for the Bonds, such entity shall serve in such capacities under the terms of an agreement entitled "Paying Agent and Registrar's Agreement" between the District and the Paying Agent, in a form which shall be approved by an Authorized Officer. The Paying Agent and Registrar shall keep and maintain for the District books for the registration and transfer of the Bonds at its office. The names and registered addresses of the registered owner or owners of the Bonds shall at all times be recorded in such books. Any Bond may be transferred pursuant to its provisions at the principal office of said Paying Agent and Registrar by surrender of such Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to said Paying Agent and Registrar, duly executed by the registered owner in person or by such owner's duly authorized agent. Thereupon the Paying Agent and Registrar on behalf of the District will deliver at its office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Bond or Bonds of the same interest rate, aggregate principal amount and maturity. To the extent of the denominations authorized for the Bonds by this resolution, one Bond may be transferred for several such Bonds of the same interest rate and maturity, and for a like aggregate principal amount, and several such Bonds may be transferred for one or several such Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Bond, the surrendered Bond shall be canceled and destroyed. All Bonds issued upon transfer of the Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Bonds surrendered and shall be entitled to all the benefits and protection of this resolution to the same extent as the Bonds upon transfer of which they were delivered. The District and said Paying Agent and Registrar shall not be required to transfer any Bond during any period from any Record Date until its immediately following Interest Payment

Date or to transfer any Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

Section 4. In the event that payments of interest due on the Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Paying Agent and Registrar whenever monies for the purpose of paying such defaulted interest become available.

Section 5. The Bonds shall be subject to redemption, in whole or in part, prior to maturity at any time on or after the tenth anniversary of the date of issuance (or such other date as may be determined in the Designation), at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. The District shall select the Bonds to be redeemed for such optional redemption in its sole discretion. Bonds shall be redeemed only in amounts of \$5,000 or integral multiples thereof. Any Bond redeemed in part only shall be surrendered to the Paying Agent and Registrar in exchange for a new Bond or Bonds, of the same maturity and interest rate, evidencing the unredeemed principal thereof. Notice of redemption of any Bond called for redemption shall be given, at the direction of the District in the case of optional redemptions and without further direction in the case of mandatory redemptions, by said Paying Agent and Registrar by mail not less than 30 days prior to the date fixed for redemption, first class, postage prepaid, sent to the registered owner of such Bond at said owner's registered address. Such notice shall designate the Bond or Bonds to be redeemed by maturity or otherwise, the date of original issue and the date fixed for redemption and shall state that such Bond or Bonds are to be presented for prepayment at the office of said Paying Agent and Registrar. In case of any Bond partially redeemed, such notice shall specify the portion of the principal amount of such Bond to be redeemed. No defect in the mailing of notice for any Bond shall affect the sufficiency of the proceedings of the District designating the Bonds called for redemption or the effectiveness of such call for Bonds for which notice by mail has been properly given and the District shall have the right to direct further notice of redemption for any such Bond for which defective notice has been given. In the event term maturities and mandatory redemption amounts are determined in the Designation, the provisions of this Section 5 shall apply generally to mandatory redemptions. Any such mandatory redemptions shall be at the principal amount redeemed plus accrued interest to the date set for redemption. The Paying Agent and Registrar shall select the term bonds to be redeemed in any maturity using any random method of selection deemed appropriate, subject to the provisions of Section 8 of this resolution.

Section 6. If the date for payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the city where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking

institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal date of payment.

Section 7. The Bonds shall be in substantially the following form:

**UNITED STATES OF AMERICA  
STATE OF NEBRASKA  
COUNTY OF HALL**

**LIMITED TAX REFUNDING BONDS, SERIES 2020  
OF HALL COUNTY SCHOOL DISTRICT 0002**

No. R-1 \$ \_\_\_\_\_

<u>Interest Rate</u> ____%	<u>Maturity Date</u> ____ 15, ____	<u>Date of Original Issue</u> _____, 2020	<u>CUSIP</u> _____
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**Registered Owner:** Cede & Co.  
13-2555119

**Principal Amount:** \_\_\_\_\_ **DOLLARS**

KNOW ALL PERSONS BY THESE PRESENTS: That Hall County School District 0002, in the State of Nebraska, (the "District") hereby acknowledges itself to owe and for value received promises to pay to the registered owner specified above, or registered assigns, the principal amount specified above in lawful money of the United States of America on the date of maturity specified above with interest thereon to maturity (or earlier redemption) from the date of original issue shown above or most recent Interest Payment Date, whichever is later, at the rate per annum specified above, payable on \_\_\_\_\_, 20\_\_ and semiannually thereafter on \_\_\_\_\_ and \_\_\_\_\_ of each year (each, an "Interest Payment Date"). Said interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. The principal of this bond, together with unpaid accrued interest due at maturity or upon earlier redemption, is payable upon presentation and surrender of this bond at the office of \_\_\_\_\_, as the Paying Agent and Registrar, in \_\_\_\_\_, Nebraska. Interest on this bond due prior to maturity or earlier redemption will be paid on each Interest Payment Date by a check or draft mailed on such Interest Payment Date by the Paying Agent and Registrar to the registered owner of this bond, as shown on the books of record maintained by the Paying Agent and Registrar, at the close of business on the fifteenth day immediately preceding the Interest Payment Date, to such owner's address as shown on such books and records. Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the record date such interest was payable and shall be payable to the person who is the registered owner of this bond (or of one or more predecessor bonds hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Paying Agent and Registrar whenever monies for such purpose become available. For the prompt payment of this bond, both principal and interest, as the same become due, the full faith, credit and resources of said District are hereby irrevocably pledged.

This bond is one of an issue of fully registered bonds of the total principal amount of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), of even date and like tenor herewith, except as to date of maturity and rate of interest and denomination, which were issued by said District for the purpose of refunding all or a portion of the District's Limited Tax Building Bonds, Series 2016, date of Original Issue – \_\_\_\_\_, in accordance with the provisions of Sections 10-142, 79-10,110 and 70-10,110.01, R.R.S. Neb., as amended. Said bond is issued pursuant to a resolution duly adopted by the Board of Education of the District (the "Resolution") and proceedings duly and legally had by the Board of the District.

[The Bonds maturing in the year 20\_\_\_\_ are subject to mandatory redemption prior to maturity in part, at the principal amount thereof, plus accrued interest thereon to the date of redemption, on the dates specified below:

Year	Principal
( _____ 15)	<u>Amount</u>
	\$]

Any or all of the bonds are subject to optional redemption at the option of the District prior to the stated maturities thereof, in whole or in part, at any time on or after \_\_\_\_\_, 20\_\_\_\_, at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption.

Notice of redemption shall be given by mail to the registered owner of any bond to be redeemed in the manner specified in the Resolution authorizing said issue of bonds. Individual bonds shall be redeemed in part but only in the amount of \$5,000 or integral multiples thereof.

This bond is may be transferred or exchanged, as provided in the Resolution and subject to the transfer restrictions in the Resolution, by the registered owner or such owner’s attorney duly authorized in writing at the office of the Paying Agent and Registrar in \_\_\_\_\_, Nebraska, upon surrender and cancellation of this bond, and thereupon a new bond or bonds of the same aggregate principal amount, interest rate and maturity will be issued to the transferee as provided in the Resolution authorizing said issue of bonds, subject to the limitations therein prescribed. The District, the Paying Agent and Registrar and any other person may treat the person in whose name this bond is registered as the absolute owner hereof for the purpose of receiving payment due hereunder and for all purposes and shall not be affected by any notice to the contrary, whether this bond be overdue or not.

If the date for payment of the principal of or interest on this bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the Board of Education where the office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this bond did exist, did happen, and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this bond, does not exceed any limitation imposed by law. The District agrees that it shall cause to be made annually, in addition to all other taxes, a special levy of taxes upon all of the taxable property which the District levied upon for the Refunded Bonds refunded by this series of Bonds, for the purpose of paying and sufficient to pay in full the principal of and interest on this bond and the bonds of this issue as and when such principal and interest respectively become due, subject to the limitations described in the Resolution and as provided by Section 79-10,110.01.

This bond shall not be valid and binding on the District until authenticated by the Paying Agent and Registrar.

AS PROVIDED IN THE RESOLUTION REFERRED TO HEREIN, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, “DTC”), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT

SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IN WITNESS WHEREOF, the Board of Education of the District has caused this bond to be executed on behalf of the District with the facsimile signatures of the President and the Secretary of said Board, all as of the date of original issue shown above.

HALL COUNTY SCHOOL DISTRICT 0002, IN  
THE STATE OF NEBRASKA

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the bonds authorized by resolution of the Board of Education of Hall County School District 0002, in the State of Nebraska, as described in the foregoing bond.

\_\_\_\_\_, Paying Agent and  
Registrar

By \_\_\_\_\_  
Authorized Signature

**(FORM OF ASSIGNMENT)**

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

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Print or Type Name, Address and Social Security Number  
or other Taxpayer Identification Number of Transferee

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints  
\_\_\_\_\_ agent to transfer the within Bond on the Bond Register kept by the  
Paying Agent for the registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

\_\_\_\_\_  
NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular.

Medallion Signature Guarantee:

Section 8. Each of the Bonds shall be executed on behalf of the District with the manual or facsimile signatures of the President and Secretary of the Board of Education. The Bonds shall be issued initially as “book-entry-only” bonds using the services of The Depository Trust Company (the “**Depository**”), with one typewritten bond per maturity being issued to the Depository. In such connection said officers are authorized to execute and deliver a letter of representations (the “**Letter of Representations**”) in the form required by the Depository (including any blanket letter previously executed and delivered), for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Bonds. Upon the issuance of the Bonds as “book-entry-only” bonds, the following provisions shall apply:

(a) The District and the Paying Agent and Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Bonds as securities depository (each, a “**Bond Participant**”) or to any person who is an actual purchaser of a Bond from a Bond Participant while the Bonds are in book-entry form (each, a “**Beneficial Owner**”) with respect to the following:

(i) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Bonds,

(ii) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or

(iii) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Bonds. The Paying Agent and Registrar shall make payments with respect to the Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Bond, except as provided in (e) below.

(b) Upon receipt by the Paying Agent and Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Paying Agent and Registrar to do so, the Paying Agent and Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (i) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Bonds or (ii) to make available Bonds registered in whatever name or names the Beneficial Owners transferring or exchanging such Bonds shall designate.

(c) If the District determines that it is desirable that certificates representing the Bonds be delivered to the Bond Participants and/or Beneficial Owners of the Bonds and so

notifies the Paying Agent and Registrar in writing, the Paying Agent and Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Bonds. In such event, the Paying Agent and Registrar shall issue, transfer and exchange bond certificates representing the Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(d) Notwithstanding any other provision of this resolution to the contrary, so long as any Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Bond and all notices with respect to such Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(e) Registered ownership of the Bonds may be transferred on the books of registration maintained by the Paying Agent and Registrar, and the Bonds may be delivered in physical form to the following:

(i) any successor securities depository or its nominee;

(ii) any person, upon (A) the resignation of the Depository from its functions as depository or (B) termination of the use of the Depository pursuant to this Section.

(f) In the event of any partial redemption of a Bond unless and until such partially redeemed Bond has been replaced in accordance with the provisions of this resolution, the books and records of the Paying Agent and Registrar shall govern and establish the principal amount of such Bond as is then outstanding and all of the Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository is removed by the District or resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. In the event that such supply of certificates shall be insufficient to meet the requirements of the Paying Agent and Registrar for issuance of replacement Bonds upon transfer or partial redemption, the District agrees to order printed an additional supply of certificates and to direct their execution by manual or facsimile signature of its then duly qualified and acting President and Secretary of such Board. In case any officer whose signature or facsimile thereof shall appear on any Bond shall cease to be such officer before the delivery of such Bond (including any bond certificates delivered to the Paying Agent and Registrar for issuance upon transfer or partial redemption), such signature or such facsimile signature shall nevertheless be valid and sufficient for all purposes the same as if such officer or officers had remained in office until the delivery of such Bond. The Bonds shall not be valid and binding on the District until authenticated by the Registrar. The Bonds shall be delivered to the Registrar for registration and authentication. Upon execution, registration and authentication of the Bonds, they shall be delivered to the District's Treasurer, who is authorized to deliver them to the Underwriter, as initial purchaser, upon receipt of the purchase price of the Bonds as shall be determined in the Designation plus accrued interest

thereon to date of payment of the Bonds. The District's Treasurer is authorized to deliver the Bonds to the initial purchaser upon receipt of such purchase price plus accrued interest to date of payment. The initial purchaser shall have the right to direct the registration of the Bonds and the denominations thereof within each maturity, subject to the restrictions of this resolution. The Underwriter and its agents, representatives and counsel (including the District's bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Bonds, including, without limitation, authorizing the release of the Bonds by the Depository at closing. The Authorized Officers are hereby each individually authorized to execute the Bond Purchase Agreement, in form satisfactory to such Authorized Officer, with such changes as such Authorized Officers may deem necessary and appropriate.

Section 9. The Secretary of the District is directed to make and certify a transcript or transcripts of the proceedings of the District precedent to the issuance of said Bonds, a copy of which transcript shall be delivered to the initial purchaser of said Bonds.

Section 10. The net sale proceeds of the Bonds along with funds of the District on hand shall be applied to the payment and satisfaction of all of the principal of and the interest on the Refunded Bonds as called for redemption on the Redemption Date by depositing such funds with the Escrow Agent to be held and applied pursuant to the Escrow Agreement. Accrued interest received from the sale of the Bonds, if any, shall be applied to pay interest first falling due on the Bonds. Expenses of issuance of the Bonds may be paid from the proceeds of the Bonds.

Section 11. The Board hereby represents, covenants, and warrants that it shall, for so long as any Bond of such series remains outstanding, cause to be levied and collected annually, in addition to all other taxes, such portion of the tax levy specified in subparagraph (4) of Section 79-10,110.01, R.S.S., Neb., as amended, and subparagraph (5) of Section 79-10,110, R.R.S. Neb., as amended, against all taxable property in the District as shall be necessary for the purpose of paying and sufficient to pay the principal of and interest on the Bonds as and when such principal and interest, respectively, become due according to the terms thereof; provided, however, that such levy shall never exceed the limitation provided for in said subparagraph (4) of Section 79-10,110.01, R.S.S., Neb., as amended, and subparagraph (5) of Section 79-10,110, R.R.S. Neb., as amended. In such connection, the Board does hereby designate the period of years for which such tax will be levied with respect to the Bonds as being the continuation of the period for which taxes were levied for the Refunded Bonds. The levy for each such year shall be in an amount necessary to provide the District with funds sufficient to pay in full such principal of and interest on the Bonds as and when such principal and interest, respectively, become due according to the terms of the Bonds, taking into account amounts available from other sources.

Section 12. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Bonds in such manner as may be prescribed by law from time to time.

Section 13. The District's obligations under this resolution shall be fully discharged and satisfied as to the Bonds authorized and issued hereunder, and said Bonds shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing with the Paying Agent and Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient moneys to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States of America (herein referred to as "**Government Obligations**"), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient moneys to make such payment, and thereupon such Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this resolution; provided that, with respect to any Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If moneys shall have been deposited in accordance with the terms hereof with the Paying Agent and Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment, except for payment from such deposit, shall forthwith cease, determine and be completely discharged, and all such Bonds shall no longer be considered outstanding under this resolution.

Section 14. Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the District to carry out or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any of them, in consultation with bond counsel, the Purchaser of the Bonds and its or their counsel, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, any Preliminary Official Statement and any Official Statement and other offering materials of the District used in connection with issuance, sale and delivery of the Bonds, including without limitation and whenever appropriate the execution and delivery thereof and of all other related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs each Authorized Officer the right, power and authority to exercise her or his independent judgment and absolute discretion in (1) determining and finalizing all other terms and provisions to be carried by the Bonds not specifically set forth in this Resolution and (2) the taking of all actions and the making of all arrangements

necessary, proper, appropriate, advisable or desirable in order to effectuate the issuance, sale and delivery of the Bonds. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the District of any such documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District's and their approval of the terms, provisions and contents thereof and of all changes, modifications, amendments, revisions and alterations made therein and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the District and the authorization, approval and ratification by the District of the documents, instruments, certifications and opinions so executed and the actions so taken.

Section 15. The District hereby (a) authorizes and directs that an Authorized Officer execute and deliver, on the date of issue of the Bonds, a continuing disclosure undertaking (the “**Continuing Disclosure Undertaking**”) in such form as shall be satisfactory to the District and in compliance with Rule 15c2-12 of the Securities and Exchange Commission, and (b) covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Undertaking. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Undertaking shall not be considered an event of default hereunder; however, any Participating Underwriter (as such term is defined in the Continuing Disclosure Undertaking) or any Beneficial Owner or any Registered Owner of a Bond (as such terms are defined in the Continuing Disclosure Undertaking) may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 16. The Authorized Officers are hereby authorized and directed to designate each series of the Bonds as either bearing taxable interest or bearing tax-exempt interest. The District hereby covenants with the purchasers and holders of each series of the Bonds bearing tax-exempt interest herein authorized that it will make no use of the proceeds of said issue, including monies held in any sinking fund for the payment of principal and interest on said Bonds, which would cause said Bonds to be arbitrage bonds within the meaning of Sections 103 and 148 and other related sections of the Internal Revenue Code of 1986, as amended, (the “**Code**”) and further covenants to comply with said Sections 103 and 148 and related sections and all applicable regulations thereunder throughout the term of said issue. The District hereby covenants and agrees to take all actions necessary under the Code to maintain the tax exempt status (as to taxpayers generally) of interest payable on each series of the Bonds herein authorized bearing tax-exempt interest, including execution of a Federal Tax Certificate to be dated the date of issuance of the Bonds.

Section 17. The officers of the District, or any one or more of them, including, but not limited to the Authorized Officers, are hereby authorized to execute and deliver any and all certificates and documents and to take any and all actions determined appropriate in connection with the issuance and sale of the Bonds.

All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the District, including without limitation the expenditure of funds and the selection, appointment and employment of bond counsel and financial advisors and agents, in connection with issuance and sale of the Bonds, together with all other actions taken in connection with any of the matters which are the subject hereof, are in all respects authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 18. This resolution shall be in full force and effect from and after its adoption as provided by law.

ADOPTED this \_\_\_ day of July, 2020.

HALL COUNTY SCHOOL DISTRICT 0002,  
IN THE STATE OF NEBRASKA

ATTEST:

By: \_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

Position	Category on Extra Standard Schedule	Number of Positions	Salary or Increase Per Position	Total
Senior Educators Rising Advisor	Category IV	1	\$2,851.00	\$2,851.00
Senior Sound System Vision Board Operator	Category VI	1	\$4,167.00	\$4,167.00
Senior Sound System Coordinator	Category III	1	\$2,193.00	\$2,193.00
			<b>Sub Total</b>	\$9,211.00
			Retirement/FICA 17.53%	\$1,614.69
			<b>Total</b>	\$10,825.69
Habitat House Stipend	The money would come out of the reimbursement GIPS gets from Habitat for Humanity for building the hours. No impact on general fund.		\$1,000.00	\$1,000.00
Senior House Stipend	Money would come from the proceeds of the sale of the house. No impact on general fund		\$1,500.00	\$1,500.00
			<b>Sub Total</b>	\$2,500.00
			Retirement/FICA 17.53%	\$438.25
			<b>Total</b>	<b>\$2,938.25</b>
<b>Board to Designate Funding Source</b>				
Middle School Girls Soccer	Category III	9	\$22,136.00	\$22,136.00
Middle School Boys Soccer	Category III	9	\$21,276.00	\$21,276.00
			<b>Sub Total</b>	\$43,412.00
			Retirement/FICA 17.53%	\$7,610.12
			<b>Total</b>	\$51,022.12
<b>Recommendation for the 2021-2022 School Year</b>				
Senior FCCLA Advisor	Category IV	1	\$2,851.00	\$2,851.00

## **Extra Standard Committee Meeting May 11, 2020**

Wayne Stelk called the meeting to order at 3:30 p.m. on the Zoom Meeting. In attendance: Terry Brown, Michelle Carter, Josue Covarrubias, Robin Dexter, Rod Foley, Jeff Gilbertson, Virgil Harden, Bonnie Hinkle, Kevin Jenkins, Charity La Brie, Daniel Phillips, Wayne Stelk, Cindy Wells, Brad Wolfe.

The Extra Standard Committee met and recommended the following changes for the 2020-2021 school year:

### **1. Review recommendations for changes to the Extra Standard Salary Schedule for the 2020-2021 school year:**

#### **A. Add Senior Educators Rising Advisor - Category IV**

**Pay to be in line with SkillsUSA (VICA) (Category IV), FBLA (Category IV), and HOSA (Category I)**

**Rationale:** Part of the Academy transition is to insure that there are student organization in every academy. Educators Rising should have been added last year as a paid position. There are 150 students in the pathway sophomores thru seniors who could possibly be a part of it. Recommend it be added at Category IV, which would be at the same level as Skills USA and FBLA. The student participation as well as the level of expectation would be the same as these other student organizations.

#### **B. Add Senior Family, Career and Community Leaders of America (FCCLA) Advisor- Pay to be in line with SkillsUSA (VICA) (Category IV), FBLA (Category IV), and HOSA (Category I) (could be pushed to 2021-22 if needed)**

**Rationale:** The Family, Career and Community Leaders of America organization is similar to Educator Rising, which would cover the additional pathways at the high school. There would be 100 to 200 students who are enrolled in the courses that would qualify to take part in this student organization. Counseling and mental health, culinary skills, and education students could participate in this organization. FCCLA would cover a broader scope than education. There is a new teacher interested in becoming the advisor. Have communicated that it be look into, but no commitment this first year but look to it the following year. The FCCLA Advisor could be pushed to the 2021-2022 school year if didn't have the funding to fulfill approval.

#### **C. Add Habitat House Stipend - \$1,000**

**Rationale:** Looking at demands for what Mr. Forsman is doing within the junior built Habitat for Humanity house structure. A lot of that work he does outside of school day with students in terms of prep work, getting the materials, meeting with sub-contractors, inspectors etc. Work is done from August to early February. The school district gets approximately \$2,500 to \$3,000 from Habitat for Humanity for building the house for them, which currently goes into the construction 05 account. If things needed on job site can take out of that account. There is excess funds available each year. This year nothing was taken out of that amount, still have access to Perkins funds for things needed on job site. The additional stipend would cover his time worked outside school day. There would be no impact on general fund.

Virgil Harden reminded committee in the past of the Board desire for the district to fund the extra standard positions at 100% and not have items billed back to the activities fund. Prefer not to have booster clubs fund positons, however, this is different, and the funds are provided to the district by Habitat for Humanity, and the district has discretion on how those funds are used.

#### **D. Add Senior House Stipend - \$1,500**

**Rationale:** Same thing as the Habitat House, along with the same requirement throughout the course of the year. Senior House starting in August and finishing up during summer. Proceeds of the sale go into the construction 05 account with no impact to the general fund. Still have enough money to pay for the materials of the house. No one has been receiving extra money for building the house.

#### **E. Add Senior Sound System Vision Board (Category VI)**

**Rationale:** Senior High has put in 2 vision boards in the West Gym and Football Stadium. Need Senior Sound System Operator to run the vision boards at home varsity meets up in the press box running ads, looping digital banners. Want students and IT classes to be creating a lot of this stuff through the graphic design class. Already pay a Graphic Design sponsor, Dawn Nearhood. She goes into the classrooms to help with projects due to her IT expertise. This would be adding another person that would be responsible to be at the home events from August to May, to make sure that the Vision Boards are up and running correctly. Expect students to be with adult, but don't want students messing with sound systems or scoreboard in case things go wrong. Would recommend placing this as a Category VI. This position would be like a head coach in comparison to Head Swimming, Head Track, Head Softball etc., which would be working 9 months per year. Cannot expect someone to come on Friday nights and get paid \$20 per game same wage as ticket takers, which comes out of the Activity Office budget. This person needs to have the Graphic Design experience, for example, Chris Holton worked last season at the Basketball and Volleyball season with Dawn. He takes this back to the classroom and was unpaid for his work last year. Have 2 or 3 people in mind from the IT and Business area who would be very good at this assignment. Just finding the person who wants to put in the time. A lot of Friday nights, Tuesday, Thursday, and some Saturdays for soccer. Question was presented if this could be split and filled with 2 people due to the number of hours required. Cindy Wells felt that could be a possibility in filling the assignment.

#### **E1. Add Senior Sound System Coordinator (Category III)**

**Rationale:** Senior Sound System Coordinator would run the sound system at all events, for example show choir, elementary programs, etc. in the auditorium. Working approximately 136 hours during the school year.

#### **F. Middle School Boys and Girls Soccer (Category III) 2019-2020 (Girls – 9 assignments \$22,136.00) (Boys – 9 assignments \$21,276.00)**

Source of funding needs to change due to currently being funded by the Activity Fund.

Virgil Harden said this will need to be a Board of Education priority for that to get funded. Looking at the dollar amount, it will need to stand by itself outside, which is somewhat similar to the Habitat House in regards to other funding sources. Funding the Middle School Soccer program exceeds the capacity of extra standard budget increase guidelines, so this will need to be designated as a priority for funding by the board.

Participation rate is similar to any other sport the 7<sup>th</sup> and 8<sup>th</sup> Grade 45 – 55 girls and 45-55 boys at each one of the three schools.

#### **G. Fourth Grade – Eighth Grade Plan**

See Attached Document

**Rationale:** Looking at the document GIPS Activities Continuum when the athletic directors and coaches met on April 16th to look at how sports at the high school can be at a more competitive level and get more students engaged with appropriate skill levels to play at the competitive level. The

beginning of the document shows all different ideas they kicked around really looking at doing away with the Middle School C & D games and changing them to intramural activities, so coaches can focus on 7<sup>th</sup> and 8<sup>th</sup> grade students really getting into competition with student who can get cut from a team, but really focusing on 7<sup>th</sup> and 8<sup>th</sup> grade sports. Intramural club activities for 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> grade students. Have a competitive league and minor league, for example. Will continue to have a Jr. Islander summer weights program.

The additional piece is 4<sup>th</sup> and 5<sup>th</sup> grade junior islander program. Would like to pay possibly physical education teachers or someone to run an activity at each elementary schools (example: football-Monday & Wednesday, volleyball-Tuesday & Thursday) running concurrent with the sporting seasons. Summer camps, open gym, Saturday funfest so that in district 4<sup>th</sup> and 5<sup>th</sup> graders could play a game on Saturday. Want feedback and ideas on how to support staff taking on these responsibilities at the 4<sup>th</sup> and 5<sup>th</sup> grade level.

This is something that has become a need in our district. Need to start at the lower level to get students into building the basic fundamentals introducing them to the sports. The students who currently get these opportunities are the students whose parents can afford the competitive traveling teams. Don't want to leave students out, so this could be a way maybe do something with PE teachers and high school coaches be able to help with programs helping students to become familiar with the knowledge of the game and knowledge of competing. Girls' athletics is lagging with freshman students coming in not knowing basic fundamentals or ready to compete. Middle School coaches working with huge number of students from A, B, C, and D teams and not getting a lot accomplished. There is a lack of fundamentals when they come into the high school. Competing at the highest Class A level need to change to get students ready to compete.

In the past, there was a Bonanza in which, every elementary physical education teacher was given a \$1,000 stipend responsible for 3 sports or activities before or after school. Students trained for 6 weeks and designate a Saturday to have competitive competitions for students, which was held at the high school.

Students are not getting enough time in PE during the week to develop skills.

There is a lack of consistent skills at the 6<sup>th</sup> grade level, so bridging the gap at that level. At the Middle School, also seeing small percentage of students that have the support and resources to compete on a traveling team. Parents are taking over coaching not working on skill development. Getting more and more 7<sup>th</sup> grade students every year who have not touched a basketball or volleyball for example, so there is a huge range of exposure knowledge and abilities. The developmental league was created to develop the fine skills, but in a seven week season, not getting that done. Would like to start a program developing skills at the 4<sup>th</sup> and 5<sup>th</sup> grade levels, which would transition into the 6<sup>th</sup> grade. Have high school coaches talking to the middle school coaches and middle school coaches talking to the elementary staff, vice versa, so high school head coach can communicate expectation of skills at each grade level. When a student becomes a freshman they have been exposed the high school program per the head coach's directive for the last three years or even longer.

Also talked about come together games, for example a football semifinal games at the middle schools and final games at high school on Saturday mornings. Not eliminating opportunities for students, it is just repurposing places to bring the students along that have no exposure to sports and also develop skills for student that have.

Have clubs/intramurals minor league for grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, but not have organized games for C and D league. Coaches were pushing that 7<sup>th</sup> and 8<sup>th</sup> grade need competitive focus. When spread it out to C & D league lose focus on 7<sup>th</sup> and 8<sup>th</sup> grade competitive sports. Grand Island needs to be more competitive or will lose kids to Northwest or Central Catholic.

Don't have the different levels at other Grand Island middle schools Cost to add elementary stipends would be approximately \$21,000.

## **2. Recommend 2020-2021 Extra Standard Base Salary be set at \$43,868.00.**

Mr. Harden provided the following recommended budget for Extra Standard changes= \$38,095 less \$26,681 for step movement which leaves \$11,414.00 remaining for new positions.

**Prioritized list:**

**#1 Senior Educators Rising Advisor (Category IV)**

**#2 Senior Sound System Vision Board Operator (Category VI)**

**#3 Senior Sound System Coordinator (Category III)**

**Senior House Stipend - \$1,500** (The money would come out of the reimbursement GIPS gets from Habitat for Humanity for building the hours. No impact on general fund.)

**Senior House Stipend - \$1,500** (Money would come from the proceeds of the sale of the house. No impact on general fund)

**Middle School Boys and Girls Soccer and Fourth Grade – Eighth Grade Plan** (Equity Discussion Board Retreat talk to Dr. Grover about Special Presentation to the Board)

**Senior Family, Career and Community Leaders of America (FCCLA) Advisor** (bring back to the Extra Standard Committee during the 2021-2022 school year)

Meeting ended at 4:34 p.m.



July 7, 2020

Wayne Stelk  
Executive Director of Human Resources  
Grand Island Public Schools  
P.O. Box 4904  
Grand Island, NE 68802-4904

Dear Wayne,

I'm pleased to present this proposal to build off of the successful partnership in performing the Comprehensive Staffing Study. This work will help bring to life two critical next steps from our recently completed work. It will strengthen and accelerate implementation of Grand Island's strategic priorities and improve equity across schools. **Workstream 1** will help to develop capacity at both the school and central office level for utilizing Academic Return on Investment (A-ROI) and **Workstream 2** will create and help implement greater voice and ownership for school principals in budgeting.

**Workstream 1: Building Capacity and Expertise for Academic return on Investment (A-ROI)**

All district leaders make the best decisions they can, based on the information at hand. They carefully consider cost and effectiveness, to the extent of their collective wisdom, professional judgment and available data. Unfortunately, this is an imperfect approach, perhaps masking ineffective efforts, hiding less costly alternatives, and blurring which efforts are effective for certain types of students.

Academic Return on Investment (A-ROI) brings more precision to your decisions and allows districts to fine tune their efforts, ultimately raising achievement and reducing costs. A-ROI is both a mindset and a set of specific tools and practices. This effort will help build capacity for both. We will utilize both formal training and learning by doing. **An annual refresher course through 9/1/2024 will be provided as well.**

**Workstream 2: Creating Greater Voice & Ownership for School Principals in Budgeting**

In school districts all across the country, resources remain tight (both time and money), student needs are extremely diverse, and expectations are rising. Principal participation and ownership is critical to strategic budgeting, but the simple truth is few principals have formal or even informal training in how to best use resources. Given their growing role in setting budgets, this gap in training and experience has become a greater challenge. While principals are leaders who know their staff and students well, they must also have skills in resource allocation to maximize the impact of their larger role in budgeting. Moreover most district budgeting processes don't allow principals to maximize their input or generate buy in for tough decisions.

Through these efforts, DMGroup will continue to help Grand Island develop capacity and ensure that the budget reflects, supports and drives forward the district's and schools' priorities. This work will be tightly integrated into the budget building cycle of the 20/21 school year building the 21/22 budget.

We look forward to continuing our successful partnership.

Sincerely,

Nate Levenson  
Managing Director





# Building Capacity for Academic Return on Investment and Engaging Principals in Strategic Budgeting

Proposal for

**Grand Island Public Schools**

July 7, 2020



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# Workstream 1: Building Capacity and Expertise for Academic return on Investment (A-ROI)

## A-ROI Overview

All districts make the best decisions they can, based on the information at hand. They carefully consider cost and effectiveness, to the extent of their collective wisdom, professional judgment and available data. Unfortunately, this is an imperfect approach, perhaps masking ineffective efforts, hiding less costly alternatives, and blurring which efforts are effective for certain types of students. Academic Return on Investment (A-ROI) brings more precision to your decisions and allows districts to fine tune their efforts, ultimately raising achievement and reducing costs.

Managing district resources is complex, requiring accurate, real-time information. Knowing if current efforts are having the desired impact on student outcomes is the first step in developing thoughtful, student-centered budgets. A deeper understanding of what's working and for which students are critical to make wise resource allocation decisions. With good information in hand, the district can proactively allocate scarce resources to activities that best meet the needs of students.

This important work is made easier and faster through a bundle of tools and consulting services to collect and analyze critical data to help determine what's effective and cost-effective for which types of students. Our integrated suite of consulting services, tools, and change management processes will enable the district to better serve students during tight economic times.

- Are key interventions effective?
- Do some efforts impact different types of students differently?
- How do we want to define success for key strategies, programs, or efforts?
- What efforts should be abandoned or redesigned?
- How can budgeting decisions rely more heavily on effectiveness and cost-effectiveness outcome data?

A-ROI empowers district leaders with the information needed to make even better decisions and create sustainable, positive change for students. School districts of all types and sizes across the country have found that more and better information leads to freeing up many millions of dollars, better decisions, more student learning, and balanced budgets.

## Workplan

School districts must tackle the twin challenges of managing tight budgets and improving student achievement. Fortunately, the District Management Group has researched a wide range of best practices that have proven effective in allowing school districts to shift funds towards strategic priorities despite tight budgets.

Because we know that your staff is busy, DMGroup has structured the work to minimize the impact on staff time and schedules while engaging them in the discovery and learning process.



We recognize that the leadership team is currently finalizing the budget and this work plan takes that into account. Staff in other districts with whom we have worked found the process to be inclusive, thought provoking, and energizing. In the end, lasting capacity within the district will be developed.

In order to build expertise and capacity DMGroup will:

### 1. Assess Readiness to Implement by Observing and Reflecting on the Budget Development Process

One reason many districts don't methodically assess what's effective and cost-effective is that one or more key ingredients is missing. Having a high-quality A-ROI capacity isn't expensive, but many districts do not have all the needed skillsets to measure achievement of specific efforts, to factor out confounding variables that mask the true impact of a particular effort, or to accurately measure fully loaded costs.

In addition to technical skills, A-ROI requires data that can help assess learning or other important outcomes and few districts have a meaningful student segmentation scheme beyond the requirements for state reporting. Finally, district leaders must embrace a belief system that supports data-driven decision making.

DMGroup will conduct a detailed review to assess which key components are in place at the district and what, if any, gaps exist. This will include assessments of:

- Technical skills in performance measurement, regression analysis, and analysis design
- Technical skills in academic cost accounting
- Data availability and quality
- Decision making process
- Belief systems among district leaders

DMGroup will utilize a number of research methods including:

- Observing the current budget development process
- Inventory of available data
- Review of state data

At the conclusion of this phase, the district will receive a customized report summarizing strengths and gaps for its capacity to conduct and utilize A-ROI analysis in its decision making. This information will greatly inform our training and support.

## A-ROI Capacity Rubric

<b>Ready</b>	<ul style="list-style-type: none"><li>• Does the district have the necessary <b>structures</b> to support A-ROI?</li><li>• Will the student data, budget data, and budget process <b>systems</b> support A-ROI?</li></ul>
<b>Willing</b>	<ul style="list-style-type: none"><li>• How <b>invested</b> are the leadership, team, and school staff in A-ROI?</li><li>• How well do the key players <b>understand</b> the work they need to do?</li></ul>
<b>Able</b>	<ul style="list-style-type: none"><li>• How <b>prepared</b> is the A-ROI team to undertake each step of the analysis process?</li><li>• What <b>skills</b> do the team members need to build in order to be successful?</li></ul>

## 2. Professional Development

DMGroup will lead ---- professional development training sessions for district leaders, central office staff, principals, and other cross-functional stakeholders. These interactive sessions will provide a strong conceptual framework, opportunities to ask questions, challenge assumptions, and learn from districts who have implemented A-ROI. These sessions will help foster both understanding and generate interest and buy-in. The training sessions and coaching provided by DMGroup will build capacity among district leaders to instill A-ROI thinking throughout the district and provide the foundation to conduct analysis of programs or initiatives.

DMGroup will provide a three ---- session group professional development course supplemented by coaching on:

- An overview of A-ROI: The A-ROI mindset and 10-step process
- Selecting and designing an effective A-ROI analysis
- A-ROI data analysis and implementation lessons learned

School and district leaders will learn to:

- **Shift the culture of the district office** and principals by asking insightful questions and setting expectations related to A-ROI during leadership meetings and budget discussions.
- **Maximize the effectiveness of resource allocation** through deeper understanding of the relative magnitude of spending decisions and how they relate to district strategy.



- **Set expectations for A-ROI monitoring** for major new spending and initiatives.
- **Integrate A-ROI thinking into existing district processes** through changes to policies, systems, roles and responsibilities, and expectations.
- **Introduce the ideas of A-ROI to board members, if desired,** to empower them as crucial stakeholders in getting the greatest impact out of each dollar spent.

### 3. Learn by Doing

DMGroup will lead the district through a thoughtful structured process to help district leaders identify strategically important efforts worthy of A-ROI analysis. A-ROI is designed to help make a few critical decisions, rather than provide insight into every spending decision and program in the district. The manpower to measure effectiveness and cost-effectiveness globally is hard to do and seldom worth the effort.

The district will identify a host of potential candidates for A-ROI analysis and with DMGroup's help use a methodical approach to narrow the list. Key factors to consider will include:

- Is the effort of strategic importance?
- Is there doubt, wonder or disagreement concerning effectiveness?
- Is the effort costly or experiencing increased costs?
- Is required data available or collectable with current systems?
- Is the effort serving a wide range of students or generating mixed results?

Our work will focus on supporting a number of forward-looking analyses.

A backward-looking analysis uses existing data to look back on an effort and determine its effectiveness (globally and for particular types of students), its cost-effectiveness, and to provide insights on keeping, targeting, fine tuning, scaling or abandoning the effort. Backward-looking analyses have the benefit of quickly developing actionable insights. It has the downside of perhaps lacking a control group or of having key data. Sometimes a district can lose buy-in by forcing a backward-looking analysis that lacks key information, thus starting with a weak first example.

A forward-looking analysis allows a district to carefully craft a data collecting system ensuring that the insights won't be questioned. It also allows for proactive discussion of what would constitute success, which can greatly increase the acceptance of the findings.

## DMGroup's 10-Step Process for A-ROI Analysis



Once the program, strategy, or effort has been identified, DMGroup's A-ROI review work plan may include the following:

### Understand the Intended Implementation and Desired Outcomes of the Program

This step will involve identifying the district's most crucial questions about the program, such as:

- What problems or needs is the program intended to address?
- What is the relative order of importance of the many aspects of the program?

Since it is critical for any A-ROI review to have a clear set of measures of success to serve as the point of comparison when evaluating, at the end of this step DMGroup will produce a written definition of success for the program. DMGroup will expect the district leadership to approve the definition of success before proceeding further.

In order to gain a deep understanding of the intended outcomes, DMGroup will:

- Conduct focus groups with district and school leaders to gain understanding of district plan/expectations for the program and perceptions on the status of current implementation.
- Conduct focus groups with program leaders to hear directly about their work.

### Identify and Obtain Existing Data Available for the Analysis

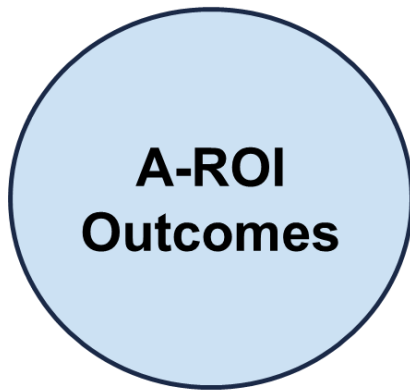
DMGroup will utilize existing data to help with the evaluation. This will include:

- Student achievement data
- Fully loaded staffing costs, including average benefit costs
- Use of time data that is currently being collected

- Other available and relevant data and program costs (direct, indirect)

### Analyze Qualitative and Quantitative Data and Conduct a Cost-Benefit Analysis

DMGroup and the district team will conduct a thorough analysis of all the data collected. The analysis will also include a financial review to determine the level of investment in each of the key aspects of the program.



### Potential Actions

**Expand:** Highly cost-effective programs that increase student learning should be expanded.

**Keep:** Cost-effective and successful programs in their current scope should be kept as is.

**Segment and Target:** Programs that are successful only for some segments of the student population.

**Reduce:** Expensive programs with some successes should be reduced to keep only the crucial portions.

**Fix:** Programs with limited success that could increase success if structural or systemic problems were fixed.

**Eliminate:** Programs that prove to be either ineffective or cost-ineffective should be eliminated to release funds.

### Build Strong Communication Skills

Throughout our work with the district, DMGroup will share lessons learned on how best to communicate Academic Return on Investment. Often districts more easily master the technical aspects of A-ROI, but then fail to gain the necessary support to actually implement the desired changes. There is a well-developed body of knowledge on how to build shared understanding and support and effective communications. Throughout the formal knowledge sharing sessions and as an advisor to key staff, DMGroup will help build capacity in these critical skills.

### Integrate A-ROI into the Budgeting Process

Academic Return on Investment is both a set of analytical procedures as well as a way of thinking and planning. Our support includes working with district leaders to incorporate the A-ROI mind set into the annual budget building process. This includes a review of the current budgeting process as well as specific steps, forms and actions that become part of the way budgets are built in the future.

## Workstream 2: Creating Greater Voice & Ownership for School Principals in Strategic Budgeting

### Approach

#### 1. Provide Overview for Increasing Strategic Budgeting Participation for Principals and Site-based Leadership Teams in the District's Budgeting Process

DMGroup will convene a series of two learning sessions for school-based leaders to share best practice research on resource allocation and the use of time. These overview sessions are intended for many and any interested principals and their leadership teams. This series of half day sessions prioritize the district's needs first and will provide a foundation of awareness and understanding to help these teams take a more active role in supporting greater equity while actively supporting shifting resources to fund strategic priorities.

Adopting a new approach toward resource and time allocation can be challenging. It requires new ways of thinking and different types of expertise. Fortunately, there is much well-established best practice. Therefore, an essential prerequisite to improving resource allocation and spending practices is to develop buy-in and understanding of these best practices across a wide variety of stakeholders.

These interactive sessions will provide a strong conceptual framework of the strategic budgeting approach toward resource allocation, opportunities to ask questions/challenge assumptions, and include topic-specific sessions. The sessions will both help foster understanding and generate interest and buy-in.

The final set of topics for training in strategic budgeting will be set in consultation with the district leadership team and could cover a variety of areas, including:

- Focusing on district needs, not just building needs
- Managing trade offs of class size vs other student supports
- Making more strategic use of Title 1
- Embracing Equity via the budget

Over the course of this workstream, we will provide two- half day sessions. The agenda will be set in consultation with district leaders and if desired, a survey of principals.

#### 2. Facilitate Strategic Budget Simulation Exercise

In addition to the overview professional development detailed above, DMGroup will facilitate a simulation designed to bring out differences of opinion in how school leaders prioritize budget decisions given their views on strategy, personal preferences, priorities and values.

The exercise presents a safe and thought-provoking challenge: how to close a budget gap and invest in new efforts in a hypothetical district. This helps depersonalize the decisions and the discussion. A wide set of choices for both reductions and investment that encompass academic and operational functions are provided. Equally important, realistic financial impact is tied to



each option, helping leaders fully realize the impact of their choices. The impact on student learning and political goodwill is also tracked.

The exercise is designed to be used by groups, whereby individual reflection and group discussion can lead to insights to assist in decision making and change management around district strategy, finances and execution.

There are three parts to the simulation:

- **Before the session:** Individuals read a short case study and review the options. Each participant fills out the Budget Simulation Worksheet as a way to think through their own prioritization in budget decisions.
- **Small-group discussion:** In groups of 4-5, participants compare views from the pre-work and use the budget tool to capture thoughts from the group about choices and prioritization.
- **Full-group wrap up:** Gallery walk to compare decisions from each group and learn from others in the room, followed by a short overview of DMGroup-recommended best practices.

The benefit from the strategic budget simulation exercise is quite significant. The outcome is much more than a sample balanced budget. With DMGroup's facilitation and guidance, the participants will learn what are the big drivers of budgets, what areas are large potential opportunities, and we will identify for each participant what preexisting beliefs they hold that might be limiting reasonable options for shifting resources.

The process, under our direction, is as much about setting priorities and exposing what is off limits as it is about balancing the budget. This is an important element in having school leaders believe the goal is to help students rather than work to a number.

DMGroup will also be active in sharing best practices, providing comparisons to other districts and facilitate framing the goals of the budget as funding strategic priorities.

### 3. Observe the Budgeting Process and Provide Feedback

DMGroup will observe the budget process and hold focus groups with principals and other interested parties to assess strengths and challenges of how principals can and do engage in the budget process.

This aspect of the work will answer key questions such as:

- To what extent do principals want greater voice and ownership?
- What supports will be needed to foster greater principal supports and ownership?
- How might the budget process be revised to generate greater principal support and ownership of budget decisions that shift resources to improve equity and further support the strategic plan.

A written summary of common themes, opportunities, and friction points will be shared.

#### 4. Lead Discussions of District Versus School-based Orientation

Perhaps the most central shift for principals to actively engage in strategic budgeting is a shift in mind set. There is only one district budget and students are best and most equitably served when everyone is working for the collective good of the district.

This requires principals to think about and advocate for their schools as well as the district as a whole. This can be feel uncomfortable or an odd request for some.

DMGroup will lead a book study discussion of *The Five Dysfunctions of Team* to safely and thoughtfully approach this subject. There will be two one hour discussion sessions.

#### 5. Provide a Structured, Realistic Approach to Engaging Principals in District Budgeting

At the end of this work, DMGroup will share specific, concrete plan for how best to engage principals in strategic budgeting with the goal of:

- Increasing equity across the district.
- Creating shared funding priorities so that more dollars can be shifted to better support strategic priorities.
- Generating buy in and support from principals who feel as much a part of district leadership as school leadership.



## Complimentary DMCouncil Membership

Included in this offer is a one-year DMCouncil membership at the Leadership PD level. With the Leadership PD membership, the district will have full access and benefits of DMGroup's online library of best practices, and invitations to DMGroup organized leadership development events and conferences, including our annual Superintendents' Strategy Summit. Membership will begin on the first of the month following contract award. If you are not already familiar with the benefits of DMCouncil membership, we will schedule a membership onboarding call when the contract agreement is finalized.

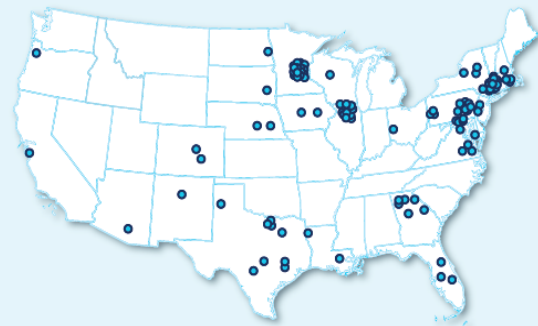
### BENEFITS

- Share ideas with a **community of forward-thinking leaders** from across the country
- Stay abreast of **leading research** on management and education best practices to improve outcomes
- Increase management capacity through an array of **professional development** opportunities:
  - ✓ Superintendents' Strategy Summit for superintendents only
  - ✓ Leadership Development Meetings for cross-functional district teams
  - ✓ In-district training for leadership teams
- Access **expert advice** for specific challenges
- Read the ***District Management Journal*** for insightful articles and case studies on how districts have achieved sustainable improvements

### DMCouncil

- Established 2004 -

JOIN A NATIONAL NETWORK  
OF OVER 1,500 DISTRICT LEADERS



150 districts

1,500 district leaders

24 states

4 million students served



## Pricing Proposal

DMGroup has developed a transparent, comprehensive, all-inclusive, “no-surprises” approach to pricing. Prices includes all expenses such as, printing and supplies. Pricing assumes this work will be done remotely, given travel and safety restrictions.

**Workstream 1: Building Capacity and Expertise for Academic return on Investment**

The total cost to deliver on the work outlined in this workstream, including complimentary DMCouncil membership, is **\$95,000**.

**Workstream 2: Creating Greater Voice & Ownership for Principals in Strategic Budgeting (add on to workstream 1)**

The total cost to deliver on the work outlined in this workstream is **\$45,000**. Pricing assumes this workstream is in addition to workstream 1.

**To Ensure Long-term Commitment to Academic Return on Investment**

If both workstreams are selected, DMGroup will provide at no additional cost, an annual **A-ROI Refresher Course** for any new staff or for those wanting to deepen their understanding. DMGroup will provide this 3-hour course remotely each year between the end of the workstream and 9/1/24.

Payment can be spread over two school years. This work can often be funded by Title 1, 2, or 4 funds.

The pricing in this proposal will remain valid for 90 days from the date of the proposal.

*A late fee of 1.5% per month will be assessed for invoices over 60 days.*

Accepted by:
District _____
Name _____
Signature _____
Date _____

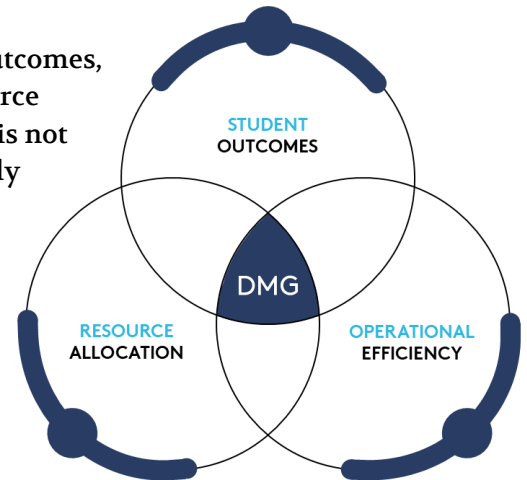
Accepted by:
<b>District Management Group</b>
Name _____
Signature _____
Date _____



## About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public school leaders. The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management techniques and educational practices to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. Achieving only one of these objectives in isolation is not enough. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable. To achieve these objectives, District Management Group engages with districts in different ways:



### Learning

District Management Group supports superintendents, district leaders, and school leaders with information and learning opportunities.

- **Professional Development** opportunities for school and district leaders include conferences as well as in-district one and two-day workshops, leadership academies, and custom professional learning programs.
- **Best Practice Resources** include print and digital subscriptions to our signature publication, District Management Journal, as well as case studies, articles, and toolkits.

### Membership

Becoming a member of District Management Council provides unique opportunities to be with like-minded peers and to learn together and from each other. Membership also provides forward-thinking district leaders with access to expert advice on an as-needed basis and extended professional learning opportunities including our annual Superintendents' Strategy Summit.

### Services

District Management Group's combination of deep expertise, unique data-driven approaches, and software solutions can help districts address challenges in the following areas:

- Elementary & Secondary Scheduling
- Strategic Budgeting
- Special Education
- Systemic improvement supported by custom consulting to help districts achieve strategic priorities
- Strategic Planning
- Program Evaluation



## District Management Group Values



### Partnership

We believe in partnering with school districts to achieve results. While districts may share common objectives and face similar challenges, each district is unique, with its own history, culture, and ways of working. We get to know our partner districts, tailor solutions and implementation plans, and form long-term partnerships.



### Achieving Results

Our work does not end with a report. For us, the measure of our success is client satisfaction and real results for students and schools. As we partner with districts, we seek to strengthen capacity. If desired, we work with districts to implement recommendations and facilitate change management.



### Collaboration

We believe we know more together than we do alone. That is why we draw on best practices from the education sector as well as the private sector and public sector and collaborate with a nationwide network of school districts.



### Systems Thinking

School districts are complex organizations. We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broader, systemic view.

District Management Group partners with public school districts to bring about transformational, measurable, and sustainable improvement to help schools and students thrive.

Learn more about us at [www.dmgroupK12.com](http://www.dmgroupK12.com), call us toll free at 877-362-3500, or email us at [info@dmgroupK12.com](mailto:info@dmgroupK12.com).

District Management Group combines management techniques and education best practices to produce measurable, sustainable improvements that help schools and students thrive.



# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Building Capacity for Academic Return on Investment and Engaging Principals in Strategic Budgeting

**Submitted By:** Wayne Stelk

**Date:** 6/9/20

## 1. What is the identified need?

Use Academic Return on Investment to align district priorities with the strategic plan.  
Create a framework to engage principals in strategic budgeting.

## 2. Administrative Rationale for BOE Agenda Item

Following up on the recommendations from the Comprehensive Staffing Analysis completed by the District Management Group, GIPS desires to build capacity in all administrators to use AROI in evaluating and aligning district resources with the strategic plan. In addition, GIPS desires to utilize DMG in staff development to create a framework to engage principals in strategic budgeting.

## 3. Proposed Action

Approve the proposal from District Management Group to provide AROI training for all administrators (Workstream 1) and to provide a framework for creating greater voice & ownership for school principals in budgeting (Workstream 2).

## 4. Data/Research Assessed

District Management Group is a recognized industry leader in Academic Return on Investment.

## 5. Stakeholder Group(s) Involved

Administrators will make budgeting decisions that result in improved services to students.

## 6. Summary

GIPS requests board approval of this proposal as a next step in evaluating the recommendations from the Comprehensive Staffing Analysis.

## 7. Fiscal Impact

**Amount:** AROI (Workstream 1) - \$95,000  
Creating Voice & Ownership for Principals in Strategic Budgeting (Workstream 2) - \$45,000

**Source:** General Fund

Details:

**8. Person(s) Responsible for Implementation**

GIPS Cabinet & Superintendent

**9. Implementation Plan**

**▲ Monitor/ Evaluate**

**Actions:** Upon approval will schedule dates for training.

**Timeline:** Fall 2020

**▲ Follow-Up**

**F/U with:**  Cabinet  Board  Board Committee: Personnel Committee

**Actions:** Implementation as part of the annual staffing plan and budget preparation process, as well as being a component of the program review process.

**Timeline:**  1 month  3 months  6 months  annually  N/A

# Memorandum of Understanding for the purpose of the Jack Jeffries Memorial Scoreboard Endowment

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This memorandum, dated November 15, 2010, and updated on \_\_\_\_\_ 2020, defines the intentions and relationship between the Jeffries Family, the Grand Island Public Schools, and the Grand Island Public Schools Foundation for the purpose of administering the Jack Jeffries Memorial Scoreboard Endowment in the amount of \$25,000.

## **Fund Purpose:**

The purpose of the Jack Jeffries Memorial Scoreboard Endowment is to generate income annually, restricted to fund the replacement of the Jack Jeffries Memorial Scoreboard at Memorial Stadium. Annual proceeds from this endowed fund will be placed into a temporarily restricted fund until which time a new scoreboard is needed at Memorial Stadium (or subsequently built football stadiums used by Grand Island Senior High).

## **Exclusive Naming Rights:**

This agreement allows the Jeffries family exclusive naming rights of the current and subsequent scoreboards at Memorial Stadium (or subsequent stadiums). However, it is agreed and understood that Grand Island Public Schools may display other signage, advertisements, slogans, etc., on the scoreboard in addition to the name “Jack Jeffries Memorial Scoreboard.”

The perpetual name of the scoreboard at Memorial Stadium is the “Jack Jeffries Memorial Scoreboard.” The perpetual name will be separate and distinct from other signage, advertisements, slogans, etc., and will be prominently displayed on the front side of the scoreboard in such a manner that it is easily read by anyone in the stadium.

This agreement and the Jack Jeffries Memorial Scoreboard Endowment are subject to the Board of Education’s Naming of Facilities Policy #4510 and all administrative and investment policies of the Grand Island Public Schools Foundation.

## **Maintenance:**

The Grand Island Public Schools assumes responsibility for all costs associated with the operation, normal upkeep, and maintenance of the Jack Jeffries Memorial Scoreboard between replacement cycles.

## **Fund Restructure:**

In the event that the Jack Jeffries Memorial Scoreboard Endowment cannot be administered for the purpose stated above, the fund will be restructured for another charitable purpose benefitting students of the Grand Island Public Schools. If possible, Jeffries family members will be consulted, to determine an alternative purpose for the

fund. If Jeffries family members are deceased or otherwise not found, the Foundation Board will determine a new purpose for the funds with consideration to the original intention.

I understand and agree to the terms set forth in this memorandum

\_\_\_\_\_  
Date \_\_\_\_\_  
Jane Richardson (on behalf of the Jeffries Family)

\_\_\_\_\_  
Date \_\_\_\_\_  
Bonnie Hinkle, President-Board of Education

\_\_\_\_\_  
Date \_\_\_\_\_  
Kirk Ramsey, GIPS Foundation Board President

## **Equity in Grand Island Public Schools**

### **Equity Value Statement**

In Grand Island Public Schools, equity is providing each individual what they need, when they need it, in an inclusive and anti-discriminatory environment.

### **Equity Commitments**

We are committed to identifying, disrupting, and addressing our individual and district-wide biases so all students, staff and families are known, heard, connected, valued and supported. All stakeholders accept responsibility and hold themselves and each other accountable to cultivate an equitable district, free of racism and discrimination to ensure “Every Student, Every Day, A Success.”

### ***We advocate for equity through:***

- **Access and Inclusion For All**
  - GIPS is committed to equitable access, treatment, and outcomes for all students and staff regardless of the dimensions of culture (e.g. race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income). School, home, and community partnerships foster meaningful engagement to ensure access and inclusion to all. Policies and practices will be identified, addressed, and monitored for inequities, racism and discrimination at the classroom, school, and district level.
- **Positive Relationships and Interactions**
  - GIPS is committed to a meaningful culturally inclusive environment characterized by acceptance, respect, support, safety, and a sense of belonging for all stakeholders. Individuals are empowered with the skills, expertise, and a safe space to advocate and commit to eliminating injustice and inequity. Evidence of positive relationships and intercultural competence will be identified, addressed, and monitored at the classroom, school, and district level.
- **High Expectations and Availability of Opportunities**
  - GIPS is committed to providing personalized educational experiences to meet individual needs of students, staff, and families that will lead to success. We celebrate the strengths and assets of every student to create meaningful and relevant opportunities to eliminate gaps. Students develop self-advocacy and use their voice for positive change. Academic achievement and other student outcome data will be analyzed and monitored at the classroom, school, and district level.
- **Intentional Distribution of Resources**
  - GIPS is committed to the equitable use of funds, staff, and other resources. Based on student need and district priorities, the allocation of resources will be monitored and adjusted at the classroom, school, and district level.

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** GIPS Equity Framework

**Submitted By:** Jennifer Worthington

**Date:** 07/06/2020

## 1. What is the identified need?

The strategic plan, objective seven called for an equity framework and specific steps to evaluate and grow equity in GIPS.

## 2. Administrative Rationale for BOE Agenda Item

GIPS has always been committed to equity. The strategic plan took that commitment to a new level. This framework provides the foundation for continued equity work.

## 3. Proposed Action

Approve the Equity in Grand Island Public Schools document including the Equity Value Statements and Equity Commitments

## 4. Data/Research Assessed

The Equity Task Force used a variety of documents and books including but not limited to NDE Equity Definition, book studies, other district's materials and various conferences.

## 5. Stakeholder Group(s) Involved

GIPS Equity Task Force, PR/PD Committee, Board of Education, PK-12 Administrators. The task force also conducted almost 60 empathy interviews with students, parents and staff.

## 6. Summary

## 7. Fiscal Impact

**Amount:**

**Source:**

General Fund

**Details:**

There is no direct fiscal impact to the creation of the plan. There will need to be professional development devoted to implementation.

## 8. Person(s) Responsible for Implementation

Equity Task Force, cabinet, board of education, Jennifer Worthington, Dr. Kris Schneider, Dr. Amanda Levos and the entire district

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** Implementation plan to board of education

**Timeline:** December 2020 or before

### ▲ Follow-Up

**F/U with:** \_\_\_ Cabinet     Board    \_\_\_ Board Committee: \_\_\_\_\_

**Actions:** Updates to board through strategic plan

**Timeline:**    \_\_\_ 1 month    \_\_\_ 3 months     6 months    \_\_\_ annually    \_\_\_ N/A

## **Naming Committee**

### **June 1, 2020**

Present: Dr. Grover, Dr. Dexter, Virgil Harden, Jennifer Worthington, Jack Sheard, Mary Berlie, Bonnie Hinkle, Dr. Dan Brosz, Erika Wolfe, Heidi Schutz

### **Agenda**

#### Introduction

Jennifer Worthington welcomed the committee and thanked them for participating. She reviewed the membership of the committee.

#### Facility

Virgil Harden shared details about the building at 2208 N. Webb Road. He explained the structure that Grand Island Public Schools is using to lease the space and offer Early Childhood Education in the building. There will also be space for training and meetings. Mr. Harden recognized the generous gift from Ray O'Connor, current owner of the building.

#### Policy

Policy 4510 dictates the process for naming a building or part of a building. Mrs. Worthington reviewed the process with committee members.

#### Administrative Recommendation

Mrs. Worthington presented "O'Connor Learning Center" as the recommendation for the building. The architects will create the signage but some possible examples were shared. The building will be identified with "Grand Island Public Schools", "O'Connor Learning Center", and "Early Childhood Education".

#### Discussion and Questions

- Will there be a marquee sign - there is no intention of having a marquee sign.
- Interest in signage on Hwy 281 - that could be done after if the budget allows.
- Suggestion to include "early learning" in the name. It's obvious what a high school is but O'Connor Learning Center does not tell the public what happens in the building. Be sure that we are clear about the programming.
- Will the ECE logo be on other buildings where we have ECE programming? Logo will be on all materials and possibly hallways or doorways, probably not on the building.
- Needs to be obvious that the facility is associated with Grand Island Public Schools.

**QUOTE 3272**

Lakeshore Learning Materials  
 2695 E. Dominguez Street Carson, CA 90895  
 (310) 537-8600 (800) 421-5354  
 FAX: (310) 900-2189  
[www.lakeshorelearning.com](http://www.lakeshorelearning.com)



**Bill-to:** 114800  
 GRAND ISLAND PUBLIC SCHOOLS  
 PO BOX 4904

**Ship-to:** 999999  
 GRAND ISLAND PUBLIC SCH

GRAND ISLAND NE 68802-4904  
 (308) 385-5925

GRAND ISLAND NE 68802

**Billto Email:**

**Shipto Email:**

**Entry Date:** 05/08/2020

**Your Reference No.:**SOLUTIONS

**Comment**

DELIVER 7 - 10 BUSINESS DAYS  
 ARO. PRICES GOOD FOR 90 DAYS

DISCOUNT REFLECTED IN PRICES.  
 FOB DESTINATION:FREE SHIPPING

PLEASE REFERENCE QUOTE NUMBER  
 3272 ON YOUR PURCHASE ORDER.

PEGGY WALKER - SOLUTIONS DEPT.

Line Item	Qty	Description	Price	Extended
1	KT6010	15 TOOLS OF THE MIND PRE-K KIT	\$711.55	\$10,673.25
	Which consists of:			
1A	KT6010-1	15 PK TOOLS KIT - LITERACY BOX	\$0.00	\$0.00
1B	KT6010-2	15 PK TOOLS KIT - MATH BOX	\$0.00	\$0.00
1C	KT6010-3	15 BOX 3 FOR KT6010	\$0.00	\$0.00
1D	KT6010-4	15 BOX 4 FOR KT6010	\$0.00	\$0.00
1E	KT6010CHT	15 SOUND MAPS, TREE CHARTS, CARDS	\$0.00	\$0.00

**Subtotal:** \$10,673.25  
**0.0% Tax:** \$0.00  
**Freight Amount:** \$0.00  
**Total:** \$10,673.25



Technical and Cost

# Proposal

Tools of the Mind Curriculum  
& Staff Professional Development

Prepared for:

Grand Island Public Schools | Amy Richards

Grand Island, NE

[aerichards@gips.org](mailto:aerichards@gips.org)

Grand Island Public Schools is interested in contracting with Tools of the Mind in School Year 2020-2022 to support their PreK program. They are interested in implementing the Tools of the Mind curriculum in their 15 PreK classrooms to support their teachers and increase positive child outcomes.

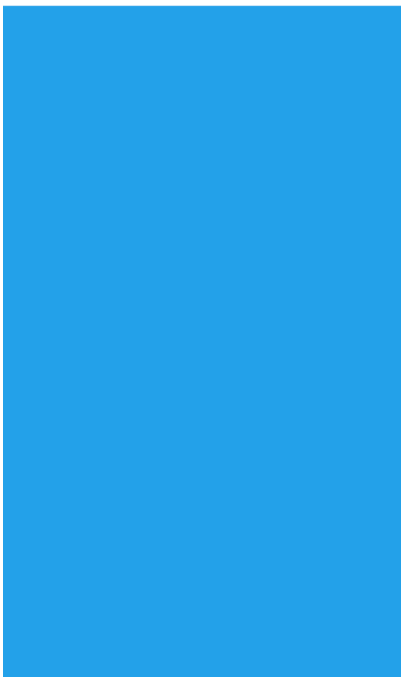
Partnership Package for School Year 2020-2022

Description:

Tools of the Mind® is pleased to provide Grand Island Public Schools in Grand Island, NE, the following proposal based on our discussions about your program's needs for School Year 2020-2022. After reviewing this proposal, please let us know if you need any additional information or modifications by contacting Evan Eisenberger, Business Development Specialist, [eeisenberger@toolsofthemind.org](mailto:eeisenberger@toolsofthemind.org), . We look forward to partnering with you to support strong outcomes for the children and teachers in your program.

# ABOUT US

*Tools of the Mind gives teachers the tools to ensure every child becomes a successful learner, developing the underlying cognitive, social and emotional skills needed to reach their highest potential.*



## Who We Are:

Tools of the Mind is a research-based early childhood program that embeds development of executive functions and self-regulation into the design of all teaching and learning activities. We leverage make-believe play and a classroom culture of co-regulation and peer scaffolding to build the foundational skills children need to be successful in school and life.

Tools of the Mind began in 1993 and is being implemented by early childhood programs and public school districts in 23 states and 3 countries.

## Our mission and vision

**Mission:** To help *all* children learn and develop to their full potential by applying developmental, theory-based principles of learning to early childhood education.

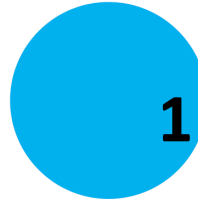
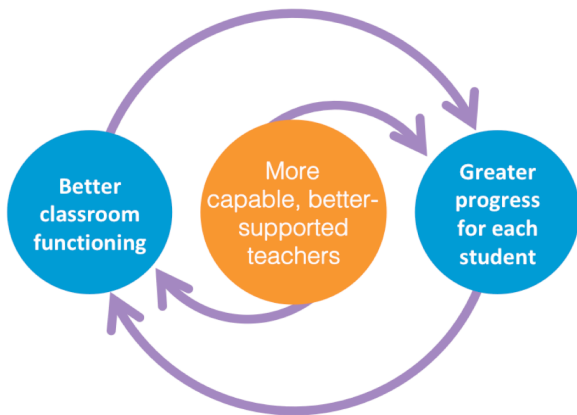
**Vision:** To empower teachers with the understandings and tools they need to create positive classroom cultures, facilitate intentional playful learning, and support the development of self-regulated learners who achieve to their full potentials—closing the achievement gap for low income, minority and DLL students.

# OUR APPROACH

## Partnership to Improve Outcomes

We believe that teaching and learning are impactful and joyful when teachers develop the skills that enable them to meet the needs of the learners in their classrooms. By embedding a research-based approach to teaching and learning in a comprehensive curriculum, we effectively support the development of children *and* teachers.

We partner with your program or school to build internal capacity and sustainability. Building teachers' capacity to meet today's challenges in early childhood settings is our primary focus. By augmenting system-wide capacity through partnerships with administrators and coaches, schools and districts sustain improvements in the long term. We encourage administrators and coaches to attend our workshops, participate in our Technical Assistance support, and reach out to us with questions and reflections. Through effective and responsive partnerships, together we improve outcomes for all children.

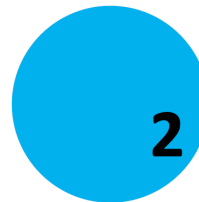


### Year 1 Core

5 full-day workshops (30 Hours)

In-person or Virtual Technical Assistance

**Focus on learning by doing:** implementation of Tools approach, learning theory, deepening understanding of child development through Tools activities

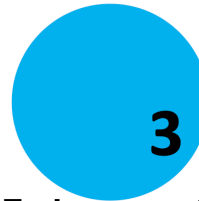


### Year 2 Core Certification Track

2 full-day workshops (12 hours)

In-person or Virtual Technical Assistance

**Focus on becoming more skillful practitioners:** Developing 5 core teaching capabilities, using data to improve instruction and child outcomes



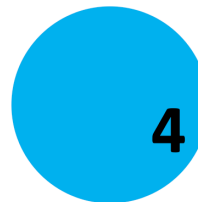
### Endorsement & Program Capability Building

1 full day workshop (6 hours)

In-person or Virtual Technical Assistance

**Focus on excellence:** Preparing for endorsement, becoming reflective practitioners engaged in continuous cycle of improvement

Coach or Administrator certification to endorse teachers



### Tools of the Mind Subscription

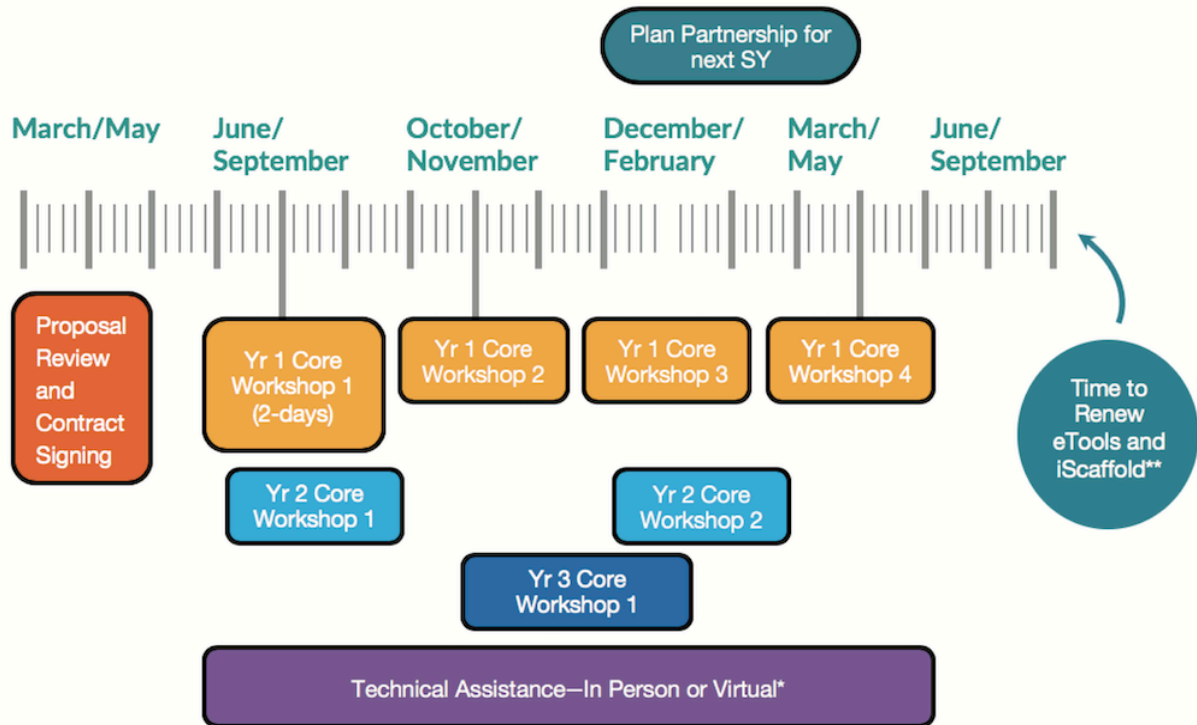
Participation in Regional Community of Practice events

Certification opportunity in one or more Tools teaching capabilities

**Focus on growth & sustainability:** Continuous improvement in data-driven instruction, application of Tools' core capabilities and reflecting on practice and latest developments with Tools colleagues and staff

# PARTNERSHIP TIMELINE SY 20-22

Designed for Success:



\*Number of Technical Assistance (TA) days varies based on # classrooms and contract details; see Partnership Plan and Cost Summary pages for details; programs can contract for additional TA days.

\*\*Subscriptions to eTools, iScaffold and PowerTools are automatically renewed in years you're continuing professional development with us.

\*\*\*Programs opting to partner with us for data analysis need to sign a data share agreement to support this collaboration. Tools of the Mind's Data share agreement is in Appendix B.

# PARTNERSHIP PLAN SY 20-22

For Grand Island Public Schools

To continue to strengthen implementation of Tools of the Mind program and outcomes for children, Grand Island Public Schools will contract with Tools of the Mind in 2020-2022 to receive the following services:

## Grand Island Public Schools SY 20-22 Plan Details

### PreK Year One

- 15 PreK classrooms (15 lead teachers and 15 assistants or support staff) will participate in Tools of the Mind Year 1 PreK Core Workshop Series (30 hours of professional development) through workshops onsite and receive in-classroom technical assistance, curriculum manual and a school year-long subscription to iScaffold\* and eTools\*.
- 15 Additional paraprofessionals will participate in Tools of the Mind Year 1 PreK Core Workshop Series (30 hours of professional development) and receive a school year-long subscription to iScaffold\* and eTools\*. Paraprofessionals will receive the same training as a lead teacher in order to help support the classroom and achieve positive outcomes for all children.
- Additional support staff included in on-site workshops at no additional cost; instructional coach, special education consultant, speech-pathologist, and one additional support paraprofessional
- 4 TA\* (Technical Assistance days) included at no additional charge.
- Additional travel costs associated with the onsite workshop have been listed in the cost summary.

### PreK Year Two

- 15 PreK classrooms (15 lead teachers and 15 assistants or support staff) will participate in Tools of the Mind Year 2 PreK Core Workshop Series (12 hours of professional development) through workshops onsite and receive in-classroom technical assistance, curriculum manual and a school year-long subscription to iScaffold\* and eTools\*.
- 15 Additional paraprofessionals will participate in Tools of the Mind Year 2 PreK Core Workshop Series (12 hours of professional development) and receive a school year-long subscription to iScaffold\* and eTools\*. Paraprofessionals will receive the same training as a lead teacher in order to help support the classroom and achieve positive outcomes for all children.

- Additional support staff included in on-site workshops at no additional cost; instructional coach, special education consultant, speech-pathologist, and one additional support paraprofessional
- 2 TA\* (Technical Assistance days) included at no additional charge.
- Additional travel costs associated with the onsite workshop have been listed in the cost summary.

\*eTools is a password-protected portal for teachers and administrators where they can access materials and support resources including assessment documents, Back to School Night slide shows, resources for parents, and much more.

\*iScaffold, our virtual interactive activity manual, offers a suite of resources to support teachers in learning and implementing Tools. It is available on the web and can be downloaded to an iPad for easier use in the classroom.

\*The purpose of Tools of the Mind Technical Assistance (TA) sessions is for the training team to observe classrooms and reflect with your staff on the specific teaching and learning practices that are being developed in our core training workshops. TA sessions help coaches, administrators and teachers build a deeper understanding of Tools of the Mind's philosophy. The goal is to help teachers build a set of Tools' teaching capabilities to finetune instructional practice, and provide your program team with specific feedback based on classroom needs to improve teaching and learning. We strive to build a relationship with your team and support effective partnerships to grow sustainability and capacity with all stakeholders.

\*Details about what is included in each of our Partnership Packages is described in detail in Appendix.

# PARTNERSHIP PLAN | COST SUMMARY

School Year: 2020 to 2022

Grand Island Public Schools

Cost summary prepared for  
Amy Richards

Proposal Date  
05/08/2020

Period of Service  
07/01/2020 to 06/30/2022

Offering	
15 PreK Year 1 Classrooms @ \$3,750	
<ul style="list-style-type: none"><li>• 4 session(s) of Technical Assistance</li><li>• 15 additional workshop participant(s) @ \$1,875</li><li>• Travel costs: \$4,000</li></ul>	\$88,375
15 PreK Year 2 Classrooms @ \$2,500	
<ul style="list-style-type: none"><li>• 2 session(s) of Technical Assistance</li><li>• 15 additional workshop participant(s) @ \$1,250</li><li>• Travel costs: \$4,000</li></ul>	\$60,250
Total	\$148,625

## Additional Recommendations:

### PreK Classroom Material Kits

Tools of the Mind partners with Lakeshore<sup>®</sup> Learning Materials Inc. to offer complete kits of classroom materials. They may be purchased directly from Lakeshore for \$749 per kit by contacting Lakeshore by phone at 1.800.778.4456 <https://www.lakeshorelearning.com/resources/tools-of-the-mind>.

# APPENDIX

## Partnership Package and Subscription Details

### PreK Year One Core Partnership Package

### K Year One Core Partnership Package

In the first year, the PreK curriculum is taught in four professional development workshops spread across the year, matching the developmental trajectory of children’s growing skills.

The first workshop is two sequential days with a focus on Tools theory and practice that typically takes place near the beginning of the school year. Each of the remaining three workshops is a one-day session. Each workshop builds on the one before it, and teachers attend all of the workshops as part of their Year One Core Professional Development.

### Total of 30 Professional Development hours

#### Professional Development Workshop Topics Include:

- Cutting-edge research and the underlying Vygotskian theory that will unify and guide their teaching practice and help teachers meet the needs of all learners
- How to embed self-regulated learning into all activities
- Research-based core curriculum content aligned with state standards as well as with commonly used observation and assessment tools
- How to plan instruction using make-believe play themes to build background knowledge, self-regulation development and incorporate authentic math and literacy learning experiences
- Classroom management techniques to maximize time, facilitate productive interactions and increase and maintain student engagement

#### Partnership Package includes:

- Technical Assistance for programs registering 3 or more classrooms
- 1 print curriculum Activity Manual per registered classroom; additional print manuals can be ordered, and each registered participant has access to the full electronic manual edition via **iScaffold**.
- Year One Core Workbook with workshop activities and resources for each participant
- 1 school-year subscription to **eTools with iScaffold** for each registered participant
- Complimentary school-year licenses for each registered classroom for Developmental Writing Assessment (DWA) (PreK & K) and **PowerTools\*** (K only)

### Technical Assistance (TA) for teachers, coaches, and administrators

Additional Technical Assistance (TA) may also be purchased. Individualized Technical Assistance helps coaches, administrators, and teachers build a deeper understanding of the Tools of the Mind approach. In TA sessions, Tools of the Mind partners with sites to reflect on children’s engagement in Tools’ activities and provide feedback on next steps using Tools’ tactics and curriculum to support children’s development. Are you registering 3 or more classrooms? If so, you can receive a free seat at our professional development workshops for your program administrator or coach, and they will receive a school-year subscription to eTools with iScaffold

*\*PowerTools rollout is coordinated with small group reading instruction in Tools, but it can begin earlier in year for children who are ready.*

# APPENDIX

## Partnership Package and Subscription Details

### PreK Year Two Core Certification Track Partnership Package

### K Year Two Core Certification Track Partnership Package

The Year Two Core Professional Development includes two full-day workshops, the first takes place in the fall and the second in late winter or spring. In the Year Two Core, teachers will refine their implementation of the Tools of the Mind program through a focus on developing our 5 core Teaching Capabilities.

This two-workshop series is supplemented by individualized Technical Assistance support and a school-year subscription to eTools with iScaffold, for each participant. Teachers have ongoing support and a range of ways to learn with Tools of the Mind.

#### Total of 12 Professional Development hours

<p>Professional Development workshop topics include:</p> <ul style="list-style-type: none"><li>• Development of 5 Core Teaching Capabilities:<ul style="list-style-type: none"><li>○ Responsive differentiation of instruction</li><li>○ Scaffolding</li><li>○ Classroom practices to support self-regulation development</li><li>○ Facilitating powerful make-believe play &amp; playful learning</li><li>○ Developing an inclusive Tools’ classroom culture with a focus on peer scaffolding</li></ul></li><li>• Case Studies—Using student data to plan and individualize instruction</li><li>• How to develop a reflective Tools’ teaching practice and engage in setting and meeting goals to support strong child outcomes and prepare for endorsement</li><li>• How to apply the Tools approach to partnering with parents</li></ul>	<p>Partnership Package includes:</p> <ul style="list-style-type: none"><li>• 2 days of in-person professional development</li><li>• Technical Assistance for programs registering 3 or more classrooms</li><li>• Year Two Core Workbook with workshop activities and resources for each participant</li><li>• 1 school-year subscription to <b>eTools</b> with <b>iScaffold</b> for each registered participant</li><li>• Complimentary school-year licenses for each registered classroom for Developmental Writing Assessment (DWA) (PreK &amp; K) and <b>PowerTools</b> (K only)</li></ul>
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### Technical Assistance (TA) for teachers, coaches, and administrators

Additional TA may also be purchased. Individualized Technical Assistance helps coaches, administrators, and teachers build a deeper understanding of the Tools of the Mind philosophy. In TA sessions, Tools of the Mind partners with sites to reflect on children’s engagement in Tools activities and provide feedback on next steps using Tools tactics and approach to support children’s development.

Are you registering 3 or more classrooms? If so, you can receive a free seat for your program administrator or coach at our professional development workshops, and they will receive a free school-year eTools & iScaffold subscription.

## GIPS NEEDS ANALYSIS



Board Committees will use the NASB Needs Analysis to guide development of proposals to the Board of Education.

**Proposal:** Tools of the Mind Prekindergarten Curriculum

**Date:** 5/15/20

### 1. What is the identified need? (connect to strategic plan)

**Empower:** Through the implementation of the Tools of the Mind resource and embedded professional learning, teachers, paraprofessionals, instructional coaches, and principals will be provided with the tools and professional learning needed to deliver a rigorous curriculum to all preschool students. The Tools of the Mind curriculum not only includes the materials and tools needed, but also a two year embedded professional learning and technical assistance process that not only supports educators in what and how to teach, but also provides instruction and support about the why behind the instructional approach, influencing the mindset of educators to be effective instructional experts.

In addition, the professional learning system is set up to increase the capacity of our educators and coaches so that this approach is independently sustainable. Instructional leaders are identified within the professional learning process that can provide ongoing professional learning and support as well as supporting new staff in the organization.

**Personalize:** Tools of the Mind provides a balanced approach to learning that includes high-quality play planning and make-believe play as well as teacher-directed rigorous large group and small group experiences in literacy, math, and science. The Tools of the Mind approach places a high priority on executive function and social-emotional skills as well. These skills are embedded in all aspects of learning. All content areas are supported by learning trajectories, supporting teachers in personalizing work for students at different skill levels. In addition, rigorous play planning opportunities provide students with ownership over their learning that is connected to the real world. Play plans become more elaborate in their steps and components as well as their documentation throughout the year. This supports the development of critical thinking, creativity, language and vocabulary, and developmental writing.

**Design:** The Tools of the Mind approach includes dynamic formative assessments that inform instructional decision making. These formative assessments align with program-specific learning trajectories as well as the Gold Assessment System (state PreK accountability assessment system). These formative assessments will provide a common language for our teachers, allowing them to engage more deeply in their professional learning communities to support relevant and rigorous instruction.

In addition, The Tools of the Mind curriculum is comprehensive and holistic. The curriculum includes all areas of students' development (math, reading, social-emotional, writing, etc.). Different instructional materials will not need to be purchased for each of these different academic areas. This is critical for our half-day programs that need to be very efficient in their delivery of instruction. However, this resource is flexible enough that should we expand to any full-day classrooms, this resource will also meet the needs of a full-day program as well.

**Partners:** The Tools of the Mind Resource provides a family engagement component as well. All family engagement tools and materials are available in English and Spanish. The development of play themes also provides an opportunity to establish community partners (for example, a grocery store).

Finally, the Tools of the Mind resource provides a catalyst for our prekindergarten classrooms to further align with the GIPS mission and priorities.

**Equity:** Adoption of this resource will provide the necessary structure for equitable experiences for all of our preschool learners. Through the adoption of this resource, all classrooms will have a common instructional resource, language, and assessment system. This will provide equitable learning opportunities for all of our students, regardless of the location and classroom of their enrollment. It will also provide a mechanism for deeper collaborative planning for staff.

**Social Emotional Learning:** This resource provides a focus on executive function skills. Students are not only learning content but learning the skills they will need to be successful learners in the future. These skills include self-regulation, perseverance, planning, self-reflection, and working with others. As our district focuses on teaming, Tools of the Mind includes daily opportunities for students to work together with partners or small groups to develop the foundation for those teaming skills. These procedures include buddy reading, as well as using peers as resources to complete work and checking each other's work. These partnering opportunities are scaffolded by teacher support, direct instruction in partner work, the establishment and reinforcement of partnering routines, and visual cues.

**Attendance:** The family engagement tools will help support relationship building and engagement of families in their preschool child's learning, which impacts attendance. In addition, in a 2018 study, over ninety percent of teachers using Tools of the Mind reported in May that they were excited about the start of the next school year compared to about 25 percent of teachers not using Tools of the Mind. The use of this resource provides the opportunity to increase staff engagement, improve classroom culture, and reduce staff burn out. These factors all have the potential to impact student engagement and attendance as well.

**PreK- 2 ELA alignment:** Tools of the Mind also uses strategies that align with the adoption of the CKLA resource in our K-2 classrooms in the district. Tools of the Mind uses a sound map to teacher letter and sound connection as well as developmental writing strategies that align with the K-2 curriculum. Mrs. Bills and I have discussed ways to more deeply personalize and align these tools for a stronger vertical alignment of reading and writing practices within the district.

## **2. Proposed Action**

June 11, 2020 - Provide the board with information related to the recommendation of adoption of Tools of the Mind for all preschool classrooms

July 9, 2020 - Request board approval to adopt Tools of the Mind for all preschool classrooms.

Request approval of the proposal to begin professional learning and phase-in of the resource beginning in the 2020-2021 school year and continues throughout the 2021-2022 school year.

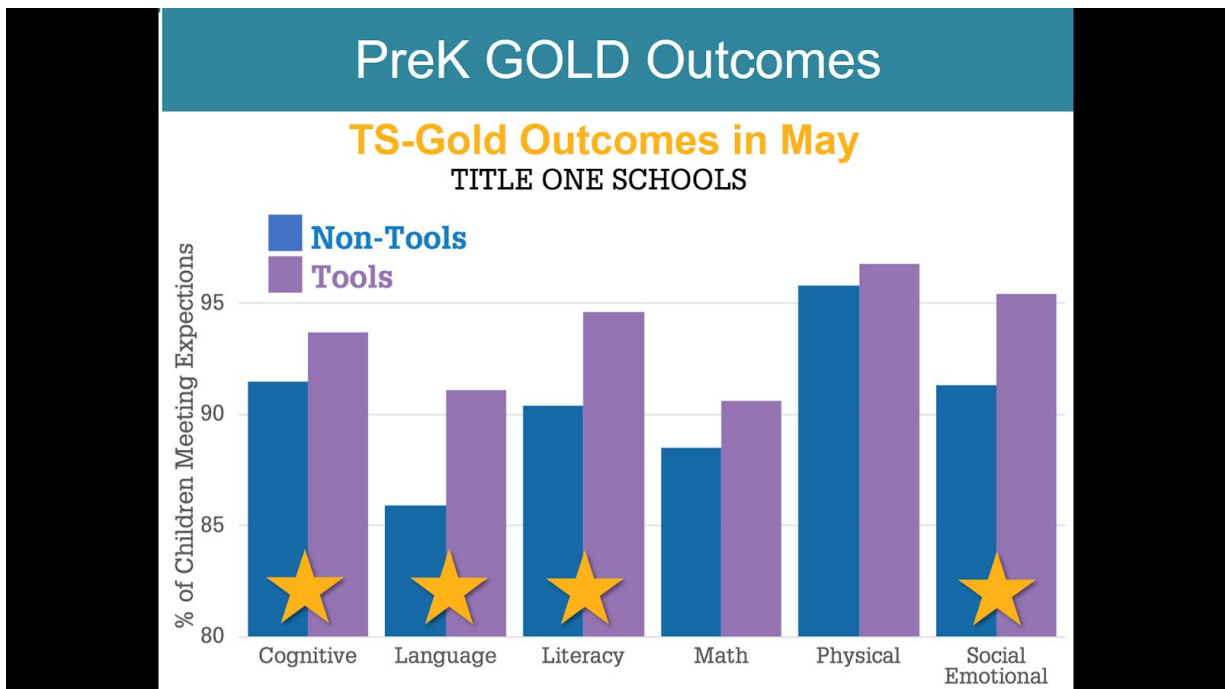
The proposal includes:

1. Teaching resources and materials for 15 preschool classrooms.
2. Professional learning and technical assistance for all staff for both the 2020-2021 and 2021-2022 school year.

## **3. Authority of Action**

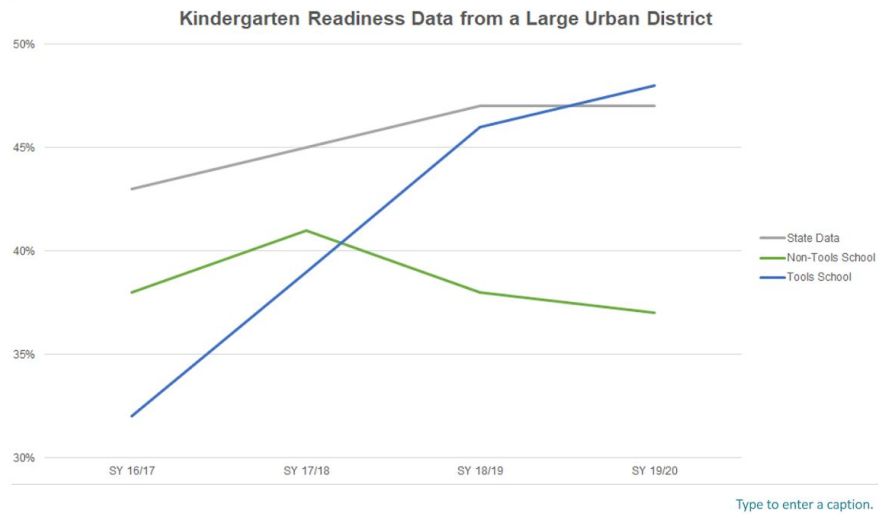
#### 4. Data/Alternates Assessed

Teaching Strategies Gold data, current research, and classroom observations informed the decision to request approval for this resource. Currently, the program does not use a consistent comprehensive instructional resource across the program. This leads to inequities for students in different classrooms. Other instructional resources were considered prior to this recommendation, most predominantly Creative Curriculum, and Connect 4 Learning. The Preschool Curriculum Team spent the entire year reviewing resource samples, researching the alternatives, observing different classrooms, and talking with teachers and administrators implementing these different approaches. The curriculum team completed two evaluation rubrics - one for Connect 4 Learning and one for Tools of the Mind. Ultimately, the review demonstrated that Tools of the Mind was better aligned with our recent Early Childhood Framework, better aligned with our district literacy, social-emotional, and teaming priorities, provided vastly superior professional learning and technical assistance support, and, produced stronger growth on the Teaching Strategies Gold Assessment. Data from the Denver Public Schools demonstrated increased student performance in all domains in classrooms using the Tools of the Mind curriculum resource.



In addition, in another large urban school district, data demonstrated Tools of the Mind classrooms far outperformed non-tools classrooms within the district and exceeded the statewide averages for kindergarten readiness in the state.

# Kindergarten Readiness Data



## 5. Administrative Recommendation

Dr. Palmer, Shanna Gannon

## 6. Stakeholder Groups Involved

**Early Childhood Coordinator**  
**Instructional Coach**  
**PreK Curriculum Team**  
**PreK Teachers**

## 7. Summary

Tools of the Mind is not just a boxed curriculum, instead, it is a researched-based, comprehensive, high-quality instructional resource with embedded professional learning for our entire early childhood staff that provides a rigorous and balanced approach to early childhood instruction. Tools of the Mind aligns with our Early Childhood Framework, GIPS district priorities, and with our K-2 curriculum.

## 8. Fiscal Impact

**Total cost: \$159,298.25**

## 9. Implement, Monitor, Evaluate, and Report Timeline

August 2020

Acquire materials and complete two-day initial training with staff  
Create fidelity rubric  
Review/revise Gold alignment

October 2020

Review Fall Gold data for adjustments/priorities with professional learning

November 2020

Staff training and program coaching

December 2020

Review fidelity rubric for updates to professional learning

Review trendwalk data, classroom observations, walkthroughs for professional learning adjustments and priorities

January 2021

Staff training and program coaching

February 2021

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Winter Checkpoint Gold data for growth and professional learning adjustments

March 2021

Staff training and program coaching

May 2021

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Spring Checkpoint Gold data for growth and professional learning adjustments

August 2021

Staff training and program coaching

Full Implementation of Tools Approach

October 2021

Review Fall Gold data for adjustments/priorities with professional learning

December 2021

Review fidelity rubric for updates to professional learning

Review trendwalk data, classroom observations, walkthroughs for professional learning adjustments and priorities

January 2022

Staff training and program coaching

February 2022

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Winter Checkpoint Gold data for growth and professional learning adjustments

May 2022

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Spring Checkpoint Gold data for growth and professional learning adjustments

**MEMORANDUM OF UNDERSTANDING**  
**BY AND BETWEEN**  
**THE CITY OF GRAND ISLAND AND GRAND ISLAND PUBLIC SCHOOLS**  
**FOR SCHOOL RESOURCE OFFICERS**

This Memorandum of Understanding (“MOU”) as required by *Neb.Rev.Stat.* §§ 79-2702 through 79-2704, is by and between the City of Grand Island, Nebraska, a Municipal Corporation (“City”), and Hall County School District 2, a/k/a Grand Island Public Schools, a Political Subdivision (“School District”) (collectively referred to as “the Parties”).

WHEREAS, the School District wants to continue its relationship with the City’s Police Department under which the Police Department provides School Resource Officers (“SROs”) for the School District’s SRO Program;

WHEREAS, the purpose of this MOU is to formalize the terms between the City and the School District which will govern the SRO Program;

WHEREAS, the School District and the City share the goal of promoting school safety and a positive school climate;

WHEREAS, all parties acknowledge that crime prevention is most effective when the School District, the City, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, the School District and the City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, the School District staff should generally not involve the SROs in enforcement of the School District’s discipline policies;

WHEREAS, the School District and the City recognize that student contact with SROs and the School District staff builds positive relationships leading to better student outcomes; and

WHEREAS, the School District and the City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all School District students.

NOW THEREFORE, the Parties hereby agree as follows:

1. Definitions.

- a. In the MOU, the term “home based building administrator” shall mean the building principal, assistant principal or designee in the school where the SRO is assigned;
- b. Department means the State Department of Education (*Neb.Rev.Stat.* § 79-2702(1));
- c. School resource officer (SRO) means any peace officer who is assigned, as his or her primary duty, to any school district to provide law enforcement and security services to any public elementary or secondary school and does not mean a peace officer

responding to a call for service, providing proactive enforcement, providing law enforcement or traffic direction for a school-related event, or providing temporary services as a school resource officer when the assigned school resource officer is not available (*Neb.Rev.Stat. § 79-2702(4)*);

- d. Security agency means a contractor that employs security guards used by a school district (*Neb.Rev.Stat. § 79-2702(5)*); and
  - e. Security guard means a person who is contracted or employed by a security agency to protect buildings and people and who does not have law enforcement authority or the power to arrest under any apparent authority in the jurisdiction where such person is contracted or employed as a security guard. A security guard may be an off-duty peace officer (*Neb.Rev.Stat. § 79-2702(6)*).
2. Provision of SROs. The City's Police Department will provide to the School District up to five (5) School Resource Officers (SROs) and the School District will reimburse the City for fifty percent (50%) of the direct and indirect personnel costs, including benefits, associated with the SROs.
3. Roles and Responsibilities regarding Student Discipline. The roles and responsibilities regarding Student Discipline are as follows:
- a. Disciplining students is the responsibility and authority of the School District, school administrators and parents. Security is the responsibility of SROs. The School District and the SROs shall use best efforts to follow the principles in this MOU regarding the division between school discipline and security.
  - b. SROs can provide assistance when: (i) authorized by law under *Neb.Rev.Stat. §§ 79-262* and *79-293* or other law; (ii) there is a threat to the safety of students, teachers, or public safety personnel; (iii) to assist with victims of crime, missing persons, and persons in mental health crisis; (iv) in an attempt to prevent criminal activity from occurring; or (v) it is required as part of emergency management response.
  - c. SROs should not act as a school disciplinarian. The School District staff should not involve SROs in disputes that are related to issues of school discipline; however, SROs should serve as a complement to school staff, provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.
  - d. SROs should not interview students or collect evidence for solely School District disciplinary purposes.
  - e. SROs shall inform the School district of its policies that address when a parent or guardian will be notified or be present, if a student is subjected to questioning or interrogation by an SRO or other employee of the City. SROs shall inform the School District of its policy that addresses under what circumstances a student will be advised of constitutional rights prior to being questioned or interrogated by SROs.
  - f. The School District's policy that addresses when a parent or guardian will be notified or be present if a student is subjected to questioning or interrogation by a school official or in conjunction with a school official and an SRO, and when students shall be advised of their constitutional rights prior to being questioned or interrogated may be found at GIPS Policy 8460, Student Interviews.
  - g. SROs and the School District will both comply with the School Districts' rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement, and the type of student conduct or actions that will be referred to law enforcement for prosecution as required by *Neb. Rev. Stat. § 79-262*. The School District's policies for student conduct are generally found in the GIPS policies 8000 series

- Student Policies, and in particular- in GIPS Policy 8453 – Student Suspension, Expulsion, and Mandatory Reassignment; in GIPS Policy 8440 – Use of Tobacco, Alcohol, and Other Controlled Substances By Students; and, in GIPS Policy 8312 – Excessive Absenteeism. These are available on the School District website.
  - h. SROs and the School District will keep records on each response to an incident occurring at school or on school grounds.
  - i. SROs and the School District shall maintain a high level of confidentiality of all matter regarding GIPS staff and student information. (Policy 8750 STUDENT DIRECTORY INFORMATION AND FERPA)
- 4. Mutual Obligations. The selection of SRO's for the SRO Program will be made through a collaborative process, involving the Police Department and the School District to evaluate the candidate's law enforcement ability and to give school administrators a voice to determine each candidate's ability to operate in the school environment. The Police Department will seriously consider input from the School District when assigning an officer to a building, and will make a good faith effort to address concerns raised. It is recommended the SRO supervisor meet twice a semester with each home based building administrator where an SRO is assigned. The School District may request the removal or reassignment of any SRO for any reasonable cause the School District provides in writing to the Police Department. The Police Department will seriously consider the input of the School District when determining the removal or reassignment of an SRO. The final decision on the assignment, reassignment or removal of an SRO shall be made by the Police Department, which is also responsible for evaluating the performance of the SROs. The home based building administrator in collaboration with the SRO's active supervisor will complete a Grand Island Police Department evaluation form two times a year to evaluate the performance of the SRO(s).
- 5. City's Responsibilities. The responsibilities of the City shall include:
  - a. Providing up to five (5) police officers to be designated as SROs. The Chief of Police or designee will meet with the School District Superintendent, or designee, as needed concerning activities of the SRO Program. Both parties shall maintain confidentiality to the extent required by law with respect to individual persons and/or investigations.
  - b. Scheduling the working hours of the SROs, taking into account the school year calendar of the school where each SRO is assigned. The hours of the SRO's availability will be during normal school hours while the school of assignment is in session and when students and/or staff are in the school building. Adjustments outside these regular hours shall be by mutual agreement between the home based building administrator and the Police Department. These adjustments shall be minimal due to the need for SRO's to be on campus during school hours. The Police Department is not obligated to provide substitute SROs when a regularly scheduled SRO is not available.
  - c. Paying the SROs' salaries, payroll taxes, payroll based expenses, insurance and benefits. All overtime costs that result from investigations, training, or police department directed assignments will be the responsibility of the City.
  - d. Furnishing any equipment or training required by the SROs.
  - e. Training the SROs and the SROs' Supervisor through the National Association of School Resource Officers or other suitable organization as agreed upon between the City and the School District and as required by the Nebraska State Statutes.
  - f. Ensure records are kept on each student referral for prosecution from an SRO in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis of related data and delineate the

reason for such referral and federally identified demographic characteristics of such student.

6. Training. Mandated by *Neb.Rev.Stat.* § 79-2704 as follows:
  - a. Within six months of City personnel being assigned as an SRO to the School District the SROs shall have completed a minimum of twenty hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "Security Guard" found at *Neb.Rev.Stat.* § 79-2702 are not subject to the requirements of the SRO of this MOU, but the use of temporary Security Guards should not be used to circumvent the training requirements set forth in this MOU.
  - b. Within six months of an SRO being assigned to a school building, a minimum of one administrator in each elementary and secondary school building will have completed a minimum of twenty hours of training, excluding previous college coursework. This coursework will be focused on school-based law enforcement, including, but not limited to course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.
7. Program Review.
  - a. Complaints by students or parent/guardians regarding SROs shall be accepted by the Building Principal and Associate Superintendent of the School District. A written complaint form shall be completed following GIPS Policy 8420 and 8420.1, Student Due Process Rights. The complaint will be reviewed by the Building Principal, Associate Superintendent, and the SRO's acting supervisor.
  - b. The School District, in collaboration with the City shall conduct an annual review of the program and shall: (i) make modifications as necessary to accomplish stated program goals; and (ii) create a report of the review to be provided to both parties, and to the extent permitted by law, made available online. The parties will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the first full school year following the formation of this MOU.
  - c.
8. School District's responsibilities. The responsibilities of the School District shall include:
  - a. Reimbursing the City for fifty percent (50%) of its direct and indirect personnel costs, including benefits for the police officers assigned as SROs. The reimbursement costs are for the City's fiscal year of October 1<sup>st</sup> through September 30<sup>th</sup>.
  - b. Reimbursing the City for all overtime costs associated with the School District's request for off-duty assignments on weekends and/or evenings for school activities. These special assignments may be covered by an SRO as part of his or her regular duty through a schedule change agreed on by both the School District and the Police Department which is within the guidelines of the City's labor agreement with the Fraternal Order of Police Union (FOP). In accordance with the FOP contract, the home based building administrator will provide an SRO twenty one (21) days notice if an SRO

is requested to utilize flex-hours to conduct off-duty assignments on weekends and/or evenings for school activities within the SROs pay period.

- c. Provide premises at each school facility to which an SRO is assigned which is suitable for the performance of the SRO's duties.
  - d. Provide to the Police Department and the SROs policies of the District and the student handbook.
9. Chain of Command. As employees of the Police Department, SROs shall follow the chain of command as set forth in the policies and procedures of the Police Department. In the performance of their duties, SRO's shall coordinate and communicate with the home based building administrator of the school to which they are assigned. SROs are not employees or agents of the School District.
10. Revision to number of SROs. The Police Department may at its sole discretion reduce the number of SROs after giving prior notification to the School District. The School District may request assignment of additional SROs subject to approval of the Grand Island City Council. Any adjustments to the number of SROs will be pursuant to the financial terms expressed herein.
11. Duration. This MOU shall be effective as of the date of execution by both Parties (the "Effective Date") and shall terminate four years after the Effective Date. Either Party may terminate this MOU by notifying the other in writing of its intention to terminate by July 1 of each year. After notification, the MOU shall terminate on October 1<sup>st</sup>. Upon the Parties mutual agreement in writing, this MOU may be extended for an additional term of four (4) years.
12. Acquisition, ownership and disposal of personal property. All personal property and fixtures acquired and used in the SRO Program shall be owned by the entity which pays for said personal property or fixtures. In the event the SRO Program is terminated the parties shall take possession of their respective personal property and fixtures or said property may be left in place at various City and School District facilities, whichever is mutually agreeable to the parties.
13. Separate entity. The parties agree that no separate entity is created by this MOU.
14. Choice of Laws. This MOU shall be construed in accordance with the laws of the State of Nebraska, including, but not limited to, the Interlocal Cooperation Act, *Neb.Rev.Stat.* §13-801 et seq., statutes dealing with school resource officers *Neb.Rev.Stat.* § 79-2701 through § 79-2704, and the Ordinances of the City with venue for this MOU in the Courts of Hall County, Nebraska.
15. Entire MOU. This MOU shall constitute the entire MOU between the City and School District relating to the SRO Program and may be amended only in writing duly approved, adopted, and executed by the respective parties.
16. Notices. All notices required under the terms and conditions of this MOU shall be sent to the other party by first class United States mail, postage prepaid and addressed as follows:

City of Grand Island  
Attn: Mayor  
City Hall  
100 East First Street  
P.O. Box 1968  
Grand Island, NE 68802-1968

Grand Island Public Schools  
Attn: Superintendent  
Kneale Administration Building  
123 S. Webb Road  
P.O. Box 4904  
Grand Island, NE 68802-4904

17. Fund availability. The City and the School District acknowledge that funding for this MOU is contingent upon funds being appropriated annually by the Grand Island City Council and funds being appropriated by the School District's Board of Education. This MOU is not intended to create a multiple-fiscal year direct or indirect debt or financial obligation of either party.
18. No Third Party Beneficiaries. Nothing in this MOU shall give or allow any claim or cause of action by any third person or entity.
19. Indemnification. Each Party shall indemnify and hold the other harmless against any claim of liability or loss from personal injury or property damage resulting from or arising out of the negligence or willful misconduct of the indemnifying Party, its employees, contractors or agents, except to the extent such claims or damages may be due to or caused by the negligence or willful misconduct of the other Party, its employees, contractors or agents.
20. Amendment. This MOU may be modified only by written amendment, duly executed by authorized representatives of the parties. No alteration or variation of the terms and conditions of this MOU shall be valid unless made in writing and signed by the parties hereto. Every amendment shall specify the date on which its provisions shall be effective.
21. Assignment. Neither party may assign its rights under this MOU without the express prior written consent of the other party.
22. Captions. Captions used in this MOU are for convenience and not to be used in the construction of this MOU.

City of Grand Island, Nebraska

Hall County School District 2, a/k/a  
Grand Island Public Schools

By: \_\_\_\_\_  
Mayor Roger G. Steele

By: \_\_\_\_\_  
Bonnie Hinkle, Board of Education  
President

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_



**2020-2021  
GIPS Staff Calendar**

**Elementary:** 8 a.m. - 3:30 p.m.  
Students dismissed at 2 p.m. Wednesdays  
for teacher prep and planning

**Middle:** 8:15 a.m. - 3:45 p.m.  
Students dismissed at 2:15 p.m. on first  
Wednesday monthly for prof. learning

**GISH:** 8:05 a.m. - 3:40 p.m.

**Distribution of days**

	K-5	6-12
Student	170.5	170.5
Teacher	187	187
Conferences	3	3
Teacher prep	5	5
Prof. learning	8.5	8.5

(District/building PD, CIA, PLC)

**Quarter dates**  
Oct. 16; Dec. 18; March 5; May 21.

**Trimester dates**  
Nov. 6; Feb. 19; May 21.

**Make-up days**  
May 25-28

**Calendar legend**

12	No school for staff
24	No school for students
18	Parent-Teacher Conferences
24	2 p.m. dismissal elementary
4	2/2:15 p.m. dismissal K-8 students

AUGUST				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**AUGUST**  
3-5 ..... New staff  
6..... District Welcome (a.m.)  
Building PD (p.m.)  
7..... District CIA  
10..... Building PD  
11..... Teacher plan/prep  
12..... K, 6, 9 students (2 p.m.)  
13-14 .. K-12 students (2 p.m.)

SEPTEMBER				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**SEPTEMBER**  
4..... Building PLC  
7..... No School: Labor Day  
28..... District PD

OCTOBER				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**OCTOBER**  
~~12-14 .. PTC (p.m.)~~  
~~15..... PTC (a.m.)~~  
~~Building PLC (p.m.)~~  
16..... Teacher comp day  
15 - District PD/ Bldg PLC  
16 - Safe Schools / Comp Day for Aug 4/5

NOVEMBER				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**NOVEMBER**  
6..... Teacher plan/prep  
25-27..... No School:  
Fall break  
30..... District PD

DECEMBER				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**DECEMBER**  
18..... K-12 2 p.m. dismissal  
21-31 .. No school: Winter break  
(through Jan. 1)

JANUARY				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**JANUARY**  
1..... No School: Winter break  
4..... Teacher plan/prep  
5..... K-12 staff, students return  
18..... District PD

FEBRUARY				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

**FEBRUARY**  
15-17 .. PTC (p.m.)  
18..... PTC (a.m.)  
Teacher plan/prep (p.m.)  
19..... Teacher comp day  
18 - District PD  
19 - Teacher plan/prep

MARCH				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**MARCH**  
8-12 .... No School: Spring break

APRIL				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

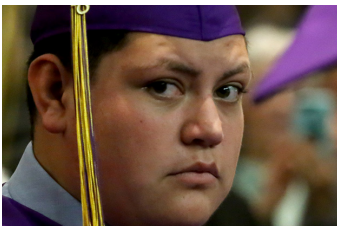
**APRIL**  
2-5 ..... No School: April break  
23..... Building PLC (a.m.)  
Teacher plan/prep (p.m.)

MAY				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

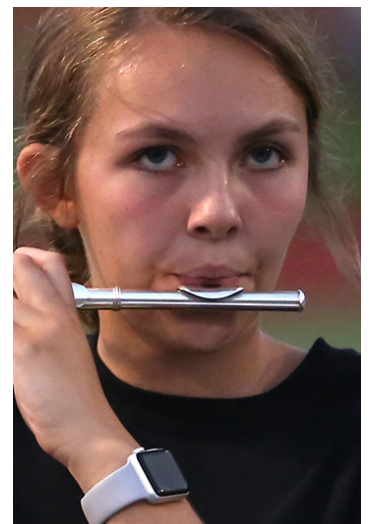
**MAY**  
16..... GISH Graduation  
21..... Students' last day (11 a.m.)  
Building PD  
24..... Teacher plan/prep



Grand Island  
PUBLIC SCHOOLS<sup>SM</sup>



**2019-2020  
Grand Island  
Public Schools  
HANDBOOK**



# Grand Island Public Schools Mission Statement

## VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

## MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

## STUDENT COMMITMENTS

Within the school district of Grand Island:

*Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;*

*Every student will be treated with fairness and dignity;*

*Every student will be honored for their unique qualities and backgrounds;*

*Every student will experience a sense of belonging, contribution and success; and*

*Every student will develop responsibility and show respect for others as well as oneself.*

In educating students, we teach hearts as well as minds.

## Intent of Handbook

This handbook is to be used by students, parents and staff as a guide to the rules, regulations and general information about Grand Island Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies and state and federal statutes and regulations.

## Welcome to Parents

Dear Grand Island Parents:

The 2019-2020 school year is upon us and I am looking forward to a year filled with opportunities for all students in the Grand Island Public Schools.

As a part of the efforts that take place at the beginning of the school year we have prepared for you and your student a resource that we hope you will find helpful, the 2019-2020 Student/Parent handbook. This publication contains information for students and parents regarding daily life in Grand Island Public Schools, as well as an overview of student rights and responsibilities.

I would also encourage you to visit the district website [www.gips.org](http://www.gips.org) as it is a great way to find current information about specific events at your child's attendance center. Additionally, the website contains all district policies and other help resources important to your child's experience in Grand Island.

Every Student, Every Day a Success is the mission of Grand Island Public Schools and with that in mind it is my sincere hope that you and your family have a successful 2019-2020 school year.

**Dr. Tawana Grover**

Superintendent of Schools

## District website

Visit [www.gips.org](http://www.gips.org) for all district and school information.

## Social media

Follow the Grand Island Public Schools district and all of our schools on Facebook and Twitter to stay updated on activities and information. Links to all social media accounts can be found at the school pages on the district website, [www.gips.org](http://www.gips.org).

### GIPS on Facebook:

[www.facebook.com/GrandIslandPublicSchools](http://www.facebook.com/GrandIslandPublicSchools)

### GIPS on Twitter:

@GIPublicSchools

## District offices

Kneale Administration .....	(308) 385-5900
Superintendent's office .....	Ext. 1140
Student services .....	Ext. 1152
Business office .....	Ext. 1151
Technology office .....	Ext. 1155
Marketing & communications .....	Ext. 1127
GIPS Foundation .....	Ext. 1170
Maintenance/ .....	Ext. 1100
Safety .....	Ext. 1121
Nutrition Services .....	Ext. 1172
CNSSP .....	Ext. 1188
Federal Programs .....	Ext. 1122
Outreach Center .....	Ext. 1204

## School phone numbers

Early Learning Center ..... 385-5655

### *ELEMENTARY SCHOOLS*

Dodge .....	385-5889
Engleman .....	385-5902
Gates .....	385-5892
Howard .....	385-5916
Jefferson .....	385-5922
Knickrehm .....	385-5927
Lincoln .....	385-5924
Newell .....	385-5905
Seedling Mile .....	385-5910
Shoemaker .....	385-5936
Starr .....	385-5882
Stolley Park .....	385-5913
Wasmer .....	385-5920
West Lawn .....	385-5930

### *MIDDLE SCHOOLS*

Barr .....	385-5875
Walnut .....	385-5990
Westridge .....	385-5886

### *HIGH SCHOOL*

Grand Island Senior High .....	385-5950
Activities office .....	385-5581
Indra House .....	385-5635
Career Pathways Institute .....	385-5601
Success Academy .....	385-5885
Welcome Center .....	385-5551

The Grand Island Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

**Students:**

Associate Superintendent for Student Services  
Kneale Administration Building  
123 South Webb Road, PO Box 4904  
Grand Island, NE 68802-4904

Telephone: (308) 385-5900  
Email: [rdexter@gips.org](mailto:rdexter@gips.org)

**Employees and Others:**

Director of Human Resources,  
Kneale Administration Building,  
123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904;  
308-385-5900;  
[wstelk@gips.org](mailto:wstelk@gips.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at:

Office for Civil Rights  
Kansas City Office for Civil Rights  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, Suite 320  
Kansas City, MO 64106

Telephone: (816) 268-0550;  
Fax: (816) 268-0559;  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

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# School Business and Procedures

## School Hours

Preschool: A.M.: 8 - 11 a.m. P.M.: 12:20 - 3:20 p.m. (Wednesday dismissal: 10 a.m./2:20 p.m.)

All Elementary Schools: 8 a.m. - 3:30 p.m. (Wednesday dismissal: 2 p.m.)

All Middle Schools: 8:15 a.m. - 3:45 p.m. (first Wednesday dismissal: 2:15 p.m.)

Grand Island Senior High: 8:05 a.m. - 3:40 p.m. (first Wednesday dismissal: 2 p.m.)

## Arrival and Dismissal From School

Students are expected to arrive at school no more than 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 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.

Upon dismissal, students are expected to be picked up or leave school grounds within 15 minutes of dismissal. The school is not responsible for supervision of students once the students are to have left school grounds.

## Signing A Child In And Out Of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class or permission granted with administrator approval. The schools will only release children to adults designated by the parent in Infinite Campus or administrator approval. 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 Pre-K to 5, 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 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.

## Lunch and Open and Closed Campus

Juniors and Seniors have open lunch privileges with parent and administrative approval. Students must remain on campus at all other times. Underclassmen do not have open lunch privileges. Freshman and Sophomores will be scheduled in one of the two school cafeterias for lunch.

## Grand Island Senior High Prayer Time Process.

GIPS recognizes the religious requirement of prayer for students and provides a space and time for this to occur with minimal loss of instructional time.

### Process:

- Use the foyer of the auditorium as a common space and establish practice of entering and exiting the foyer through the main entrance near door 34 (interior halls are off limits). Alternate locations would be:
  1. Upper Deck of East Gym
  2. East Conference Room
  3. West Conference Room
- Students will be allowed one 15 minute prayer time during the school day.
- Morning and late afternoon prayers should take place outside of the school day.
- Prayer time should take no more than 15 minutes including travel to and from the location.

- Students using prayer time should communicate with their Counselors and Teachers to be released and should travel directly to the prayer location. They should not stop in other classrooms, or wait to meet other students who might be praying. Students should go directly to the location, pray and return directly to their assigned location.

## Enrollment Information

Students shall attend the neighborhood school in the attendance area in which they reside. Reassignment may be made when deemed in the student's best interest and based upon the capacity of the class, grade level, program and school building to which he or she is applying. Capacities will be based upon class/program guidelines provided in **Policy 7511–Open Enrollment**. Special Education transfers will be allowed only when it is determined that educational needs as specified in the Individualized Education Plan cannot be provided in the neighborhood school.

The district has established procedures for requesting a transfer to an in-district attendance center other than the neighborhood school. Parents/Guardians should complete a transfer request application at their assigned neighborhood school. Applicants will be notified of approval or denial one week prior to the start of school. **Policy 8332–Elementary and Middle School Within District Transfers**

## Emergency Situations

Representatives of the superintendent's staff will notify local news media and post to [www.gips.org](http://www.gips.org) in emergency situations including weather events. Radio and television stations broadcast the information regularly and our district telephone system will be used to notify families. Parents are not to call media or school buildings during emergency situations. School officials will not release students from the school building during emergency situations.

## Visitors

All visitors must report to the office upon entering the building. Students may not bring friends or relatives with them to school to attend classes.

## Flower and Gift Delivery at School

GIPS acknowledges the need to recognize students on special holidays, however, due to the disruption to class, gifts and flowers will not be accepted at school for delivery to a student in class.

## Smoke-Free Environment

Grand Island Public Schools declares all of our buildings and grounds to be smoke-free. All district-owned or operated facilities, grounds and vehicles, as well as district-sponsored events, will be designated tobacco-free. The use of any form of tobacco is prohibited. **Policy 6232–Use of Tobacco on Premises by Staff members, Visitors and Volunteers**

## Care of School Property

The Grand Island Public Schools believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school property. The staff reserves the right to confiscate nuisance items or other objects that interfere with school purpose or otherwise constitute rule violations. Students may also receive disciplinary consequences for significant disruptions or repeated violations.

## Destruction of School Property - Board Policy 8411

Any student who vandalizes or destroys school property will be assessed repair or replacement costs and referred to the county attorney for prosecution. Students are asked to help protect the school by discouraging and reporting any vandalism. The school appreciates student cooperation and responsible behavior.

## Student ID: Middle School and High School

The student ID allows students free or reduced admission to various school activities. Students get their student ID card after they register. Students losing ID cards will be charged a fee for a duplicate.

Grand Island Senior High and Barr, Walnut and Westridge Middle School students must wear their student issued ID at all times while in school. The ID must be worn on a lanyard around the neck. When the ID is lost, stolen, or forgotten, students must report to the office and purchase a temporary daily sticker or a replacement ID.

## Lockers

For building security and student safety, the expectations for students' use of lockers are:

- Students are responsible for the content and condition of their lockers.
- The school assumes no liability for damage or theft of property.
- Students are required to use only the locker furnished by the school.
- Locker problems should be reported to the office

## Searches of Lockers and Other Types of Searches

School administrators are authorized to conduct searches of students and their property as well as property of the district in order to enforce compliance with statutes, policies and rules. A search may be conducted for reasons that include, but are not limited to, safety health and discovery of the violation of a statute, policy, or rule.

## 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 school administration. 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.

## Student Use of Bicycles and Other Small-Wheeled Devices

Students who ride bicycles to school are requested to secure them in an orderly fashion at designated locations. Students are advised to provide bicycle locks for their personal bicycle. For safety reasons, riding bicycles or other small wheeled devices on school grounds during school hours will not be permitted. Students are discouraged from riding other small wheeled devices such as skateboards, in-line skates, roller skates, or micro-scooters to school. Principals may set forth additional regulations as necessary for individual attendance centers. The privilege of riding a bicycle to school will be withdrawn if rules and appropriate safety measures are not followed.

## 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. Students who find lost articles are asked to take them to the office where the articles can be claimed by the owner.

## Printed Materials for Display and/or Distribution

The principal must approve all signs and announcements in the school building before they are displayed or read. The district office must approve all materials for distribution in all district facilities. **Policy 9420**

## Copyright and Fair Use Policy

Grand Island Public Schools 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 "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. **Policy 5521**

# Fees

## Student Fees

Teachers may request students to furnish minor personal consumable items, including but not limited to, pencils, paper, pens, erasers and notebooks, for courses and activities which count for graduation or advancement between grades, or in which participation is otherwise required by the Grand Island Public Schools. The request for such items shall be made in such a way that it is clear the furnishing of the same is voluntary. If a student is unable to provide the minor personal consumable item required, the school will supply the item to the student.

## Participation Fees

Grand Island Public Schools will not charge student fees for participation in extracurricular activities whether participation is as a member or spectator. High school students will receive an activity marked ID providing access to high school athletic events if their school is a competing school serving as either the home or away team in the contest. GIPS may charge fees to recover the actual cost for the following items:

- Uniform cleaning fees
- Admission fees to events such as sports, drama, speech, music, dances, banquets, prom, after prom party
- Student organization fees
- Extracurricular activity facility charges such as greens fees, tennis court fees, bowling fees, pool fees
- Extracurricular activity workshops co-sponsored by the district or at district facilities such as sports clinics, cheerleading clinics, band clinics, swing choir or chorus clinics, flag corps clinics
- Sheet music charges

**SEE APPENDIX FOR COMPLETE LIST OF SUPPLIES FOR SCHOOL AND ACTIVITIES, PAGE 37**

GIPS fees for lost or damaged property is as follows:

Fees for late library materials .....	\$1.00 (Per Day, \$10.00 Maximum)
Fees for lost library materials .....	Actual replacement cost
Fines for damage to textbooks, lockers, or desks .....	Reasonable repair cost
Fee for replacement of Student ID .....	\$5.00
Fees for lost materials .....	Actual replacement cost
Fees for lost or damaged Electronic Communication Devices .....	Actual replacement cost

## Special Fees

- GIPS will not charge any fees for post secondary education cost. However, students taking dual enrollment courses or other post secondary education course(s) will need to pay any dues, fees, tuition, and provide books and supplies associated with obtaining the necessary credit from their post secondary educational institution (e.g. Central Community College, UNL, UNO, UNK, etc.).
- Copies of student files or records will be provided free of any fee or charge.
- Before/after school programs and pre-kindergarten services, if offered, will be offered without any charge to the participant.
- Summer school or night school programs, if offered, will be offered without any charge to the participant.
- Certification tests.

## Student Fee Waivers

An Application for Student Fees and Supplies Waiver Form must be completed by a child's custodial adult.

- Families seeking a waiver based upon their status for participation in the United States Department of Agriculture child nutrition programs must complete, on an annual basis, an Application for Free and Reduced Priced Meals including Sharing Information with Other Programs.
- Families or students who are automatically approved for participation in the United States Department of Agriculture child nutrition programs need not complete a new application. However, all other waiver requirements apply, including Sharing Information with Other Programs.
- Participation in the United States Department of Agriculture child nutrition programs is not required.
- Families must give permission to share information regarding their status with GIPS before a waiver will be considered.
- Application for Student Fees and Supplies Waiver may be completed at any time during the school year.

- Retroactive refunds of Student Fees and Supplies will NOT be made.

All Student Fees and Supplies may be waived in whole or part under the following circumstances:

- A student is identified as being homeless.
- Principal or assistant principal recommendation, based upon the student’s or family’s ability to pay.

Except as provided in Grand Island Public Schools **Policy 8820–Student Fees** and the accompanying **8820.1 Administrative Procedures**, the Grand Island Public Schools shall not collect any other money pursuant to the Public Elementary and Secondary Student Fees Authorization Act.

### Breakfast and Lunch Fees

<b>Student Meal</b>	<b>Fee</b>	<b>Student Meal</b>	<b>Fee</b>		
Elementary Breakfast – Full Priced	\$2.00	Senior High Breakfast – Full Priced	\$2.00*		
Elementary Breakfast – Reduced	\$0.30	Senior High Breakfast – Reduced	\$0.30*		
Elementary Breakfast – Free	\$0.00	Senior High Breakfast – Free	\$0.00*		
Elementary Lunch – Full Priced	\$2.55	Senior High Lunch – Full Priced	\$2.85		
Elementary Lunch – Reduced	\$0.40	Senior High Lunch – Reduced	\$0.40		
Elementary Lunch – Free	\$0.00	Senior High Lunch – Free	\$0.00		
Elementary Milk	\$0.40	Senior High Milk	\$0.50		
Middle School Breakfast – Full Priced	\$2.00*	<b>Adult Meal</b>	<b>Fee</b>		
Middle School Breakfast – Reduced	\$0.30*			Breakfast	\$2.30
Middle School Breakfast – Free	\$0.00*			Lunch	\$3.70
Middle School Lunch – Full Priced	\$2.75	Chef Salad	\$3.70		
Middle School Lunch – Reduced	\$0.40				
Middle School Lunch – Free	\$0.00				
Middle School Milk	\$0.50				

*\*Students at Senior High and Walnut Middle School are encouraged to participate in the free Grab ‘n’ Go breakfast program.*

### USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individual who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877- 8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer> and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

**Mail:** U.S. Department of Agriculture  
 Office of the Assistant Secretary for Civil Rights  
 1400 Independence Avenue, SW  
 Washington, D.C. 20250-9410;

**Fax:** (202) 690-7442; or **Email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)  
 This institution is an equal opportunity provider.

# Attendance

## 8312 EXCESSIVE ABSENTEEISM

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal, or principal's designee, of their attendance center. This policy, developed in collaboration with the county attorney, is an attempt to address the problem of excessive absenteeism.

Excessive absenteeism is the failure to attend school for the minimum number of days established in the school calendar by the board. The Grand Island Public Schools sets the minimum number of days at 90% of days that the student's school is open and in session.

The superintendent shall designate an attendance officer. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has accumulated absences of a total of more than 10% of the days, or hourly equivalent, of the current required attendance days, the school shall render all services in its power to compel the student's attendance. These services include but are not limited to the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker (or school principal or a member of the school administrative staff, if the school has no social worker), the student's parent/guardian and the student (if necessary) to develop a plan to solve the excessive absenteeism problem

The plan shall consider but not be limited to:

- a. Determine if illness is related to physical or behavioral health of the child (verified by appropriate documentation);
- b. Educational counseling to explore curriculum changes such as alternative educational programs to solve the excessive absenteeism problem;
- c. Educational evaluation to assist in determining the specific condition(s) contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
- d. Investigation of the problem by a school social worker (or principal or administrative staff member) to identify conditions contributing to the excessive absenteeism problem. If services for the student and student's family are determined to be needed, the investigator shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

Students are subject to disciplinary action for excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

The following reasons for absences from school will be recorded on the attendance record:

Code	Description	Classification	Purpose
AB	Absent	Unexcused	Absent without contact with Parent or Student.
TR	Truant	Unexcused	Parent or School Staff do not know student's disposition
PF	Office	Exempt	Office (Including Nurse, Counseling, Guidance, Wellness, etc)
SA	School Activity	Exempt	School activity/sport, whether in or out of the building
ISS	In School Suspension	Exempt	ISS assigned by administrator
OSS	Out of School Suspension	Exempt	OSS assigned by administrator
MED	Medical Event Documented	Excused	Doctor appointment/hospitalization/illness with documentation from a medical professional
LTE	Long Term Extension	Exempt	Student attending a medical treatment facility or alternative program
H	Homebound	Exempt	Students who cannot attend at school
T	Tardy	Unexcused	Late to class
CV	College Visit	Exempt	Two each year
AD	Administrator Excused	Exempt	Administrator discretion
PR	Parent Request	Excused	Multiple Uses: Doctors appointment without doctor's note, illness without documentation, funeral, weather, vacation

Remember: Parents must Call the school for any absence. **Policies 8310, 8312 and 8320**

## Tardy/Absent Guidelines

### Students out of GPS for 10 days or more

When families report their child will be out of school for more than 10 school days, students will be dropped as eligible to return on their last day of being present at school, and then the student needs to register upon return.

### Elementary and Middle School Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- A student will be recorded as tardy if within the first 15 minutes of the day the student checks in by 8:15 for elementary students and by 8:30 for middle school students
- After 15 minutes the student is recorded as absent:
  - Absent/Truant: student refused to come to school
  - Absent/Unexcused: no reason/no parent phone call
  - Absent/Parent Request: recorded as absent and as excused when parent calls in for a student
  - Attendance at Truancy Court: needs to be marked as PR (parent request)
- When a student returns during the day, they will be counted absent until they report to the office and will be recorded "tardy" for the period in which they return and as "in attendance" for the remainder of the day.

### GISH Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- For First Period:
  - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
  - Students arriving late during the first block of the day will be scanned at the door by Campus Monitors and counted Tardy for that class period.
  - Students arriving late during the first block of the day with a parent notification (phone call) will be marked PR with a comment noting the parent called. The student will need to check in with the attendance clerk. Habitual tardiness with parent phone calls will be dealt with on case by case basis.
  - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment, the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.

- Teachers will update attendance at the end of the period.
- For Remainder of the day:
  - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
  - Students arriving to class late without a pass will be marked as Tardy by the classroom teacher.
  - Students arriving to class more than 15 minutes late without a pass will be noted by the teacher, marked tardy and the Academy Principal will be notified.
  - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.
  - Teachers will update attendance at the end of the period.

## Sign in Procedures

K-8 students who arrive late to school are required to sign in at the office prior to attending class; Senior High Students report directly to the classroom. All teachers have the authority to deal appropriately with excessive tardiness to classes.

## School-Sponsored Activity Absences

Students who are absent from class or school due to participation in a school activity must make up work in advance of the absence or have work missed ready to hand in the next class day.

## Withdrawal From School

Pursuant to Neb. Rev. Stat. 79-202, a person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirement of section 79-202 if an exit interview is conducted and the withdrawal form is signed or if a signed notarized release form is filed with the Commissioner of Education. To begin the withdrawal process, the person with legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age submits a request to the school where the student is enrolled.

# Academic Information

## Promotion and Retention

Students normally progress annually from grade to grade. Exceptions may be made through the Response To Intervention process. Exceptions may include vertical acceleration, horizontal enrichment, mentoring, or other curricular method deemed in the best interest of students. **8730–PROMOTION, RETENTION, ACCELERATION**

## Academic Integrity

Students are expected to abide by the standards of academic integrity established by their teachers and school administration.

## Definitions of Academic Integrity

“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:

- Tests (includes tests, quizzes and other examinations or academic performances):
  - 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.
  - Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, technological devices, or other materials 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.

- Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another 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.
- 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.
- 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.
- Papers (includes papers, essays, lab projects and other similar academic work):
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
- 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.
  - “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.
  - Plagiarism includes, but is not limited to:
    - 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.
    - 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.
    - “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.
- The following sanctions will occur for academic integrity offenses:
  - Academic Sanction. The instructor will refuse to accept the student’s work in which the cheating or plagiarism took place, may assign a failing grade 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.
  - Report to Parents and Administration. The instructor will notify the principal of the offense and the instructor or principal may notify the student’s parents or guardian.

- 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.

## Grading System

### Elementary School

Report cards are issued at the end of each trimester. The report card is an appraisal of the child’s scholastic, social and personal growth in terms of the school program.

#### Kindergarten – Performance By Curriculum Standard

Pro	Proficient	Demonstrate sufficient understanding and skills for mastery
NP	Not Yet Proficient	Does not yet demonstrate sufficient understanding and skills for mastery
NA	Not Assessed	Not assessed at this time

#### First - Fifth Grade – Performance by Curriculum Standard

Adv	Advanced	Consistently meet, and at times exceed, the grade level standards; demonstrate skilled performance
Prof	Proficient	Regularly meet the grade level standards; demonstrate acceptable performance
Dev	Developing	Starting to meet, and occasionally do meet, the grade level standards; approaching acceptable performance but have not achieved it
Beg	Beginning	Not meeting the grade level standards; not successful with performance opportunities
NA	Not Assessed	Not assessed at this time
*	Modified	Modified instruction

### Middle School

Students will receive a grade for each class they are assigned based on their academic performance. Teachers also assess critical skills based on dependability, respectful and responsible interaction, self discipline, and quality work completion. Student attendance and punctuality in the class will also be on each student’s report card. Progress reports are posted at 6 week intervals to notify parents of student progress. A student or parent who wants to know how a their student is doing in a certain class can access the parent portal via the web or contact the teacher. A report card is issued at twelve week intervals.

Grades for daily work and the grades on the report card are based on the following grading scale:

A	90 - 100	Excellent
B	80 - 89	Good
C	70 - 79	Satisfactory
D	60 - 69	Needs Improvement
F	Below 60	No Credit
Inc	Incomplete	Work Not Completed

### Middle School Honor Roll

To be on the honor students you must have all A’s or B’s in all courses assigning a letter grade. Students with an “INC” (incomplete) will not be considered for the academic honor roll.

### High School

Grading at Grand Island Senior High differs from elementary and middle school grading. For the first

time, in high school, students earn credits toward graduation. Those credits are based on passing high school core and exploratory courses. All courses at Grand Island Senior High School are graded on an A to F scale. Students who do not earn a passing grade do not receive credit for that course and may be in danger of not graduating.

Student letter grades are based on academic achievement, not behavior. The grades are based mostly on assessment scores (tests, performances, projects), with very little weight on daily practice or homework. The purpose of daily practice and homework is to learn, receive feedback, and have an opportunity to correct errors in thinking or understanding.

The focus on grading at Grand Island Senior High School, as it is at all levels, is to assign consistent, meaningful, accurate grades that support student learning. Students needing a copy of their transcripts can request one for \$2 from the Grand Island Senior High registrar.

## GISH Grading and Credit Information

Beginning in 9th grade, students must earn credits to graduate. Credits are earned by passing GISH courses. GISH uses a grading scale of A to F, and GPA (grade point average) is calculated on the transcript using a scale of 0.0 to 4.0. Grades are published at the end of each semester.

A	counts 4.0 in GPA	90-100%	Excellent
B	counts 3.0 in GPA	80-89%	Good
C	counts 2.0 in GPA	70-79%	Satisfactory
D	counts in 1.0 GPA	60-69%	Passing but needs improvement
F	counts in 0.0 GPA	Below 60%	No Credit Granted
P	not in GPA	Passing	Credit Granted
NP	not in GPA	Not Passing	No Credit Granted
W	not in GPA	Withdrew	No Credit Granted
INC	incomplete	Not Finished	No Credit Granted
SI	Sheltered Instruction Course in ELA program		

## No zeros for missing or incomplete work

A score of zero will not be entered in the grade book. Instead, M or I will be entered to indicate that work is not yet complete. In grades 9-12, students will have five days beyond the assignment due date to complete Lesson Practice and Progress Checks, unless there are extenuating circumstances. An M (Missing) will be entered in the grade book until the work is turned in or until the end of the nine-week grading period. A late work penalty may be applied, up to a total of 10%. After five days and multiple teacher attempts to intervene with the student, the teacher will decide the priority of continuing to try to intervene regarding the missing homework. Work still not complete at the conclusion of the nine-week grading period will be designated as M, which factors into the final nine-week grade as a zero. In the Assessment portion of the grade book, teachers will enter missing assessment scores or projects as an Incomplete (I) until the work is completed or until the end of the semester. Multiple attempts will be made to intervene with and communicate to students and/or parents about incomplete work. When the work is completed it will be scored and recorded in the grade book, subject to late penalties (up to 10%). A high school student who has not completed major assessments or projects by the end of the semester may receive NC (No Credit) if the student has failed to demonstrate mastery or basic competency on essential learning goals. An NC marking will have a GPA value of zero on a five-point scale (A=4, B=3, C=2, D=1, F=0.)

## GISH Course Registration

It is recommended that students take 30 credits per semester to graduate with their class in four years. Students who are credit deficient are identified as such and will not graduate with their class if graduation requirements are not met.

Students are credit deficient if they have not earned the following minimum hours of credit:

Grade Level	Midterm	End of Year
Freshman	30 credits	60 credits
Sophomore	90 credits	120 credits

Junior	150 credits	180 credits
Senior	210 credits	240 credits

### Student Schedules and Schedule Changes:

All students will meet with their Counselor during the fall semester to make course requests for the following school year. Students and parents need to take an active role in this important planning process and give careful consideration to the courses that are requested during this meeting. Students should avoid schedule changes after they have met with their Counselor and agreed on course requests. The course requests are locked in after parent teacher conferences in the spring semester to allow for time to build the master schedule. Schedule changes after this time may only be considered for academic reasons. Schedule changes will not be allowed based on specific teacher selection, the time of day, or to place certain classes in specific blocks or semesters. Those changes cannot be allowed because they create unbalanced section numbers, impact staffing, and create inequities for students. All schedule change requests coming after the spring semester conferences are case by case and are up to the discretion of the Counselor and Administration.

After the semester begins:

- Schedule Changes:
  - During the first 10 school days of the semester, schedule changes will be limited and based on the academic needs of the student.
  - After 10 school days no schedule changes are allowed unless extenuating circumstances exist and Administration will make final approval.
  - After the tenth school day of the semester, students requesting changes must use and follow the schedule change form.
- Dropping Courses:
  - 10 school days are allowed to drop a class and have the class removed from the permanent transcript.
  - If a class is dropped after the 11th day of the semester and before the end of the quarter a “W” will appear on the transcript.
  - A semester course may be dropped at the quarter and partial credit granted, with approval of Counselor/Administrator.
  - Classes may not be dropped after the first 9 weeks of the semester.

### GISH Honor Roll

Students must be enrolled in a minimum of 25 credits and have a GPA of 3.0 the previous semester to be on the Honor Roll.

### GISH Academic Letters

Students must be enrolled in a minimum of 25 credits the previous semester to receive an academic letter. An academic letter will be earned in the following ways:

- Freshmen – first semester cumulative GPA of 4.0
  - Sophomore – first semester cumulative GPA of 3.75
  - Junior – first semester cumulative GPA of 3.50
  - Senior – first semester cumulative GPA of 3.25
- GISH Grading and Credit Information

### GISH Graduation Requirements

To graduate from GISH, students must earn a total of 240 credits: 140 core credits and 100 elective credits.

- 40 credits of English (8 semesters)
- 30 credits of Math (6 semesters)
- 30 credits of Science (6 semesters)
- 30 credits of Social Studies (6 semesters)
- 10 credits of American History (2 semesters)
- 10 credits of World History (2 semesters)
- 5 credits of Economics (1 semester)
- 5 credits of Government (1 semester)
- Physical Ed 10 credits (2 semesters)

## University Admissions Requirements

- Rank in top 50% or ACT score of 20
- English: 4 years of College Prep
- Math: 3 years (including Algebra 1-2, Algebra 3-4 and Geometry)
- Science: 3 years including one year of a lab science
- Social Studies: 3 years
- Foreign Language: 2 years of the same language
- UNL requires one additional year of Math above Algebra 3-4
- UNK and UNO require one additional year of an elective from any of the above areas.
- State and Community Colleges also recommend college prep classes, but may have less rigorous admission standards.

## NCAA/NAIA Eligibility *(for college athletes)*

- Division I Core Courses: 16 Core Classes Required
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one must be a lab science)
- 1 additional year of English, math, or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language)

## Academic Recognition

Students starting as freshman in the fall of 2016 will be recognized using the Latin system for Academic Recognition. All Advanced Placement (AP) courses will carry a weight of 5 and all other courses have a weight of 4.

Latin Designation	GPA	Recognition
Summa Cum laude	4.0 and above	honors banquet, sash and medallion at graduation, identified in graduation program
Magna Cum Laude	3.75 – 3.99	Honors banquet, medallion at graduation, identified in graduation program
Cum Laude	3.5 – 3.74	Identified in graduation program

# STUDENT SERVICES

## Special Education

### 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, emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disabilities, 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 problem solving 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 years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is 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.

## **Special Education Placement**

The student's services are 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 education services and settings 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 Grand Island Public Schools Office of Special Education.

# **Health Services**

## **Student Illness**

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions that may require a student to 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 registration form 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 school. A consent form is available at the school health office or online via the Grand Island Public Schools website. If your child has asthma, seizures, or diabetes please contact the health office.

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. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR) and those approved by the FDA. Please limit the amount of medication provided to the school to a two-week supply.

## School Health Screening

Health screenings may include vision, hearing, dental, scoliosis, height and weight and are performed at various grade levels each year. 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.

## Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into preschool or 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 foregoing 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. Nonimmunized students may be excluded from school in the event of a disease outbreak. Forms are available in school health offices.

## Summary of the School Immunization Rules and Regulations

Student age group and required vaccines:

- 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, \*Hib not required after child reaches 5 yrs 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.  
\*Pneumococcal not required after child reaches 5 yrs of age

- Kindergarten through Grade 12

*including all transfer students from outside the State of Nebraska and any foreign students*

- 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th 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.
- Addition for 7th Grade Only
  - 1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011.

*For additional information, call 402-471-6423. The School Rules & Regulations are available online: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011) Updated 1/2014*

## 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:

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

## St. Francis Wellness Center

The Student Wellness Center operated by CHI-St. Francis is located next to the health office at Grand Island Senior High. Walnut and Grand Island Senior High Students with parental consent, regardless of ability to pay, may take advantage of services daily at Senior High. Diagnosis and treatment of minor acute illnesses is provided by a nurse practitioner under the direction of a medical doctor. Mental health and substance abuse services are provided by a licensed provider of mental health care.

## Transportation

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be transported on field trips and when participating in school activities.

### Transportation To and From School

The school district offers in-town transportation on a limited basis. In order to run routes in a predictable and timely manner, it is important for students to be at their designated stop several minutes in advance.

## Behavior on School Buses

General student conduct rules apply. While riding school buses students are expected to follow the same student conduct rules which apply when they are on school property or attending school activities, functions or events.

## Safety Guidelines for Riding School Buses

- When exiting the bus at the designated location (this location must be consistent each day), students must exit the bus and walk in front of it so the driver can see all passengers, and only do so after the driver has signaled for students to cross the street.
- Be on time to be picked up. As a general rule, students must get to the bus stop five minutes before their scheduled pick up time. Students who miss the bus, must immediately return to their home and tell their parents so they can get them to school.
- While waiting for the bus, stay at least 5 feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
- Students may exit the bus only at their approved destination (their school or their approved bus stop). Exit the bus as directed by the driver. Do not run.
- Students needing assistance from the driver must wait until the bus is at a full stop. Students who are close enough, may tell the driver what they need. Students who are too far away for the driver to hear them must ask a student in front of them to get the driver's attention. If necessary, students may walk up to the driver, while the bus is at a full stop. Students in need of immediate assistance for an emergency, should take all action needed to safely get the help of the driver.

Parents are responsible for the supervision of their child until the student boards the bus and as soon as the child exits the school bus.

This transportation service is a privilege, and students will be expected to conduct themselves in a manner consistent with expected classroom behavior. Note the expected behaviors and consequences for inappropriate behavior listed below. Bus drivers will report all infractions to school principals, who will administer the discipline consequences. Following a verbal warning, students will lose their riding privileges for designated periods of time. Parents will receive written communication of any loss of privileges through a Transportation Discipline Report.

## Grand Island Public Schools Transportation Rules

- Treat all students and the driver with respect.
- Keep hands, feet, and objects to self and inside the bus.
- No teasing, harassment, bullying, or fighting.
- Talk only with seat partner and in a quiet voice, using appropriate language.
- Remain seated and facing forward in designated seat.
- No food, drinks, or illegal substances on the bus.

The consequences for not following any of the behavior rules will generally be as follows, with administrators having the option of applying more severe consequences whenever merited:

### Elementary

- First violation ..... Warning by the driver (this will be the only warning)
- Second violation ..... Loss of privilege to ride bus for one week
- Third violation ..... Loss of privilege to ride bus for two weeks
- Fourth violation ..... Loss of privilege to ride bus for remainder of school year

### Secondary 6-12

- First violation ..... Warning by the driver and referral to principal (this will be the only warning)
- Second violation ..... Loss of privilege to ride bus for remainder of school year

# POLICIES AND GUIDELINES

# Safe and Drug-Free

## Safe and Drug-Free Schools - Parental Notice - Board Policy 8570

The School District of Grand Island is concerned about the academic growth and the personal welfare of every person associated with the schools. The use of alcohol, tobacco, and other illicit drugs can seriously interfere with one's health and academic functioning.

It shall be the policy of the School District of Grand Island, in addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation, to prohibit the possession, use, or distribution of illicit drugs or alcohol, including displaying evidence of intoxication, on school premises or as a part of any of the school's activities. Further, the student use or distribution of tobacco shall be prohibited on school premises or during activities. This shall include regular school hours or after school hours at school sponsored activities on school premises, and at school sponsored activities off school premises.

For the purposes of this policy, "tobacco products" include, but are not limited to, cigarettes, cigars, cigarette paper, cigarillos, chewing tobacco, pipes, vapor products, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect, or any similar product or device that can be used to ingest tobacco.

### Authorized Use

Any student whose parent or guardian requests that he or she be given any prescription or nonprescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

### Disciplinary Sanctions

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or required to complete an evaluation related to drugs and alcohol. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the principal's office immediately, or if not feasible, the principal will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the principal or such other personnel as authorized by the Administration, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

### 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 climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation treatment programs, which are available to students.

### 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.

# Student Rights, Conduct, Rules, and Regulations

## Forms of School Discipline

The Board of Education authorizes the administration of the Grand Island Public Schools to utilize emergency exclusion, short or long term suspension, expulsion, or mandatory reassignment for certain situations or conduct prohibited by the board's rules, standards established pursuant to the Student Discipline Act [§79-254 to §79-294] and applicable federal regulations. **Policy 8453**

## Student Appearance

Students in Grand Island Public Schools are expected to dress in a way that is appropriate for a 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. **Policy 8430, 8431**

Any tattoo, or other body markings, or adornments that have the effect of causing a material and substantial interference with school operations or an infringement of the rights of others, or is vulgar, lewd, obscene or offensive, or which promotes or condones illegal drug use or other illegal activity, will be covered at all times at school or at school sponsored events.

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. 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 a building administrator for approval.

**Any violation of student appearance or the dress code will be subject to disciplinary action. The final decision regarding attire and grooming will be made by the administration.**

## Public Displays of Affection

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 affection that would be reasonably considered to be embarrassing or a distraction to others. Student will face disciplinary action as a consequence to the PDA.

## Harassment and Bullying - Board Policy 8455

It shall be the policy of the Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, in all staff employment situations, academic offerings, and extracurricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school personnel of this district to tolerate bullying or harassment because of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extra curricular activities, under the auspices of the school district.

For the purposes of this policy school staff shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

## Dating Violence Prevention - Board Policy 8552

Grand Island Public Schools prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school

grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

## **Hazing - Board Policy 8454**

Hazing activities of any type are prohibited. Hazing shall mean any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization of student members, including groups, clubs, organizations, grade levels, classes, teams, and other activities operating under the sanction of the Grand Island Public Schools.

Prohibited activities shall include, but not be limited to, whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drugs, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment, or the performance of any unlawful act which endangers the physical or mental health or safety of any person. Such prohibited activities shall be irrespective of the willingness of the victim to participate, or whether they occur off or on school grounds.

Any person who believes he or she has been a victim of hazing or any person with knowledge of an activity which may constitute hazing shall report the activity to a building administrator. The building principal shall undertake or authorize an investigation into the alleged prohibited activities and take appropriate action. Such action may include, but not be limited to, verbal or written reprimand, suspension, expulsion, administrative transfer, termination, discharge, or referral to legal authorities.

## **Suicide Awareness - Board Policy 8555**

The Grand Island Public Schools has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
- The principal at each school is designated as the suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources

Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline - 1.800.273.8255 - [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
- The Trevor Lifeline - 1866.488.7386 - [www.thetrevorproject.org](http://www.thetrevorproject.org)

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

## **Weapons in Schools - Board Policy 8470**

Students are forbidden to knowingly and voluntarily possess, handle, transmit or use any instrument in school, on school grounds or at school functions that is a firearm, weapon, or looks like a weapon as defined by the State of Nebraska Criminal Statutes, the federal laws found in Section 18 USCS Section

921 and in the administrative procedures for this policy 8470.

This policy shall cover any object or item which could be used to injure another person or whose clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered “weapons” for the purposes of this policy. Students who are in possession of the aforementioned articles will be subject to mandatory suspension or expulsion procedures.

## **Conduct Resulting in Suspension, Expulsion, or Reassignment**

You have the opportunity to learn about being a good citizen by sharing some of the responsibility for creating a positive learning environment. To help maintain a quality instructional environment for everyone, students may be suspended, expelled, or reassigned when any of the following actions occur on school grounds or during school functions:

- Use of violence, force, coercion, threat, intimidation or similar conduct that constitutes interference with school purposes [79-4,180(1)]
- Willfully causing or attempting to cause damage to private or school property, stealing, or attempting to steal property of substantial value, or repeated damage or theft of property [79-4,180(2)]
- Causing or attempting to cause personal injury to a school employee, school volunteer, or student [79-4,180(3)]
- Threatening or intimidating a student trying to get money or anything of value from the student [79-4,180(4)]
- Possessing, handling or transmitting any object or materials generally considered a weapon [79-4,180(5) and Grand Island School Board Policy 8470–Weapons In School]
- Unlawful possession, selling, dispensing, or use of a controlled substance, an imitation controlled substance, a substance represented to be a controlled substance, alcoholic liquor, or being under the influence of a controlled substance or alcoholic liquor [79-4,180(6)]
- Public indecency (applicable to students ages twelve to nineteen) [79-4,180(7)]
- Sexual assault or attempted sexual assault of any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function or event.
- Engaging in any activity forbidden by law which activity constitutes a danger to other students or interferes with school purposes [79-4,180(9)]
- Repeated violations of any established rule if such violation constitutes a substantial interference with school purposes [79-4,180(10)].

## **Interrogation and Searches - Board Policy 8460**

School officials shall cooperate with law enforcement officials in pursuance of their official duties. School officials must, at all times, safeguard the legal rights of any student within the assigned school.

Any peace officer or firefighter, or Health and Human Services Representative, desiring to interview a student when the student is attending school shall inform the administrator of the school the student attends, stating the nature of the inquiry or investigation. Except for cases of suspected child or sexual abuse, It shall be the duty of the administrator to notify the parent or legal guardian of the student before the interview begins, in order that one of such persons can be present if he/she desires. If the parent or legal guardian cannot attend the interview the building administrator or designee will be present.

Any person seeking an interview with a student or students must present credentials and secure permission from the administrator.

School officials are permitted to search students or students’ possessions, including personal electronic devices, when there is reasonable cause to believe, by the official, that the student has possession of illegal or dangerous items, or other items contrary to district policies or governing laws or when such search may be necessary for the welfare of students, protection of district property, or administration of district policy. Lockers, desks and storage areas, though assigned to students, are school property and

may reasonably be inspected. Inspections for the location of items detrimental to health and safety may be regarded as reasonable purposes for inspection by school personnel.

The refusal of a student to consent to a reasonable search and/or to surrender objects or substances found as a result of such search may be grounds for discipline (**Policy 8450–Student Discipline**).

School records will be released to legal authorities only under conditions specified in **Board Policy 8710–Student Files and Records**.

## Reporting Student Law Violations

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.

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.

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 Grand Island Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- Knowingly possessing illegal drugs or alcohol.
- Assault.
- Vandalism resulting in significant property damage.
- Theft of school or personal property of a significant nature.
- Automobile accident.
- 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.

## Multicultural Policy - Board Policy 7180

The philosophy of the Grand Island Public Schools multicultural education program is 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.

## Notice of Nondiscrimination - Board Policy 1310 (1310.2 Report Form)

Grand Island Public Schools (GIPS) is committed to a policy of nondiscrimination. Helping students to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society is essential to this end. Our goal is to create a learning environment free of discrimination.

The district will establish and maintain an atmosphere in which all persons will exhibit the following:

- Respect for the individual regardless of economic status, intellectual or physical ability, race, color, religion, national origin, ethnicity, sex or gender, sexual orientation, marital status, or age,
- Respect for cultural differences,
- Respect for economic, political, and social lives of others, and

- Respect for the right of others to seek and maintain their own identities.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

**Students:** Associate Superintendent for Student Services, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; [rdexter@gips.org](mailto:rdexter@gips.org)  
**Employees and Others:** Director of Human Resources, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; [wstelk@gips.org](mailto:wstelk@gips.org)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at Office for Civil Rights, Kansas City Office for Civil Rights, U.S. Department of Education, One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

### **Parent Right Afforded by Section 504 of the Rehabilitation Act of 1973**

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their district who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related accommodations and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Parents can request to meet with their students' education team for the purpose of discussing the need for a 504 Plan.

### **Notification of Parental Rights Under FERPA - Board Policy 8750**

Parents, legal guardians and eligible students have the right to opt-out of the disclosure of "Directory Information," subject to the requirements and limitations of the Family Educational Rights and Privacy Act (FERPA), state law, and the policies and procedures contained in this policy. Opt-out forms are only effective for the school year in which they are submitted. In order to opt-out of the disclosure of Directory Information, you must submit a written Opt-Out of Directory Information form, which can be obtained from the principal's office at the elementary schools, and from the guidance offices at the middle schools and high school. Opt-out forms must be submitted to the principal's office for elementary students, and to the school guidance offices for students attending the middle school or high school, within the time frame specified on the form. Forms submitted after the due date will be accepted, however, some information may have already been disseminated or submitted for printing and will not be able to be changed or removed.

The District is required to supply class lists including name, address, and phone number to college and military recruiters upon their request. Parents and legal guardians will have the opportunity to deny the inclusion of their child's information in class lists requested by college or military recruiters.

If you have a concern, questions or complaint about any of the above rights, please first contact and discuss it with your school's principal or the Associate Superintendent. You also have the right to file a complaint with the U.S. Department of Education concerning your rights under FERPA, whose contact information is as follows:

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

### **Notice Concerning Disclosure of Student Recruiting and Tracking 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.

## **Title 1 Parent and Family Engagement Guidelines**

The Grand Island Public School District intends to meet the expectations of the parental involvement guidelines in accordance with the Every Student Succeeds Act of 2015 through the following activities and when feasible, in a language that parents understand:

- Involve parents in developing the Title I Parent and Family Engagement Plan
- Plan parental involvement activities
- Involve parents in activities
- Build capacity for strong parent involvement
- Coordinate and integrate parental involvement strategies with other programs
- Conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Guidelines

Each school that receives Title I Funds shall distribute these guidelines to parents of all students attending the school. The school shall:

- Convene annual meeting(s) at convenient time(s) to which all parents of participating children shall be invited and encouraged to attend
  - the agenda will inform parents of their school's participation in the Title I program, explain what Title I is and the requirements associated with it and the parent's right to be involved
- Involve parents in the planning, review and improvement of the Parent and Family Engagement Plan
  - Parent surveys, parent meetings, parent/teacher conferences, social media, are all examples of how this may be accomplished
- Provide parents with timely information regarding curriculum, instruction and assessment practices and proficiency levels
  - Parent/family nights (i.e. Back to School Events, Literacy Nights)
  - Parent/teacher conferences twice a year
  - Report cards sent home three times per year at elementary and middle school
- Provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children
  - Parent/teacher conferences
  - Response to Intervention Process
  - IEP meetings
- Involve parents in the development and review of a school-parent compact that outlines shared responsibility for improved student academic achievement
  - Title I parent meeting
  - Parent/teacher conferences
- Provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their student's academic achievement in a format and when feasible, in a language that parents can understand
  - Interpreters attend meetings
  - Communication is sent home in English and Spanish, other languages as needed
- Parents of all students are welcome and encouraged to be involved in their child's education. Accommodations will be provided for parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents of migratory children
  - Interpreters (language, hearing) available and utilized as needed
  - Migrant facilitators available to support migrant families
  - ADA accessible buildings or meetings held in accessible locations
  - School information is communicated in a variety of ways (social media, emails, newsletters, phone calls)

## **Pregnant or Parenting Students – Board Policy 8518**

The Grand Island Public Schools recognizes that pregnant or parenting students have the right and

responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The Grand Island Public Schools will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

## **Homeless Students - Board Policy 8231**

Grand Island Public Schools reaffirms its commitment to a policy of providing equal educational opportunities for all students commensurate with their needs, abilities and diverse cultural backgrounds. It shall be the policy of the Grand Island Public Schools to ensure that each homeless student has equal access to a free, appropriate public education as provided to all other students. Grand Island Public Schools will comply with the federal and state law related to homeless students. A “homeless child” for the purposes of this Policy is a student who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An “unaccompanied youth” is a student who is not in the physical custody of a parent or guardian. The following guidelines are detailed in 8231.1-Administrative Procedures for Implementation of 8231.

1. Homeless Coordinator: The District’s designated Homeless Coordinator is the Assistant Superintendent for Student Services and Homeless Education Liaison. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
2. Enrollment and Placement of Homeless Students: The enrollment and placement of homeless students shall be in compliance with federal and state law.
3. Educational Services and Stigmatization or Segregation: It shall be the policy of Grand Island Public Schools that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless student has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title 1, educational programs for students with disabilities, and educational programs for students with limited English proficiency, programs in vocational technical education, programs for gifted and talented students, and school nutrition programs.
4. Transportation: Transportation will be provided to homeless students to the extent required by law.
5. Dispute Resolution. The process to resolve disputes concerning the enrollment or placement of a homeless student is included in 8231.1-Administrative Procedures for Implementation of 8231.

## **Student Due Process Rights - Complaint Procedures - Board Policy 8420**

It is the right and responsibility of both school officials and students to develop a functional and orderly procedure through which consideration of student problems and concerns can be discussed and resolved quickly and equitably.

In all matters of complaints the student shall first consult the member of the school staff most immediately affected. If a timely and agreeable solution is not reached at this level, further appeal may be made to the building level administrator, and hence to the superintendent or appointed representative. It is the goal of the board to resolve student complaints at the organization level in which it occurs.

All students will be afforded due process as guaranteed by constitutional provisions. Complaints involving student suspension, expulsion or mandatory reassignment will follow provisions of the Student Discipline Act. All other student and parent/guardian complaints are to follow the chain of command as outlined in district policies. Rules for student conduct and appeal procedures will also be published in the student handbook.

If the complaint cannot be resolved by a certified employee, the student and parent/guardian may discuss the matter with the principal within 10 days of the employee’s decision. If the matter cannot be resolved by the principal, the student and parent/guardian may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student and parent/guardian may request a hearing with the Grand Island Public Schools Board of Education.

## **Student and Staff Memorials – Board Policy 9501**

The Grand Island Public Schools recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, student gathering spaces and other areas on district property upon such losses or events. Such memorials shall not be permitted due to disruption of the learning environment. Donations to the Grand Island Public Schools Foundation for scholarships are encouraged for a more lasting remembrance. Private sales of memorabilia “for profit” will not be permitted in Grand Island Public Schools or at events.

The school yearbook will include a “Memorial Page” to recognize all students and staff who passed during the current school year. One edition of the school newspaper/newsletter will recognize the death of a student or staff member. Information on a “Memorial Page,” is limited to the name, photo, dates of birth/death, and school activities in which the student or staff member participated. It is not appropriate to list cause of death in the publication. The designated “memorial page” sponsored by the school shall be the only memorial page accepted for the yearbook. No pages for memorials will be available for purchase.

# Technology

**SEE ALSO:** GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK, PAGE 44

## **Student Use of Personal Electronic Communication Devices - Board Policy 8456**

Electronic Communication Devices (ECDs) when used in support of student learning are allowed in Grand Island Public Schools according to the procedures included in this document. Students may bring personal technology, including computers, smart phones, network access devices, or other electronic communication devices to school provided that such technology is used for instructional purposes. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other district communication systems from personal technology is limited to wireless access points on the school campuses. Access to the Internet or to other district communication systems from personal technology is not available via hardwire connections. Video game systems, DVD players, and other devices, which serve no educational function, are prohibited.

Cameras and/or video recorders (other than those incorporated into ECDs) are not allowed in school buildings, on school-provided transportation, or at school-sponsored activities without the express authorization in advance by the building principal or designee. The use of any photographic or video equipment, including such equipment incorporated into ECDs, is prohibited without expressed administrative consent.

Personal ECDs are allowed on school property subject to the following:

- Camera, video, and/or audio recorders will not be used while on school property, at school-sponsored activities, or while on school-provided transportation, without administrative consent.
- Phones should be kept either turned off, or on silent following the rules specified by the classroom teacher.
- Any ECD containing an integrated camera will be turned off (not simply on silent or vibrate mode) and kept stowed out of sight in locker/dressing rooms or on district provided transportation.
- Personal ECDs are only allowed to connect to the filtered, unsecured wireless network in the district. Any attempt to circumvent technology protection measures such as network Internet access filtering by using an ECDs built-in cellular network is prohibited.
- Students in grades 6-12 may use personal ECDs at school following administrative guidelines. Guidelines for acceptable use will be shared with students and parents.
- Students in grades Pre-K-5 are discouraged from bringing ECDs to school.
- Use of ECDs will follow the same network access guidelines as included in the Acceptable Use Agreement. Examples of behavior which is not tolerated includes but is not limited to:

- cheating;
- bullying or harassment;
- displaying, accessing, or downloading obscene or pornographic materials; or
- disruption of the learning environment.

The consequences for using ECDs in violation of the aforementioned rules, state or federal law, or school board policy are as follows:

- 1st Offense: The ECD will be confiscated, turned in to the school office, and picked up by the student from the principal at the end of the school day, unless the device is needed longer for examination by school or district IT personnel.
- 2nd Offense: The ECD will be confiscated, turned in to the school office, and picked up by the parent or guardian following a meeting with the principal.
- 3rd Offense: The privilege to bring an ECD on to school property is revoked and the parent or guardian can pick up the ECD from the principal at the end of the semester.

The principal will decide when the student's privilege to bring an ECD to school is restored.

In addition to the above consequences, school officials may conduct a search of the ECD if they have reasonable suspicion that the student was using the ECD to violate the law, school board policies, or school rules. Depending on the nature of the violation, school officials may make a referral to law enforcement officials, and/or commence disciplinary action against the student such as expulsion, suspension, or reassignment. The possession of obscene or pornographic or other illicit material on an ECD will result in a referral to law enforcement officials.

Grand Island Public Schools will not be responsible for the loss, theft or damage to ECDs. Students who bring such devices onto school property do so at their own risk of loss and with the understanding that unclaimed devices will be disposed of by the school at the end of the semester.

## **Internet Safety – Board Policy 8457**

It is the policy of Grand Island Public Schools to comply with the Children's Internet Protection Act (CIPA). Technology protection measures will be used to block and filter Internet access. These measures are in place to provide reasonable protection from the inadvertent access of obscene visual depictions or pornography, child pornography, or other content deemed harmful to minors. Grand Island Public schools shall:

- prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- prevent unauthorized access, including so-called "hacking," and other unlawful activities online; prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

In addition to technology protection measures, the Grand Island Public Schools will provide annual training for students at all grade levels addressing the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, social networking sites, and other forms of direct electronic communications;
- unauthorized access including "hacking" and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding self or others; and
- monitoring the online activities of minors and cyber bullying awareness and response.

Users who fail to abide by district Network Usage Agreement procedures shall be subject to disciplinary action, possible revocation of the user account, and legal action as appropriate. Potential consequences may include, but not be limited to:

- restriction or loss of access to the network and Internet;

- possible suspension, reassignment, or expulsion; and/or,
- referral to law enforcement.

It shall be the responsibility of all members of the Grand Island Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or the superintendent's designees.

All district policies, including those addressing discrimination, harassment, and copyright issues, will apply to the use of networked resources.

## Electronic Device Voluntary Protection Plan

The implementation of iPads and laptops as a learning resource represents a huge financial commitment on the part of the district. Students are financially responsible for any damages to their electronic device. In order to provide end-user protection and peace of mind, GIPS is offering a voluntary electronic device protection plan. If you choose to enroll, the financial burden of accidental damage or theft will be lessened.

### Cost for Protection Plan:

The protection plan works on a yearly fee with a per-incident deductible:

#### 5-12 Laptop:

Yearly Enrollment Cost = \$10

1st Incident Deductible = \$20

2nd Incident Deductible = \$40

3rd Incident Deductible = \$60

*Protection plan enrollment cost and deductibles will be adjusted as needed on an annual basis.*

Students can enroll in the voluntary protection plan by visiting the Grand Island Senior High or Middle School Media Center. If there is an issue, the student should bring the device to the Media Center immediately to get a replacement while the device is being repaired.

# STUDENT INVOLVEMENT

## Extracurricular Activities

### Rights, Conduct, Rules and Regulations

Extracurricular programs enrich the curriculum of the school, and students are encouraged to participate in activities that interest them. There are intra-murals, fine arts activities, a wide variety of clubs, and interscholastic athletics. All extracurricular activities are considered an extension of the school day, regardless of the location; therefore, regular school policies should dictate the student behavior. The Grand Island Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

In order to represent a high school in interscholastic athletics/activities a student must abide by eligibility rules as set by the Nebraska School Activities Association. These rules include such items as: a student is ineligible if 19 years of age on or after August 1, of current school year; students must have been enrolled in school the immediate preceding semester and have passed a minimum of 20 hours that semester; students must be enrolled in 20 semester hours in the current semester. Consent forms and complete rules are available through the Activities Office.

### Safety

The District's philosophy is to maintain an activities program that 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.

### **Student Concussions - Board Policy-8655**

Concussion and brain injury information will be provided on an annual basis to students and the students' parents or guardians prior to such student initiating practice or competition. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games until the student: (i) has been evaluated by a licensed healthcare professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian. It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

### **Extracurricular Activity 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. 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.

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 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.

The Code of Conduct rules apply regardless of whether the conduct occurs on or 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**

The following conduct rules have been determined by the Grand Island Public Schools 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:

- Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Public indecency.
- 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.
- 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;
- 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.
- Repeated violation of any of the school rules.
- Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- 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 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.
- 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.
- Willfully violating the behavioral expectations for those students riding Grand Island Public School buses or vehicles used for activity purposes.
- 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.
- Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
- 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.
- 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.

- 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. Behaviors not covered in this handbook will be handled on an individual basis with disciplinary action determined by the appropriate administrator.

## Violation determination

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

- 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.
- 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.
- When a student admits to violating one of the standards of the Code of Conduct.
- 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.
- When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

## Procedure Prior to Suspension

In the event that this policy is violated and a student is to be suspended from an activity, the following process shall be initiated:

1. The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident.
2. Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
3. The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
4. The building principal shall issue a decision related to suspension.
5. The student or student's parent/guardian may in writing an informal hearing before the superintendent within five days of the suspension notice. The superintendent may designate an administrator not responsible for the suspension decision as the superintendent's designee to conduct the hearing. The hearing will be held within ten calendar days of receipt of the request. Upon conclusion of the hearing, a decision will be rendered within five school days.
6. There will be no stay of the penalty imposed pending completion of the due process procedures.
7. 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.

## Appeal Process

After a ruling of ineligibility resulting in suspension from activities has been made, a student and a student's parents may formally appeal the decision, in writing, to the superintendent of schools, provided an appeal is received five (5) days from the first day such ineligibility shall take effect.

## Consequences specific to drugs, alcohol or other controlled substances

The student shall not be involved with alcohol, tobacco, or illegal drugs. During the school year, or in the summer whenever a student is representing Grand Island Public Schools at an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, alcohol, tobacco, or controlled substances. Students shall not buy, sell, or give away alcohol, tobacco products, controlled substances, or look-alikes.

## Consequences for Violations

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Those students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend their scheduled activity.

Consequences for drug and alcohol violations are as follows:

- First Violation – Fourteen-day (14) suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school. The school may require the student to participate in a professional evaluation.
- Second Violation – Twenty-eight-day (28) suspension from school activities. In addition, the student will be required to show evidence that s/he has sought and received counseling from a professional individual (i.e. school alcohol/drug counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a professional evaluation.
- Third Violation – Suspension from school activities for one year. In addition, the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the dependency center prior to reinstatement of the student.

Consequences for tobacco violations are as follows:

- First Violation – Seven-day (7) suspension from school activities. In addition, the student will be required to complete the In-House Educational Tobacco Packet.
- Second Violation – Fourteen-day (14) suspension from school activities.
- Third Violation – Twenty-eight-day (28) suspension from school activities.
- Fourth Violation - Suspension from school activities for one year.

Consequences shall be cumulative grade 9-12 regardless of attendance center.

## Student Self-Report Option

If the student “self reports” to the coach/sponsor or principal within three (3) school days of the rule violation, the suspension will be reduced to seven (7) days for the first drug/alcohol violation, and fourteen (14) days for the second violation. No self-report option will be available for a third drug/alcohol violation, or any tobacco violation.

## Letters and Post-Season Honors

A student who commits a Code of Conduct violation is:

Eligible to letter, provided the student meets the criteria of the coach or sponsor.

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.

## Attendance expectations for participants

Student participants are expected to meet the following attendance expectations:

- Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy may be found ineligible to participate in extracurricular activity contests or performances.
- 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.
- On the day of a contest, performance or other activity, be in attendance at least half of the school day. A student who is not in attendance for at least half of his/her scheduled classes is ineligible for the contest, performance, practice, rehearsal, 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.

# Parents' Role in 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 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
- 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:

- Parents should always let the student and the coach work out any issues first before intervening. A goal of all our extracurricular programs is to develop our young people into responsible adults; part of that is being able to deal with adversity, and address any issues head on.

- 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 activities director, coach, and parent present.
- At this meeting, an appropriate next step can be determined, if necessary.

## Responsibilities of Spectators Attending Extracurricular Activities

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

## School Dances

A school sponsored dance is a school activity subject to all provisions of the Extracurricular Activity Code, and is a privilege available to students meeting all requirements for participation. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

### Who can attend

- Only students of Grand Island Public Schools and their guests may attend (including Success Academy).
- GISH and Success Academy students who graduate at semester or graduate early in the Spring semester may attend prom.
- Students currently attending Grand Island Senior High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Grand Island Senior High School or their own school and have completed the Outside Date Request Form are generally considered appropriate dates or invited guests.
- Persons must be of high school age and not older than 20 years of age to attend GISH dances.
- Some school dances may be restricted to students attending specified grades levels at Grand Island Public Schools. For any dances at the middle school level, only students attending Grand Island Public Schools in the grade(s) for which the dance is being held may attend.
- Students who have been suspended from school or from extracurricular activities may not attend.
- 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.
- Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
- Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

## **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 test 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.

## **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.

## **Behavior on the dance floor**

No "grinding" or sexually explicit dancing will be allowed. An initial warning for inappropriate dancing will be given to each student when s/he enters the dance. If the student chooses to 'grind' or dance inappropriately during the dance, s/he will be asked to leave, and parents will be called.

# SUPPLY LISTS

These items are recommended for purchase by parents/guardians. These supplies are not a requirement to attend school. Schools can provide individual classroom “wish lists” if patrons would like to donate supplies.

## GIPS Elementary Supply List

### Kindergarten:

- Headphones
- Book bag/backpack
- Box of tissues

### First & Second Grades:

- Headphones
- Book bag/backpack
- Crayons
- #2 pencils
- Pencil bag or box
- Erasers
- Box of tissues
- Fiskar scissors
- Pocket folders
- Glue/glue sticks

### Third, Fourth, & Fifth Grades:

- Headphones
- Book bag/backpack
- Crayons
- #2 pencils
- Pencil bag
- Erasers
- Box of tissues
- Fiskar scissors
- Pocket folders
- Glue/glue sticks
- Colored pencils
- Spiral notebooks
- Loose-leaf paper (wide or college)
- Red correcting pen

# GIPS Middle School Supply List

## Barr Middle School

### All Grades Supply List

- Pens: red, blue and black
- Pencils
- Erasers
- Highlighters
- Box of colored pencils or markers
- Three packages loose-leaf notebook paper
- 1" binder
- Two composition notebooks
- 1-subject spiral notebook
- Earbuds (optional)
- Black dry erase markers

## Walnut Middle School

### All Grades Supply List

- Pencils
- Pens
- Personal use earbuds
- 2" binder

## Westridge Middle School

### 6th Grade List

- No zipper binders
- Pencils - regular or mechanical
- One large pink eraser
- One package colored pencils
- Two boxes Tissues
- Two 1" three-ring binder
- Four package loose leaf notebook paper
- Two 5 tab divider
- One package highlighters
- One pencil bag with 3 holes
- Two 3-prong pocket folders
- One college-ruled spiral notebook
- Cheap earbuds or small headphones to leave at school

### 7th Grade List

- NO Zipper Binders
- Pencils - regular or mechanic
- Two boxes of tissues
- Two package loose-leaf notebook paper
- One package highlighters
- One package of 4 large dry erase markers
- Five pocket folders
- Two college-ruled spiral notebooks
- Cheap earbuds or small headphones to leave at school (optional)

### 8th Grade List

- Three spiral notebooks for Science, Social Studies and Language Arts
- One spiral notebook graph paper for Math
- One package 3x5 index cards
- Pencils - regular or mechanical (must have for all classes)
- Pens - blue or black

- One package colored pencils (for Math)
- Two boxes of tissues
- One pencil pouch to carry writing utensils
- Cheap earbuds or small headphones to leave at school

#### **CBI Program List**

- Regular pencils
- Three boxes of tissues
- Large pink eraser
- One package of colored pencils
- Two dry erase markers
- Package of highlighters
- Markers or crayons

#### **Suggested List for CBI**

- Water bottle
- Wipes
- Toothbrush/toothpaste
- Spare outfit (with name on tags)

## GIPS High School Activity Supply List

These are items students are required to purchase in order to participate in the listed activity. These are items not provided by the school. Fundraising opportunities are available where noted.

### **Activities/clubs/organizations**

#### **GISH Trap Team**

- Shotgun
- Ammunition
- Ear plugs
- Safety glasses
- Team shirt

#### **Key Club**

- \$15 dues

#### **Mock Trial**

- Dress clothes, shoes for competition

### **Athletics**

#### **Baseball**

Fundraising opportunities available

- Away jersey
- Catcher's equipment
- Hats
- Bats

#### **Basketball - girls**

- Basketball shoes

#### **Cheerleading**

Fundraising opportunities available

- Uniforms
- Camps

#### **Cross Country - boys and girls**

- Running shoes

#### **Football**

Fundraising opportunities available

- Practice t-shirt
- Practice shorts

- Practice socks
- Polo shirt
- Football cleats

### **Golf - boys**

Fundraising opportunities available

- Polo shirt

### **Golf - girls**

- Golf clubs
- Polo shirt
- Appropriate golf attire for practices

### **Soccer - boys**

Fundraising opportunities available

- Uniform

### **Soccer - girls**

- Fundraising opportunities available
- Soccer cleats
  - Shin guards
  - Uniforms (if players want to keep them)
  - Warm up gear

### **Softball**

Fundraising opportunities available

- Uniforms
- Practice gear
- Bat
- Glove

### **Swimming - boys and girls**

- Swimsuit
- Goggles

### **Tennis - boys**

- Rackets
- Court shoes

### **Track and field - boys and girls**

- Running shoes/spikes
- Sweats/weather gear

### **Volleyball**

Fundraising opportunities available

- Kneepads
- Volleyball shoes
- Practice t-shirts
- Game warm-ups

## **Fine Arts**

### **Band**

Fundraising opportunities available

- Shoes
- Gloves
- T-shirt

### **Forensics**

Fundraising opportunities available

- Dress clothes
- Team shirt

### **Orchestra**

- Concert outfit (dress/tux) for freshmen

### **Show Choir**

Fundraising opportunities available

- Character shoes (ladies)
- Tights/spandex shorts (ladies)

# GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK

## Overview

Grand Island Public Schools (GIPS) views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experience. It is the policy of GIPS to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With the privilege and opportunity to explore resources come responsibilities for the parent and the student. When signing the Student/Parent Laptop Agreement, you are acknowledging that you understand and accept the information in this document.

GIPS students and families must understand that:

- All users of the GIPS network and equipment must comply at all times with the GIPS School District 8457.1 Administrative Guidelines for Network Usage – Students.
- Laptops are on loan to students and remain the property of GIPS.
- All users are accountable to all school, district, local, state, and federal laws.
- All use of the laptop and network must support education.
- Students and families must follow all guidelines set forth in this document and by GIPS staff.
- All rules and guidelines are in effect before, during, and after school hours, for all GIPS computers whether on or off the school campus.
- All files stored, accessed, or transmitted on GIPS equipment or networks are subject to review and monitoring. Students using GIPS equipment or networks have no expectation of privacy.
- The term “equipment” or “technology” refers to laptops, tablets, batteries, power cord/chargers, cases, and accessories.
- Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a school issued textbook.
- Students are expected to keep the laptops in good condition. Failure to do so may result in bills for repair or replacement.
- The price that the district paid for the laptop includes: the laptop, case, battery, and power adapter.
- Students are expected to report any damage to their computer/equipment as soon as possible. This means no later than the next school day.
- Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
- Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- All users are expected to follow existing copyright laws and educational fair use policies.
- Students may only log in under their assigned username. Students may not share their password with other students.
- Students may not loan laptop components (power adapter, battery, case, etc.) to other students for any reason. Students who do so are responsible for any loss of components.
- Laptops come with a standardized image already loaded.
- All students have access to Google Drive on which to store data. It is the responsibility of the student to see to it that critical files are backed up regularly to this location.
- Any failure to comply may result in disciplinary action. GIPS may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.
- GIPS reserves the right to confiscate the property at any time.

## Parent/Guardian Responsibilities

Grand Island Public Schools makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the laptops in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

## Sign the Student/Parent Laptop Agreement

### Parent/Guardian Responsibility

In order for students to be allowed to take their laptops home, the student and their parent/guardian must sign the Student/Parent Laptop Agreement after the Parent Laptop Orientation. The Parent Laptop Orientation provides background information about the device and how students are expected to use and care for the device. Check with your student's school for the options and schedule.

### Orientation Topics

- GIPS Electronic Use Policy and Acceptable Use Procedure
- Student/Parent Laptop Handbook
- Internet safety
- Parent/guardian and student responsibilities

## Accept Liability

### Parent/Guardian Responsibility

The parent/guardian/student are responsible for the cost of repair or replacement at the date of loss if the property is:

- Not returned
- Intentionally damaged
- Lost or damaged because of negligence
- Stolen, but not reported to school and/or police in a timely manner

## Monitor Student Use

### Parent/Guardian Responsibility

The parent/guardian must agree to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

### Suggestions

- Investigate and apply parental controls available through your internet service provider and/or your wireless router.
- Develop a set of rules/expectations for laptop use at home. Some websites provide parent/child agreements for you to sign.
- Only allow laptop use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms.
- Demonstrate a genuine interest in what your student is doing on the laptop. Ask questions and request that they show you his or her work often.

## Support Student Safety

### Shared Responsibility

For schools and parents/guardians alike, student safety is always a high priority. The precautions described in this section are intended to help students be safe on the path to and from school. Student safety always comes first.

### Safety Tips for Review

Please review the following safety tips with your student:

- Walk to and from school in groups of two or more.
- Be aware of your surroundings including people, vehicles, and wheeled devices.
- Let someone know when you leave and when you arrive home.
- If someone follows you on foot, get away from him or her as quickly as possible.
- If someone follows you in a car, turn around and go in the other direction.
- Always tell a parent, guardian, school official, or trusted adult what happened.
- Obey the traffic lights and crosswalk signals.
- Look both ways and never run across the street.
- If someone demands your laptop, give it to the person.

# Laptop Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities students accept when they use a district-owned computer. In general, this requires efficient, ethical, and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action.

Students receive laptop-related training at school during the first weeks of school. Below you will find a summary of the main points of each training topic.

## Summary for Administrative Guidelines for Network Usage

### General Guidelines

All use of technology must:

- Support learning
- Follow local, state, and federal laws
- Be school appropriate

### Security Reminders

- Do not share logins or passwords Exception: students are asked to share passwords with parents or guardians
- Do not develop programs to harass others, hack, bring in viruses, or change others' files
- Follow internet safety guidelines

### Activities Requiring

- Teacher Permission
- Sending email
- Instant-messaging
- Using headphones in class

### Appropriate Content

All files must be school appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

### Removable Media/Storage

All GIPS rules and guidelines apply to any removable media/storage plugged in to a GIPS laptop. Note: Google Drive (cloud) is preferred for backup.

## Laptop Use, Care, and Classroom Routines

### Lockers (if available)

- Laptops should be stored in the carrying case.
- Never pile things on top of it.
- Never leave it on the bottom of the locker.
- Never leave the locker set to open without entering the combination.

### Hallways

- Keep your laptop in the GIPS case at all times.
- Always use the handle, strap, or two hands to carry the laptop.
- Never leave the laptop unattended for any reason.
- Log-off or lock the computer before you change classes.

### Classroom Habits

- Center the laptop on the desk.
- Close the lid of the laptop before standing up.

- Lock the computer before walking away from it.
- Follow all directions given by the teacher.

### Care of Laptop at Home

- Charge the laptop fully each night.
- Use the laptop in a common room of the home.
- Store the laptop on a desk or table - never on the floor.
- Protect the laptop from:
  - Extreme heat or cold
  - Food and drinks
  - Small children and pets

### Traveling To and From School

- Do not leave the laptop in a vehicle.
- The laptop must be transported in the GIPS provided laptop case.
- If ever in a situation when someone is threatening you for your laptop, give it to them and tell a staff member as soon as you arrive at school.
- Stolen laptops are located through CompuTrace/Absolute Manage and are retrieved in cooperation with the local police department.

### Prohibited Actions

Students are prohibited from:

- Putting stickers, markings, or an additional case/cover on the laptops, cases, batteries, power adapters.
- Defacing GIPS issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the laptops or accessories.
- If such action occurs, the student will be billed the cost of repair or replacement.

### Troubleshooting and Swaps

- Student tries to fix the problem.
- Always try restarting the laptop as the first step in troubleshooting.
- If appropriate, student may ask a classmate for help.
- Student may ask a teacher if the teacher is available to help for this purpose.
- If the student, with consent of the teacher, is unable to resolve the problem, the student should email [helpdesk@gips.org](mailto:helpdesk@gips.org) with a description of the issue.
- Student should then save any work that they have saved locally to his/her Google Drive.
- Student will receive an email with the ticket information or instructions to fix the problem.
- Student takes laptop to the media center during open hours.
- If the media center is not open, the student can continue to use his/her laptop if possible or use alternative methods (i.e. pencil and paper).
- Student returns to class with a swap laptop.
- When the student's original laptop is ready to be picked up, student will receive an email with instructions for the return of the swap.
- Student picks up laptop from media center during open hours.

### Google Email for Students

#### Purpose

All GIPS middle school students are issued a Google email (Gmail) account. Gmail allows students to safely and effectively communicate and collaborate with GIPS staff and classmates, giving them an authentic purpose for writing. The affective use of email is

- A 21st Century communication tool.
- Used in careers and higher education settings.
- A way to meet ISTE standards.

#### Guidelines and Reminders

- Email should be used for educational purposes only.
- Email transmissions may be monitored by staff at any time to ensure appropriate use. This means that teachers may check students' email.

- All email and all contents are property of the district.
- Students should not delete email unless instructed to do so by a teacher. Deleting email will be interpreted as suspicious behavior and may be followed up with further investigation or disciplinary action.
- Email should only be used by the authorized owner of the account.
- Students need to protect their password.

### **Unacceptable Use Examples**

- Non-education related forwards (e.g. jokes, chain letters, images).
- Harassment, profanity, obscenity, racist terms.
- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities.

## **Web Cams**

### **Purpose**

Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

### **Examples of Use**

Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:

- Recording videos or taking pictures to include in a project
- Recording a student giving a speech and playing it back for rehearsal and improvement.

### **Important Note**

Please note that installing internet calling/video-conferencing software (i.e. Skype) is prohibited on GIPS laptops. Software for using the web cam is already installed on the GIPS laptop.

### **Safety**

Please refer to the Parent Responsibility section of this document for suggestions on monitoring student use of technology in the home.

## **Listening to Music**

### **At School**

Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

### **At Home**

Listening to music on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

## **Watching Movies**

### **At School**

Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment

### **At Home**

Watching movies on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

## **Gaming**

### **At School**

Online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be in support of education.

## At Home

Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate.
- You have permission from your parent/guardian.
- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

You are not allowed to load personal software onto your computer.

## Printing

### Printing at School

Any documents that require printing should be printed at school. This means there should be no school-required reason for printing at home. If a student chooses to print school work at home, we suggest using the following option:

- Save or upload the file to the student's Google Drive. Use the home computer to access the file via the student's Google Drive.

## Desktop Backgrounds and Screensavers

### Considerations

The GIPS image for the laptops will include a standard background image and screen saver, these settings cannot be managed by the student.

## Copyright and Plagiarism

### Considerations

Students are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC)

# Technology Discipline

## Behaviors and Discipline Related to Student Computer Use

Tech-related behavior violation equivalent to classroom violations:

- Email, instant messaging, internet surfing, computer games (off-task behavior)  
Equivalent to: Passing notes, looking at magazines, games (off-task behavior)
- Missing bag  
Equivalent to: No binder/missing supplies
- Cutting and pasting without citing sources (Plagiarism)  
Equivalent to: Plagiarism
- Cyberbullying  
Equivalent to: Bullying, harassment
- Damaging, defacing, or endangering laptop or accessories  
Equivalent to: Vandalism, property damage
- Using profanity, obscenity, racist terms  
Equivalent to: Inappropriate language
- Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network  
Equivalent to: Bringing pornographic or other inappropriate content to school in print form
- Using an electronic resources account authorized for another person  
Equivalent to: Breaking into or using someone else's locker

### Technology Related Violations

Other behaviors unique to the digital environment without a traditional classroom behavioral equivalent:

- Deleting browser history
- Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use

- Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
- Unauthorized downloading or installing software
- Attempts to defeat or bypass the district's Internet filter
- Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

## Discipline

### School-Based Discipline

The discipline policies at each school encompass the one-to-one laptop environment. Please reference the materials specific to each school or contact the school directly for details.

### Progressive Discipline

Discipline is progressive. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

### Example of Progressive Discipline Steps

- Warning
- In-class consequence
- School-based consequences
- Parent contact
- Administration referral
- Loss of laptop for the class period of network access for extended period of time
- Loss of laptop
- Suspension

### Classroom Interventions

For low-level infractions, classroom interventions will be the first level of discipline. This includes, but is not limited to, verbal warnings, seating changes, and teacher contact with home.

### Consequences

GIPS may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity.

## Examples of Unacceptable Use

Unacceptable conduct includes, but is not limited to, the following:

- Using the network for illegal activities, including copyright, license or contract violations
- Unauthorized downloading or installation of any software including shareware and freeware
- Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments
- Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
- Gaining unauthorized access anywhere on the network
- Revealing the home address or phone number of one's self or another person
- Invading the privacy of other individuals
- Using another user's account or password, or allowing another user to access your account or password
- Coaching, helping, observing or joining any unauthorized activity on the network
- Posting anonymous messages or unlawful information on the network
- Participating in cyberbullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous
- Falsifying permission, authorization or identification documents
- Obtaining copies of, or modifying files, data or passwords belonging to other users on the network
- Knowingly placing a computer virus on a computer or network
- Attempting to access or accessing sites blocked by the GIPS filtering system
- Downloading music, games, images, videos, or other media without the permission of a teacher
- Sending or forwarding social or non-school related email

# Laptop Security

## Balanced Approach

Two primary forms of security exist: laptop security and internet filtering. Each of the laptops has a security program installed on it. GIPS strives to strike a balance between usability of the equipment and appropriate security to prevent the units from being damaged or used to cause damage to the GIPS network.

## Laptop Security

Security is in place on the laptop to prevent certain activities. These include downloading or installing software on the laptops, removing software, changing system settings, etc.

## Internet Filtering at School and Home

GIPS maintains an on-site and remote internet filtering device. This program automatically filters all student access to the internet.

# Voluntary Protection Plan

The purchase, implementation, and use of devices as a learning resource represent a huge financial commitment on the part of GIPS. Similar to other resources issued to students, students are financially responsible for any damage to, or loss of, the device. The replacement cost of a device and case is approximately \$552.00. For this reason GIPS is offering a voluntary protection plan to provide families with peace of mind. The plan covers damage or theft of the device up to the replacement cost of the equipment.

## Enrollment Cost

The protection plan works on a yearly upfront payment with a per-incident deductible:

Yearly payment.....	\$10.00
1st Incident Deductible.....	\$20.00
2nd Incident Deductible.....	\$40.00
3rd Incident Deductible .....	\$60.00

# Damaged Equipment

## Repairs

Occasionally, unexpected problems do occur with the laptops that are not the fault of the user (computer crashes, software errors, etc.). The Help Desk staff will assist students with having these fixed. These issues will be remedied at no cost.

## Loaner Laptops– “Swaps”

Temporary replacements, known as “swaps”, are available at each school so that learning is not disrupted by the repair process. Students are responsible for the care of the swap while issued to them. The same rules and regulations apply to swaps. Students are required to make frequent backups to their Google (cloud) Drive in case they need to be issued a swap.

## Accidental Damage vs. Negligence

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration and determination by the authorized repair company, if the laptop is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and the cost of repair or replacement even if enrolled in the voluntary protection plan.

# Lost or Stolen Equipment

## Lost Equipment

### Reporting Process

If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her.

### Financial Responsibility

The circumstances of each situation involving lost equipment will be investigated individually. Students/families may be billed for damaged or lost equipment.

## Stolen Equipment

### Reporting Process

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner. Failure to report the theft to the proper staff and failure to follow the proper filing procedure may result in a bill for full replacement cost to the student.

### Financial Responsibility

If there is not clear evidence of theft, or the equipment has been lost due to student negligence, the student and parent will be responsible for the full cost of replacing the item(s).

# Replacement Costs

## Payment Timeline

Parents/guardians/students have 30 days to pay any bills. If bills are not cleared within 30 days, students/parents will be billed for the full cost of repairs, and a claim will be filed by the school. The school may setup payment plans to clear bills, if needed.

# Internet Safety – Board Policy 8457

## Internet Safety Policy

It is the policy of Grand Island Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures

(or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent’s designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects within the Nebraska K-12 Language Arts Standards. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online using the GIPS information system.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice and will be reviewed as needed.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

## **Computer Acceptable Use Policy**

This computer acceptable use policy is supplemental to the District’s Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. **Acceptable Uses.** The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. **Unacceptable Uses.** The following are unacceptable uses of the technology resources:
  - **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
  - **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
  - **Technology-Related Limitations:** Technology resources shall not be used in any manner, which impairs its effective operations or the rights of other technology users. Without limitation:
    - Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
    - Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
    - Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
    - Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
    - Users shall not copy, change, or transfer any software without permission from the network administrators.
    - Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
    - Users shall not engage in any form of vandalism of the technology resources.
    - Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
  - **Other Policies and Laws:** Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
    - to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
    - to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
    - to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
    - to engage in or promote violations of student conduct rules.
    - to engage in illegal activity, such as gambling.
    - in a manner contrary to copyright laws.
    - in a manner contrary to software licenses.
5. **Disclaimer.** The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. **Filter.** A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. **Monitoring.** Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. **Sanctions.** Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

## **Review of Internet Safety Policy 8457**

It is the policy of Grand Island Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

### **References:**

- Children's Internet Protection Act, 47 USC § 254 FCC Order adopted August 10, 2011
- 47 USC § 254(h)(1)(b);
- 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
- Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

### **Grand Island Public Schools policies:**

- 1310–NONDISCRIMINATION
- 1311–BULLYING AND HARRASSMENT
- 5521–COPYRIGYT COMPLIANCE
- 8457-INTERNET SAFETY

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1. Pg 2 - Welcome Letter
2. Page 3 - district offices - add GEAR UP ext. 1186
3. Update schedule pg. 6:
  - a. School Hours Preschool: M/Th AM 7:50am - 11:20am/PM 12:00 - 3:30pm
  - b. All Elementary Schools: 8 a.m. - 3:30 p.m. (Wednesday dismissal: 2 p.m.)
  - c. All Middle Schools: 8:15 a.m. - 3:45 p.m. (first Wednesday dismissal: 2:15 p.m.)
  - d. Grand Island Senior High: 8:05 a.m. - 3:40 p.m. **no early release**
4. Pg 6 - add to Lunch and Open and Closed Campuses
  - a. Lunch (add this before Open/Closed)
    - i. Students are encouraged to eat a healthy breakfast and lunch at school. Students may bring a lunch to school and a healthy lunch from home is encouraged as to not bring pop or candy to be eaten in the cafeteria at lunch. Parents may eat a school lunch with their child and if bringing lunch in from an outside vendor, parents of their child may bring lunch in and sit with students in an alternative setting.
5. Pg. 9 Supply List - update appendix
6. Pg 10 - **Update lunch prices**
7. Pg 11 - 8312 second paragraph - 90% should be 95%
8. Pg 25 - Weapons **and Firearms** in Schools - Board Policy 8470
  - a. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). A student shall not carry a personal safety or security device during the school day.
9. Pg 26 - Policy change - 8460 Student Interviews - delete Interrogation and Searches Policy 8460 - add Policy 8462 Searches, Seizures, and Arrests

### **Policy 8460 Student Interviews**

Generally, students may not be interviewed during the school day or during school activities by persons other than parents and school district officials and employees. Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Any person seeking an interview with a student or students must present credentials and secure permission from the administrator. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. If the parent or legal guardian cannot attend the interview the building administrator or designee will be present. (see Policy 8460 for full details)

### **Policy 8461 SEARCHES, SEIZURES, AND ARRESTS**

The Grand Island Public Schools district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not

create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, vaping devices, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials.

#### 10. Pg 31 - add Policy 7190 DISTRICT WELLNESS POLICY

The Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the Nebraska Health School Program Local School Wellness Policy Implementation (July 29, 2016) the Grand Island Public Schools will provide a healthful learning environment by supporting district policy with healthy school meals, healthy competitive foods and beverages, physical and social/emotional education, physical activity, and student and employee wellness.

The Grand Island Public Schools will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors, with the objective of promoting student and staff health and reducing childhood obesity. School learning environment expectations shall be aligned with federal guidelines, 7190 DISTRICT WELLNESS POLICY, and The Healthy, Hunger-Free Kids Act of 2010. Guidelines shall promote active lifestyles and healthy habits to positively influence student and staff understanding, beliefs and behaviors related to health education, wellness, and physical activity.

#### 11. Pg 36 - Procedure Prior to suspension #5 - add may **request** in

#### 12. Pg 37 - replace Consequences for Violations with the following narrative

##### **Policy 8650.1 Participation in Activities Guidelines**

The Grand Island Public Schools (GIPS) hold students involved in activities to a higher standard, as they represent not only themselves, but their school and community. GIPS expects all athletes and activity participants to be drug, alcohol, and tobacco free, and to understand that it is a privilege to be involved in school activities. The following applies to all school activity participants.

A lifestyle free from the influence of drugs and alcohol is a responsible and healthy choice. Decisions related to this issue are extremely important and do have a direct correlation with student success. Students, parents, and the school all share responsibilities in the development of these important student choices. The Grand Island Public Schools continue to endorse and support a lifestyle for students that is free from the influence of alcohol, drugs, and tobacco. When students choose to use alcohol, drugs, and/or tobacco, their levels of performance are diminished. GIPS has established rules and consequences, with an emphasis on a program of education and support to foster a chemical-free lifestyle.

##### ***Procedure for Rule Violation***

The student shall not be involved with drugs, alcohol, or tobacco. Whenever a student is representing GISH in an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, drugs, alcohol, or tobacco (with exceptions as outlined by state statutes 53-168.06, 53-180.2). Students shall not buy, sell, or give away drug, alcohol, or tobacco products, or look-alikes. It is not a violation for a student to be in possession of or use a controlled substance specifically prescribed for the student by their doctor. Consequences will be documented regardless of the student's attendance center. Methods

for verification of rule violation include: a) Ticketed by the police for drug/alcohol/tobacco related offense; b) Admission by the student involved; c) Violation witnessed by school personnel; d) Other evidence that the rule violation took place.

In the event that this policy is violated, the following process shall be initiated:

- 1) The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident. A student who “self-reports” will have an impact on consequences.
- 2) Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
- 3) The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
- 4) The building principal shall issue a consequence.
- 5) This decision is final and binding on all parties. Appeals to the decision remain at the building administrative level.

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be required to receive support from a school approved drug/alcohol/tobacco support program and may be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend, but not participate, at a scheduled performance/event.

### Consequences

Consequences for drug, alcohol, and tobacco violations are as follows:

- 1) **First Violation** – A five (5) day or less suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school;
- 2) **Second Violation** – A seven (7) day or less suspension from school activities. In addition, the student will be required to show evidence that they have received counseling from a professional outside of the school (i.e. Central Nebraska Council on Alcohol and Addictions, drug and alcohol counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a drug/alcohol evaluation before they can participate in an activity;
- 3) **Third Violation** – Fourteen (14) day or less suspension from school activities and the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the chemical dependency program prior to reinstatement of the student.

### 10. Pg 52 - Voluntary Protection Plan - Change \$552.00 to \$250.00

The purchase, implementation, and use of devices as a learning resource represent a huge financial commitment on the part of GIPS. Similar to other resources issued to students, students are financially responsible for any damage to, or loss of, the device. The replacement cost of a device and case is approximately \$250.00. For this reason GIPS is offering a voluntary protection plan to provide families with peace of mind. The plan covers damage or theft of the device up to the replacement cost of the equipment.

#### Enrollment Cost

The protection plan works on a yearly upfront payment with a per-incident deductible:

Yearly payment..... \$10.00

1st Incident Deductible.....	\$20.00
2nd Incident Deductible.....	\$40.00
3rd Incident Deductible .....	\$60.00

## GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Approve the LSI Demonstration School Proposal for the 20-21 School Year

**Submitted By:** Toni Palmer/Shanna Gannon

**Date:** 5/11/2020

### 1. What is the identified need?

**Design:** Our Strategic Plan specifically addresses the importance of empowering our educators to be instructional leaders. The past three years we have devoted significant hours to professional learning to develop instructional leadership in our campus administrators and instructional coaches. Principals are the second biggest lever when it comes to improving academic achievement for our students. This has been a component of our Demonstration Schools for Rigor (DSR) project with Learning Sciences International (LSI). As a result of the leadership coaching and ongoing professional learning support from LSI, our campus leaders have transformed in their ability to recognize effective instruction, coach teachers to improve instruction and effectively lead through change. Rigor walk and achievement data trends show the positive impact on students that have been intentionally coached by our principals and the confidence, passion, and collective efficacy developed has been evident in Data Rounds and Principal meetings.

In addition to the leadership coaching, additional virtual professional learning will be provided for new teachers, returning teachers, and a cohort of Title I teachers to deepen their understanding and improve implementation of embedding Academic Teaming into their planning of daily lessons. When academic teaming is implemented effectively, students take ownership of their learning, teachers are better able to provide micro-interventions in a timely manner, rather than waiting for the end of the unit assessment, and ALL students build confidence and skills in communication, collaboration, empathy, and self-confidence. **(Strategic Plan Success Measure 2)**

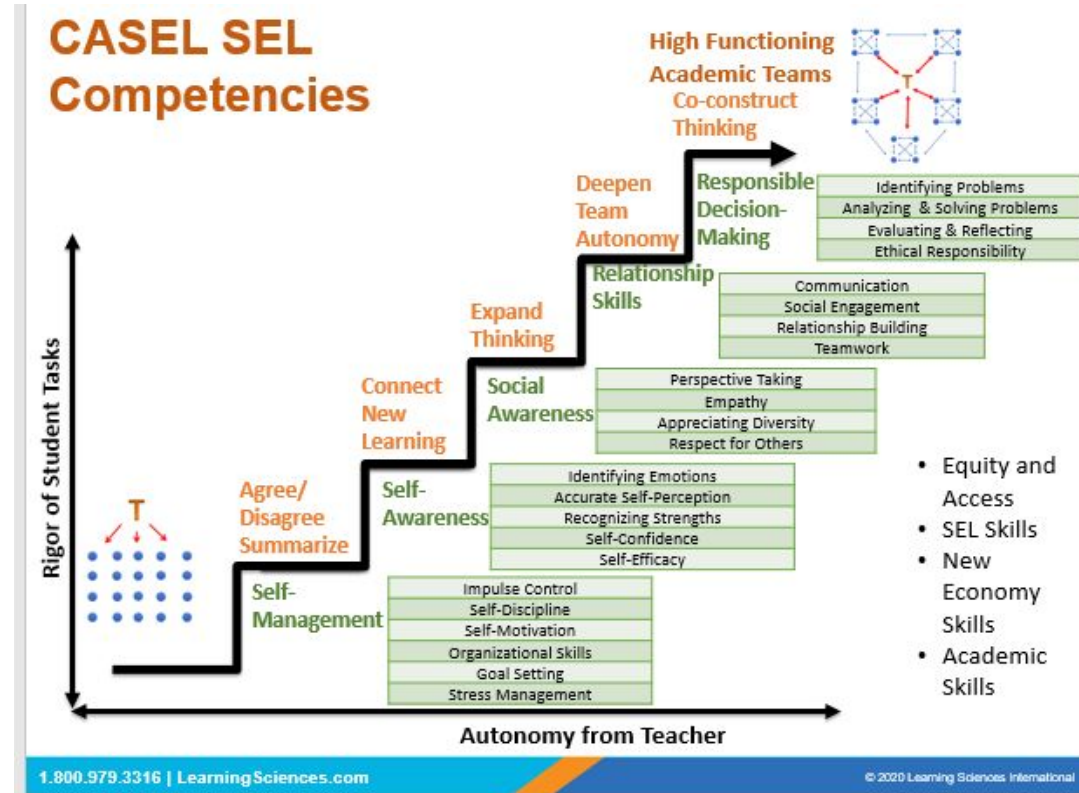
**Equity:** A component of the leadership coaching is ensuring all students have access to grade level standards within core instruction. The focus of the year 4 work is on extending this skillset to all GIPS principals through a cohort leadership model. Demonstration School Principals will engage in a community of practice session with LSI leadership coaches and then lead a community of practice sessions with a cohort of GIPS principals. They will engage in professional learning and authentic practice by observing classrooms, working through problems of practice, analyzing data, and calibrating around effective feedback. This is a comprehensive approach to ensure coherence from the district to the classroom. We have made progress in the transformation from teacher centered to students centered classrooms and need to build capacity with all campus leaders throughout the district in how we recognize and address inequities in access and opportunity for our students.

The professional learning around academic teaming outcomes builds capacity in teachers in developing highly rigorous tasks and strategies to ensure ALL students have access to grade level standards. When teachers are clear on what knowledge and skills they need to verify and build in scaffolds and experiences that are relevant, engaging, and rigorous (beyond retrieval and comprehension) students achieve at higher levels and learning gaps decrease. This year, title I teachers will go beyond basic understandings and implementation of Academic Teaming and will be able to present through Empower Hours, grade level meetings, and be models through instructional

rounds for non-title teachers throughout the district.

**(Strategic Plan Success Measures 3 & 6)**

Social Emotional Cognitive Learning: Due to the current situation in our country and the impact it has had on education, our sustainability plan with Learning Sciences International will include a focus on Academic Teaming which embeds Social Emotional Learning (SEL) skills within each academic lesson. Embedding a focus on SEL competencies within lesson design will become a habit of planning that can be implemented in whatever setting that may be. See above for additional information to support the SEL focus. **(Strategic Plan Goals 6 & 7)**



**2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)**

Aligns to the work within the GIPS Strategic Plan:

- **Strategic Plan Success Measures 2, 3, 6 and 7**
- Strategic Plan Pillar-Empower educators to be instructional leaders, Obj. 1, 2 (Academic teaming professional learning and leadership coaching align with the outcomes of this pillar)
- Strategic Plan Pillar-Personalize, Obj. 4 (Through academic teaming, students are empowered to take ownership of their learning and improve SEL skills required to thrive in an ever-changing world)
- Strategic Plan Pillar-Design, Obj 5, 6 (using trend walk data, universal screeners, and academic achievement data to improve teaching and learning. Providing differentiated supports to our highest needs buildings).
- Strategic Plan Pillar-Partner, Obj. 7,8 (Learning Sciences Partnership, focus on equitable access to grade level standards for all students).

**3. Proposed Action**

This is an information item for the BOE in June with a request to approve the contracted services at the July BOE meeting.

**4. Data/Research Assessed**

School Leadership Coaching will be provided to Walnut Middle and Jefferson, Starr, and Stolley Park Elementary principals as they prepare to support other schools within the district in implementing components of LSI's School for Rigor model. School Leadership Coaching builds the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidences of student learning.

The traditional model of teacher-centered instruction can no longer prepare today's students for tomorrow's workforce. In response, Learning Sciences International® (LSI) has researched, tested, and designed Academic Teaming® – a fun, engaging, groundbreaking professional development (PD) series. Academic Teaming provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams.

- Student-led teams provide the optimal classroom context to grow:
  - Students' ownership of their learning process
  - Social and Emotional Learning skills
  - Cognitive engagement in rigorous tasks aligned to academic standards
  - Teamwork for development of new economy skills for the 21st century
- Based on extensive research and field testing, Academic Teaming Academies fosters a classroom with increased student engagement, collaboration, and an enjoyable learning environment.

## 5. Stakeholder Group(s) Involved

L4L, PK-12 Principals, Title I Teachers and Instructional Coaches

## 6. Summary

Given Covid-19, it is more important than ever to support our district leaders with professional learning around high quality instruction and building collective efficacy in our staff and students through instructional leadership. When we partnered with LSI three years ago, our vision was to build capacity in our leaders to ultimately impact academic achievement and become learning laboratories in our district. We have made progress in building a strong learning culture, instructional leadership, and systems change, however, there is more work to do to achieve the desired academic outcomes. We have to ensure we are getting to rigor and calling out inequitable practices occurring and address this through professional learning and feedback. This cohort model provides a framework for principals to learn from each other with embedded professional learning on how to recognize and address equity and access issues. This can be accomplished whether we are in a virtual or face to face environment. The ability to conduct classroom walks, discuss the impact of instruction on student learning throughout the year will be a powerful way to build coherence across the district.

We know that we will not have NSCAS data to compare the year, however, we will use MAP data to monitor progress in academic achievement.

As we know more about the model for the beginning of the school year, we will make adjustments to align with the leadership needs.

## 7. Fiscal Impact

**Amount:** \$135,485-\$235,385

**Source:** Title I, and L4L

**Details:** \$135,485 Title I funds  
\$29,900 if we decide to implement will be funds from L4L

## 8. Person(s) Responsible for Implementation

L4L team, Demonstration School Leaders, instructional coaches

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:**

- 1) Approve the proposal, plan summer professional learning for teachers, principals, establish dates 3 times throughout the year for the cohort community of practitioners meetings.
- 2) Trend walk data will be collected weekly throughout the year. 3 times a year with the L4L support team
- 3) Professional learning surveys will be conducted after each training
- 4) Checking for implementation will occur with instructional coaches, principals and a cohort of teachers following each professional learning. Principals will provide feedback to teachers.
- 5) Title I principals will monitor implementation progress through their continuous school improvement plans and report out on results at Data Rounds

**Timeline:**

- 1) Propose to BOE in June as information, and approval in July. Training will be scheduled when we have a plan for the start up of the 20-21 school year.

### ▲ Board Report/Follow-Up

**Actions:**

Follow up data will be provided at L4L BOE Committee

**Timeline:**

1 month     3 months     6 months     annually     N/A

**Academic Teaming  
2020-21 School Year**

Grand Island Public Schools  
Kneale Administration Building  
123 South Webb Rd., Box 4904  
Grand Island, NE 68802



April 3, 2020

April 17, 2020

Kneale Administration Building  
123 South Webb Rd., Box 4904  
Grand Island, NE 68802

From the fall of 2017 through the spring of 2020, Grand Island Public Schools (GIPS) and Learning Sciences International (LSI) partnered to establish Schools for Rigor® at Walnut Middle, Jefferson Elementary, and Starr Elementary schools. Schools for Rigor is LSI's school improvement model that focuses on the development of systems within a school to support standards-based, student-centered teaching and learning.

GIPS administrators are looking to provide sustainability coaching to Walnut, Jefferson, and Starr and Stolley Park during the 2020-21 school year through quarterly leadership coaching. Additionally, there is a need to provide professional learning to a cohort of new teachers in August 2020. Finally, GIPS desires to provide districtwide professional development from LSI's Academic Teaming® progression--a fun, engaging, groundbreaking series that provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams. GIPS will participate in a cohort coaching model to support the district-wide implementation of Academic Teaming®. Due to the current situation in our country and the impact it has had on education, Academic Teaming is especially apropos as we look to embed Social Emotional Learning (SEL) skills within each lesson. GIPS has made it clear SEL will be a focus as they welcome students back to school in whatever setting that may be. LSI looks forward to partnering with you in this critical work.

This proposal provides an implementation plan and cost summary for the requested work. LSI is honored to continue working with GIPS for this coming school year. For any questions or clarification, please contact Gwyn Marr. Her contact information is as follows.

Gwyneth Marr, EdD  
District Lead and School Leadership Coach  
Learning Sciences International  
Cell: (480) 487-0119  
Email: gmarr@learningsciences.com

## Implementation Plan and Cost Summary

**ESTIMATED 2020-21 COST: \$235,385.00**

**Summer Support: \$3,500.00**

Demonstration Schools

- Leadership day: Demonstration School Leaders and Instructional Coaches

**Cycle Support: \$42,000.00**

*4 cohorts for 3 cycles – delivered during first week of every learning cycle, 1.5 days per cohort per cycle*

Demonstration Schools

- *School Leadership Coaching day*
  - *Planning/CoP for Demonstration School Principals, Half-day*
  - *Walking Demonstration Schools, Half-day*

**Academic Teaming Cadre : \$158,540.00**

*Cohort 1 – Walnut Middle, and Jefferson, Starr and Stolley Park Elementary (130 teachers)*

- Academic Teaming 101, New Teachers in DSR Schools – 25 teachers
- Academic Teaming 201, Virtual- 130 teachers
- Academic Teaming 301, Virtual- 130 teachers

*Cohort 2- Title I Schools Not DSR*

- Academic Teaming 101, Virtual for 50 teachers
- Academic Teaming 201, Virtual for 50 teachers

*Cohort 3- Non Title Schools \*Pending approval of Funds (\$29,900.00)*

- Academic Teaming 101, Virtual for 50 teachers
- Academic Teaming 201, Virtual for 50 teachers

*Coaching to support Academic Teaming*

- 12 days included with ATA
- 6 additional days to allow each school to have ATA coaching

**Technology for all schools: \$24,545.00**

- *Trend Tracker, 60 Licenses*
- *Growth Tracker, 4 site Licenses*

**Project Support for DSR schools: \$6,800.00**

- *Executive Action Team Meetings, Virtual, 1.5 hours - 4 throughout the year, 2 L for L meetings, 2 cabinet meetings.*
- *Project Support*

### Cost Summary

LSI Partner Discount	(\$86,600.00)
<b>Total 2020-2021 Costs</b>	<b>\$235,385.00</b>
Estimated carry over from 2019-2020	(\$70,000.00)
Estimated total after carry over with non-title funds approved	\$165,385.00
*Estimated total after carry over without non-title funds approved	\$135, 485.00

## School Leadership Coaching

*School Leadership Coaching* will be provided to Walnut Middle and Jefferson, Starr, and Stolley Park Elementary principals as they prepare to support other schools within the district in implementing components of LSI's School for Rigor model.

School Leadership Coaching builds the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidences of student learning.

## Academic Teaming

The traditional model of teacher-centered instruction can no longer prepare today's students for tomorrow's workforce. In response, Learning Sciences International® (LSI) has researched, tested, and designed *Academic Teaming*® – a fun, engaging, groundbreaking professional development (PD) series. Academic Teaming provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams.

Student-led teams provide the optimal classroom context to grow:

- Students' ownership of their learning process
- Social and Emotional Learning skills
- Cognitive engagement in rigorous tasks aligned to academic standards
- Teamwork for development of new economy skills for the 21st century

Based on extensive research and field testing, Academic Teaming Academies fosters a classroom with increased student engagement, collaboration, and an enjoyable learning environment.

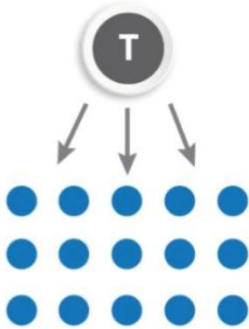
Each Academic Teaming PD is comprised of onsite sessions with toolkits filled with ready-to-use classroom resources that promote next-day implementation of training concepts.

The student and teacher resources make it easy to create rigorous tasks that build student ownership, promote the sharing of ideas, nurture productive struggle, and effectively allow students to reach their full potential.

Academic Teaming blends training, coaching, and leadership tools to produce sustainable transformation in core instruction and includes:

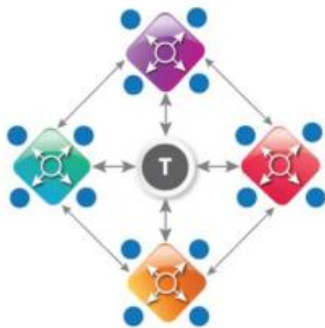
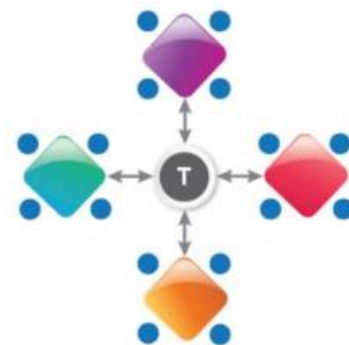
- Practical, hands-on training where teachers leave with skills and resources to use in the next day in their lessons
- Coaching for Implementation that connects the professional learning to immediate classroom actions to ensure next-day implementation results, while building the capacity of instructional leaders to support this work

## A Pathway to Student-Centered Academic Achievement



Many of today’s classrooms struggle to go beyond teacher-centered instruction. Academic Teaming Academies, in Learning Sciences International (LSI) Professional Development series, breaks this cycle by training educators to scaffold more responsibility and rigor to their students over time.

The journey begins with establishing the groundwork for well-balanced student teams. Classroom resources allow teachers to introduce teams to roles and routines, so that all voices are heard as students share their thinking, listen, and respectfully respond to teach other. As the academies progress, participants learn to enhance team-centered learning as teams learn how to function, how to use resources, and how to monitor their own learning with learning targets.



These engaging one-day academies build upon the content of the previous session, to increase levels of student autonomy and rigor in teams. Academic Teaming Academies supports the journey and transformation of classrooms from teacher-centered instruction to student-led teams in which students learn from each other, challenge the thinking of their peers, and expand their own perspective.

In **Academic Teaming 101: Student-led Team Basics**, participants learn about team-centered classrooms as they transform their vision for teaching and learning. Participants will receive highly engaging, ready-to-use classroom resources that guide students to respectfully share their thinking and learn with each other. The academy will help teachers plan for well-balanced productive teams, use teaming mats, Agree/Disagree cards and *How to Guides*, enabling teachers to initiate active learning strategies with their students the very next day.

In **AT 201: First Step to Student Team Autonomy**, teachers are supported as they enhance team centered listening and learning with both individual and team accountability. Participants plan scenarios using toolkit resources for connecting new learning and producing evidence at the taxonomy level of the standard. Teachers learn how to engage student-led teams to plan and organize their own learning process, recognize when they are not on task and take action to get back on task.

**Prerequisite: Academic Teaming 101: Student-led Team Basics**

In **AT 301: Step Back from your Student-led Teams**, participants learn techniques to help students persevere through productive struggle to become more self-motivated and self-regulated. Building on the content from previous academies, participants will learn strategies to help students expand and refine their thinking through listening. Teachers will learn how to use toolkit resources to engage students in guiding and checking their own learning where teams recognize when they need to resolve conflicts, recognize when they are stuck and take action by using resources.

**Prerequisite: Academic Teaming 201: First Step to Student Team Autonomy**

Please sign below and return with a purchase order via email to [accounting@learningsciences.com](mailto:accounting@learningsciences.com).

**District Representative:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Effective Date** \_\_\_\_\_

**LSI Representative** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Effective Date** \_\_\_\_\_

## GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Approve the AAIS contract and funding for Professional Learning

**Submitted By:** Toni Palmer/Shanna Gannon/GEAR UP

**Date:** 5/11/2020

### 1. What is the identified need?

Design: . **(Strategic Plan Success Measure 2)**

This proposal addresses the impact of COVID-19 on teachers and students.

Equity: COVID-19 has changed our landscape and magnetized the educational inequities that our system exacerbates. This plan addresses professional learning through an equity lens and specifically addresses the effectiveness of PLCs and facilitation in identifying essential standards and learning outcomes, common instructional and assessment practices, including how we verify learning, and habits of lesson planning to deliver in any environment. Below is the focus on training and technical support that will be provided

ELA and Math Content PLC Development  
Support for EL and SpEd inclusion strategies  
Content Area Literacy Support  
Continuous Improvement Cycle: Instructional Planning and Data Analysis  
Modeling Instruction, POP cycles, Visible Learning, Visible Thinking, UDL  
Support for Instructional Coaches  
Career Academy PLC development  
Instructional Coach/Instructional Leadership Development

### 2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Aligns to the work within the GIPS Strategic Plan:

- Strategic Plan Pillar-Empower educators to be instructional leaders, Obj. 1, 2 Content specific professional learning will be provided to all content teams, however, a focus will be with 8th/9th grade Math and ELA teachers. Improving teacher clarity, data literacy, and planning through an equity lens are priority areas. Instructional Coaches will also have specific training on how to observe and provide feedback to improve teacher practice within the instructional model.
- Strategic Plan Pillar-Personalize, Obj. 4 -increasing student ownership of learning and provide opportunities for real-world experiences require intentional professional learning from someone with expertise of the National Standards of Practice and effective instructional strategies.
- Strategic Plan Pillar-Design, Obj 5, 6. This professional learning is differentiated to improve outcomes for our most marginalized students through improved core instruction.

### 3. Proposed Action

This is an information item for the BOE in June with a request to approve the contracted services at the July BOE meeting.

#### 4. Data/Research Assessed

- Trend walk data shows that the Middle School and High School have accomplished 80% standards based targets-want to be at 100%
- The taxonomy of the learning target for GISH data-want to increase taxonomy of the student work to be at least 25% of the time students are engaged in knowledge utilization tasks. Prior to COVID-19-7%
- Mr. Holden grounds his work in best practice and collaborates with L4L to ensure alignment to district goals and strategic plan priorities. (More data to come from David Holden)

[Here is an example of data reports from David Holden.](#) COVID-19 interrupted the professional learning for 2020, resulting in unfinished data collection.

#### 5. Stakeholder Group(s) Involved

Barr Middle School 8<sup>th</sup> grade ELA and Math teachers  
GISH All staff with an emphasis on 9<sup>th</sup> grade ELA and Math teachers  
L4L Directors and Coordinators  
GEAR Up Staff

#### 6. Summary

[AAIS CEO David Holden](#) will provide professional learning for teachers and principals throughout the 2020-21 school year to support the implementation of the Academy Model. Teachers will participate in professional development that align with the GIPS professional development days focused on effective instruction in the academy model. School leaders will also engage in planning/observation/processing cycles and professional learning on effective PLC implementation and implementation of high leverage strategies that address equity and access for our most marginalized students.. The strategies align with the focus of the GIPS professional development plan, as well as specifically addressing the [NCAC National Standards of Practice](#).

The trainings are proposed to be delivered in person, however, Mr. Holden is able to adjust to host virtually if needed. His final invoice will reflect actual deliverables as agreed upon by the L4L, building administrators and the consultant.

#### 7. Fiscal Impact

Amount: \$85, 200

Source: L4L, GEAR Up

Details: Proposed Quote  
Professional Learning that falls outside the cohort- \$28000  
Gear Up funded for Barr, Walnut, GISH Cohort \$57200

#### 8. Person(s) Responsible for Implementation

L4L team, campus administrators, instructional coaches and staff

#### 9. Implementation Plan

##### ▲ Monitor/ Evaluate

**Actions:**

- 1) A Data Review will be held with David Holden at the end of each quarter with a summary and artifacts to show impact
- 2) Monthly Trend Walk Data
- 3) Data Rounds to show how the professional learning is impacting progress towards continuous improvement goals

**Timeline:**

- 1) Data Reviews at the End of Each Quarter
- 2) Monthly Trend Walk Data will be reviewed at Admin Meetings Monthly
- 3) Impact will be shared at Data Rounds in the Fall/Spring

**▲ Board Report/Follow-Up**

**Actions:**

Follow up data will be provided by Principals/GEAR Up Director at L4L BOE Committee

**Timeline:**

1 month     3 months     6 months     annually     N/A

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Purchase of Resources for Integrated Science III Implementation

**Submitted By:** Greg Schlegel & Anya Covarrubias

**Date:** 6/1/20

## 1. What is the identified need?

Empower/Personalize - Grand Island Public Schools; specifically Grand Island Senior High, is in the midst of a monumental shift in science instruction. Science is moving from a traditional domain approach to a more highly STEM focused integrated approach. We have been able to implement the first 2 phases of this shift with a relatively minimal financial impact. In order to complete the third phase of the shift, it will take a much more significant financial investment. This investment will ensure that every student will receive a guaranteed and viable science education. These changes align not only to the strategic plan but also align to the National Career Academy Coalition standards of practice.

Adding locations at CPI and Wyandotte provides opportunities for students to access Science courses while on campus for Academy purity and reduces the overcrowding of GISH Science Labs.

## 2. Administrative Rationale for BOE Agenda Item

*Obj. 1 - SI 1: Ensure teachers have access to and use high-quality curriculum resources* - Beginning with the 2020-2021 school year, we will have the ability to offer science courses at all of our locations. In order to ensure high quality, standards-based instruction, all of our locations must be equipped with necessary instructional equipment and supplies.

*Obj. 4 - SI 3: Develop a system to align curriculum to academies, pathways, courses, content and skills.* - By offering Integrated Science 3 at all locations, we can ensure that a large percentage of students within the academy pathways will have an instructor that teaches within their chosen academy. This will allow the instructor to contextualize the content of the course as well as better support students through the academy RTI process.

## 3. Proposed Action

Approval of the purchase of Science resources through the standard BOE approval process. Information item in June, and action item in July.

## 4. Data/Research Assessed

Through our increased knowledge of master scheduling within the academy model, we have found that it is crucially important to strive for the highest percentage of cohort scheduling possible. By offering Integrated Science III at all of our locations, more students will have access to a course taught by an academy teacher as well as filled with other members of their academy. Students will be able to work side-by-side with others in their cohort to solve problems and acquire scientific skills and knowledge. By reading research based articles and other literature, it is abundantly clear that an integrated approach to science is a shift that is in the best interest of the students of Grand Island Public Schools.

## 5. Stakeholder Group(s) Involved

L4L, Teachers, Students, Parents

## 6. Summary

In order to best deliver a guaranteed/viable science curriculum to all of our students and capitalize on the teaching resources we have at our disposal, it is imperative that we equip all of our locations with science labs and the materials necessary to deliver the highest quality science instruction possible.. Grand Island Public Schools is at the forefront of a monumental shift in science education in the state of Nebraska as well as across the country. We have innovative teachers and strong leadership to ensure a high-quality science education for each and every student at the Academies of Grand Island Senior High. At this point in time, we must make a significant monetary investment in order to meet the curricular needs associated with shifting instruction. The students of the Grand Island Public Schools will see significant impact from this investment. This will positively impact up to 350-400 students a day at off-campus.

## 7. Fiscal Impact

**Amount:** \$123,751.28

**Source:** GearUP, L4L, Building Funds (GISH), Depreciation?

**Details:**  
L4L - \$41,388.15  
Gear UP - \$51,939  
GISH - \$3627.90  
Unsure or Split - \$1,855.50  
Furniture Costs - \$17,045.73  
COVID/L4L-\$7,895

## 8. Person(s) Responsible for Implementation

L4L, Academy Principals, Science Leadership

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

#### **Actions:**

1. Integrated Science 3 standards are written to align with the Nebraska College and Career Ready science standards.
2. Teacher PD on delivery of the new Integrated Science 3 standards.
3. Teachers will ensure standards are delivered equitably to all students across all of the Academies of Grand Island Senior High by continuously monitoring implementation through their Integrated Science 3 PLC.
4. Teachers and science leaders will assess the impact of the Integrated Science 3 standards and implementation using ACT and MAP data; revising instruction as needed.
5. Monitor the students that have a full schedule off-site increasing Academy Purity numbers

#### **Timeline:**

1. 2019-2020 school year and ongoing throughout the summer of 2020.
2. PD for teachers will be delivered during the summer of 2020 to ensure teachers have a proper understanding of the standards and pedagogy for their delivery.
3. Ongoing throughout the 2020-2021 school year.
4. Spring of 2021 and continuously there after.

▲ **Board Report/Follow-Up**

**Actions:**

Mr. Phillips will provide an update on implementation at September L4L Committee meeting

**Timeline:**

1 month

3 months

6 months

annually

N/A

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Purchase Canvas to be used as Learning Management System

**Submitted By:** Daniel Phillips, Director of Innovation for College & Career Readiness

**Date:** 5/27/20

## 1. What is the identified need?

Grand Island Senior High is in need of a Learning Management System (LMS) to meet academy and strategic plan objectives, and to help prepare students for college. Canvas would provide students a robust environment to build their four year portfolio, a major component of their Senior Capstone Project, but also something they will work on in all four years of high school. Canvas will also offer a quality web blended learning experience for our students that will help prepare them for college as canvas is currently used throughout the University of Nebraska system, the State College system, and CCC is currently piloting and considering moving from Moodle to Canvas. We have been running a pilot during the Spring of 2020 with about 30 of our current Senior High teachers who were previously using the free teacher version. By implementing the district version, it offered those teachers many advanced features, like single sign-on for students, where Canvas sync's with Synergy and populates the teachers sections and students, and grade pass through, where any grade put into Canvas automatically enters it in Synergy.

## 2. Administrative Rationale for BOE Agenda Item

*Obj. 1-SI1: Ensure teachers have access to and use high-quality curriculum resources.* Use of Canvas as the LMS will provide students with equitable access to their online/blended curriculum. Canvas possesses many features that will allow delivery of online or blended content to be delivered in an engaging fashion for students.

*Obj. 7-SI2: Research and implement tools that will help the district evaluate and improve equity and inclusiveness.* All students will be utilizing the same platform for their classes that have a blended/online component. This was one of the biggest findings from the Spring 2020 semester, that a lot of students struggled bouncing around between multiple platforms. This will allow increase collaboration between general education teachers and specialists.

## 3. Proposed Action

Approval of Canvas as LMS platform for Grand Island Senior High through the standard BOE approval process. Information item in June, and action item in July.

## 4. Data/Research Assessed

Research was conducted in Fall of 2019 prior to the pilot in Spring of 2020. The advanced features Canvas offered, and the integrated Portfolium product were the key pieces to recommend Canvas as the LMS at GISH. Canvas works seamlessly with Google Drive, so staff can easily upload resources, and Synergy, which already has course, student, and grade information synced. Staff members'

Google Classroom information can be easily transferred into Canvas, which will be part of the professional development to be delivered.

## 5. Stakeholder Group(s) Involved

GIPS L4L, IT department, GISH Blended Learning Committee, Wayne State College, University of Nebraska Kearney, Central Community College.

## 6. Summary

Canvas provides a robust Learning Management System to provide teachers and students the best possible experience in blended/online learning. Purchasing Canvas as our common LMS will increase opportunities for students to access curriculum and instruction without navigating different systems. Within Canvas, all students will use Portfolium to create their 4 year portfolio, which will become theirs following graduation from GISH. The Portfolium will encompass a digital footprint of each student's achievements, projects, resumes, and leadership experiences. This will give our students an edge when applying for college and/or careers.

## 7. Fiscal Impact

**Amount:** Not to exceed \$34,710 - Provides access to Canvas and Portfolium, professional development and support for the 2020-21 school year.

**Source:** GearUP

**Details:** Canvas Subscription - \$14,700  
24x7 Faculty Tier 1 Support - \$4,410  
Unlimited Canvas Training Access - \$3,000  
Portfolium Subscription - \$4,200  
Canvas Pathways - \$8,400

## 8. Person(s) Responsible for Implementation

GIPS L4L, GISH Blended Learning Committee

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:**

1. Implementation plan for 2020-21
  - a. Survey staff to identify PD needs
  - b. Align support/training to groups of staff based on needs
  - c. Incorporate Canvas into current PD with Dave Holden
  - d. Work with IT to ensure seamless integration with Synergy
2. Monitor usage of Canvas, and continuation of PD

**Timeline:**

1. June, 2020 - Access to online training for early adopters
2. July/August, 2020 - Canvas delivered PD to GISH staff
3. 2020-21 - PD delivered by Canvas/GISH power users to train all staff

### ▲ Board Report/Follow-Up

**Actions:** Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021.

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**Timeline:**    \_\_\_ 1 month    \_\_\_ 3 months    \_\_\_ 6 months    \_\_\_ annually    \_\_\_ N/A

**Request for Proposals  
Submittal Instructions**

**Sports Medicine Services**

**Grand Island Public Schools**

**Grand Island, Nebraska**

**March 2, 2020**

## I. INTRODUCTION

Grand Island Public Schools requests proposals for sports medicine services for the period of July 1, 2020 through June 30, 2027.

## II. SCOPE OF SERVICES

Grand Island Public Schools will choose one service provider for a Seven (7) year contract as outlined in Appendix A. This contract includes services for home and away sporting events, coverage for pre and post-game care, tournaments, camps and other special events as requested.

## III. PROCEDURES FOR SUBMISSIONS

Service providers wishing to be considered shall submit one (1) copy of their proposal materials no later than 2:00 p.m., Local Time, Monday, March 30, 2020, to the email address listed below:

[vharden@gips.org](mailto:vharden@gips.org)

**Only electronic documentation will be accepted in Adobe Portable Document Format (\*.pdf) as a single file.**

Submission materials (file) must contain "Appendix A" fully executed to the best of the service provider's ability. District reserves the right to create a final "Appendix A" after Board of Education approval.

APPENDIX A  
GRAND ISLAND PUBLIC SCHOOLS  
SPORTS MEDICINE AGREEMENT

This Agreement is made this 1<sup>st</sup> day of July, 2020, by and between Grand Island Physical Therapy, and Grand Island Public Schools ("District"), to provide sports medicine services.

Whereas, District is a school system in Grand Island, Nebraska; and

Whereas, Grand Island Physical Therapy is a medical facility in Grand Island, Nebraska, which has developed a program for providing sports medicine services; and

Whereas, District wishes to retain the services of Grand Island Physical Therapy in order to provide sports medicine services to its students athletes;

Now therefore, in consideration of the mutual agreements contained herein, the parties agree as follows:

1. AGREEMENT.

District hereby contracts with Grand Island Physical Therapy for a term of seven (7) years from July 1, 2020, and ending on June 30, 2027. Parties further agrees to provide to District, a Certified Athletic Trainer or a Physical Therapist to provide Services as stated in this Agreement.

2. QUALIFICATIONS

During the term of this Agreement, all Athletic Trainers and Physical Therapists providing Services shall maintain appropriate certification, and shall be subject to approval by District, whose approval shall not be unreasonably withheld. An Athletic Trainer must be certified by the Board of Certification, Inc. (BOC), maintain the standards established by the National Athletic Trainers' Association (NATA) including the NATA Code of Ethics, and maintain in good standing a state license to practice as an athletic trainer. A Physical Therapist shall maintain in good standing a state license to practice as a physical therapist and shall perform duties in accordance with the standards outlined by the American Physical Therapy Association.

3. JOB DESCRIPTION

1. Provide one athletic trainer or one physical therapist to Grand Island Senior High School and each middle school (Barr, Walnut, and Westridge) contained in District's system for the prevention of student athletic injuries through the application of protective tapings, wraps and braces, and assist in the design of practices to help reduce the incidence of injury.

2. Provide one athletic trainer or one physical therapist to advise coaches of flexibility, strengthening and conditioning programs to help prevent injuries and optimize performance.
3. Provide one athletic trainer or one physical therapist to provide immediate care of student athlete injuries and refer the student athletes to medical facilities when necessary.
4. Provide one athletic trainer or one physical therapist to design and supervise rehabilitation programs for student athlete injuries under the direction of a referring physician.
5. Keep medical histories and correspondence in a (physically or electronically) locked file accessible to the athletic trainer. The service provider will maintain accurate medical records for injuries, treatment, rehabilitation, and physician referrals. The service provider will fill out injury evaluation forms and compile data into a spreadsheet to be kept continuously current and updated as necessary.
6. Provide one athletic trainer or one physical therapist to supervise and instruct high school athletic training student aides and serve as a preceptor for athletic training students.
7. Provide one athletic trainer or one physical therapist to counsel and advise student athletes on health related issues, including, but not limited to, concussion awareness.
8. Provide one athletic trainer or one physical therapist that may advise and assist the Athletic Director with the ordering of athletic training room equipment and supplies.
9. Provide one athletic trainer or one physical therapist to be responsible to conduct timely initial and follow-up communication with coaches, parents, and physicians regarding student athlete injury, treatment, and rehabilitation.
10. May not market the athletic training program within the District and/or community through any means without the express written consent of the District's Director of Communications and Marketing.
11. Athletic trainer shall communicate with the District's athletic director regarding the discharge of the athletic trainer's duties and the number of events covered. Athletic trainer shall implement a consulting physician's recommendations, if applicable.
12. Provide one athletic trainer or one physical therapist to be responsible to conduct timely initial and follow-up concussion evaluation services for student athletes

#### 4. SCOPE OF SERVICE

##### 4.1 SERVICE PROVIDER'S RESPONSIBILITIES:

1. Service Provider shall provide professional services under this agreement at all Nebraska State Athletic Association (NSAA) sanctioned events (home and away) before, during, and after as directed by the Grand Island Senior High School Athletic Director.
2. Athletic trainer or physical therapist will coordinate with coaching staff regarding pre-game and post-game care.

3. In the event of a day of multiple activities, the service provider's priority will be to provide coverage for the collision sporting event of that day (i.e. football). The service provider, in consultation with the District's Athletic Director, will decide which events will be staffed. If an Athletic Trainer or Physical Therapist is not able to be present at an event, service provider will make one available by cell phone.
4. One athletic trainer or one physical therapist will be available during the school year to follow up with or evaluate athletes who have been injured in a practice or game/event weekly as needed in the fall, winter, and spring sports seasons.
5. During the football season only, provide one athletic trainer or one physical therapist one day a week for a minimum of one hour at each of the District's Middle Schools (Barr, Walnut, and Westridge) to follow up with or evaluate student athletes who have been injured in a practice or game/event.
6. Offer free sports injury screenings to District's student athletes.
7. Provide definitive concussion awareness trainings, evaluations, and determinations as required by all applicable Federal, State, Local, and Board of Education policies.
8. Responsible for maintenance and coordination of medical release/health history forms, evaluation/treatment forms, and training room treatment logs, if applicable.
9. May, at discretion, provide an Exercise Physiologist/Exercise Specialist to assist with athlete enhancement services, camps, or programs, if applicable.

#### 4.2 DISTRICT'S RESPONSIBILITIES:

1. District agrees to provide First Aid equipment and training supplies as needed. District agrees to consult the Athletic Trainer to identify these needs. District further agrees to provide suitable treatment space to be regularly used.
2. District agrees to notify provider of any additions or changes to the sporting event schedule in advance of such change.
3. District agrees to invite and recognize the service provider at all awards banquets including special awards events such as state championship recognition.
4. District agrees to provide an e-mail database of all District coaches to the service provider. District will update the database at the beginning of each school year.
5. District agrees that during the terms of this Agreement, service provider shall have the exclusive right to provide Athletic Training and POWER/Exercise Physiology/Exercise Specialty services as stated herein. Accordingly, the District shall not permit discussions, presentations, promotions, meetings or negotiations with any other providers of Athletic Training and POWER/Exercise Physiology/Exercise Specialty services at or within the District and at other locations where the service provider is providing services under this Agreement. This Agreement does not prevent District from choosing to allow

promotional or informational presentations or meetings by other providers of exercise or athletic performance enhancement training at other off-site locations.

6. TERM

This agreement shall be for a seven (7) year term, starting on July 1, 2020, and ending on June 30, 2027. Parties further agree to re-negotiate the terms of this agreement should an additional secondary school be opened during the term of this agreement.

7. PRICE AND TERMS OF PAYMENT

Price and terms of payment are as follows;

Once contract is awarded the District will issue a purchase order to vendor covering all four years of this agreement. Annually in September service provider will invoice District that years amount making reference to purchase order number on invoice. District will pay invoice, in full, within 45 days of receipt.

<u>Year</u>	<u>Price</u>	<u>\$ Change</u>	<u>% Change</u>
2020-2021	\$22,362.48	NA	NA
2021-2022	\$22,809.73	\$447.25	2%
2022-2023	\$23,265.92	\$456.19	2%
2023-2024	\$23,731.14	\$474.62	2%
2024-2025	\$24,205.87	\$484.12	2%
2025-2026	\$24,689.98	\$493.80	2%
2026-2027	\$25,183.78	\$503.68	2%

8. REPRESENTATIONS AND WARRANTIES

1. Each party represents and warrants that it has and possesses all licenses, permits, certificates, accreditation and approvals necessary to enable it to provide the services contemplated under this agreement, and that the same have not been denied, suspended, revoked or non-renewed at any time, except as may have been disclosed to the other party in writing. Each party agrees to keep current at all times all licenses, permits, certificates, accreditation and approvals required by law, and to immediately notify the other party of any suspension, revocation, or action proposed to be taken which would adversely affect a party's ability to perform the services contemplated under this agreement.

2. Each party shall observe and comply with all laws, ordinances, rules and regulations of the federal, state, county or municipal governments now in force or which may be hereafter in force, including but

not limited to those relating to non-discrimination, accessibility, confidentiality, and civil rights. Each party understands and acknowledges that it has an affirmative duty to be knowledgeable about such laws, rules and regulations that are applicable to the services to be performed under this agreement, and how these laws, ordinances, rules and regulations apply to that party's business.

#### 9. INSURANCE

Service provider shall maintain professional liability coverage with minimum limits of \$1,000,000 per occurrence/\$5,000,000 annual aggregate throughout the term of this Agreement. Service provider agrees to maintain professional malpractice coverage (in an amount of not less than \$1,000,000 per \$5,000,000 annual aggregate) to cover the professional activities of its Athletic Trainer, Physical Therapist, Exercise Physiologist/Exercise Specialist and any other personnel utilized by the Service provider in the provision of the services under this Agreement. District shall be responsible to maintain adequate public liability insurance upon the space designated within the District's facility or campus for the provision of Athletic Trainer, Physical Therapy, or Exercise Physiology/Exercise Specialty services. Both parties shall provide a certificate of insurance to the other annually.

#### 10. INDEMNITY

District agrees to defend, indemnify, and hold harmless the service provider, its agencies, officers and employees, from claims resulting from the performance of the contractor or its agent, including all costs, expenses and attorneys' fees, which may in any manner result from or arise out of this agreement, except claims based upon the service provider's sole negligence or intentional misconduct. The legal defense provided by District to the service provider under this provision must be free of any conflicts of interest, even if retention of separate legal counsel for the service provider is necessary. District also agrees to defend, indemnify, and hold the service provider harmless for all costs, expenses and attorneys' fees incurred in establishing and litigating the indemnification coverage provided herein. This obligation shall continue after the termination of this agreement.

#### 11. DEFAULT AND TERMINATION

11.1 Termination. Each party has the right to terminate this agreement if the other party breaches or is in default of any of its obligations, representations or warranties, and such breach or default is incapable of being cured or, if capable of being cured, is not cured within the time periods shown in Section 10.2. Notwithstanding any other provision herein, either party may terminate this agreement by providing 90 days written notice to the other party.

11.2 Events of Default. Each of the following events shall be considered to be an event of default unless waived in writing by the non-defaulting party.

1. Failure to make any payment due under the terms of this agreement for a period of forty-five (45) days after receipt of written notice of such delinquency.

2. If a party becomes insolvent, makes a general assignment for the benefit of creditors, files a voluntary petition in bankruptcy, or files or acquiesces in the filing of the appointment of a receiver, trustee or liquidator.

3. The failure of the service provider or District to perform any of its obligations under this agreement, and the continuance of such failure without cure for a period of thirty (30) days after receipt of written notice.

11.3 Waiver. The waiver by a party of any breach of any term, covenant or condition contained in this agreement shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this agreement. The subsequent acceptance by a party of performance by the other shall not be deemed to be a waiver of any preceding breach of any term, covenant or condition of this agreement, other than failure to perform the particular duty so accepted, regardless of knowledge of such preceding breach at the time of acceptance of the performance.

11.4 Remedies. A listing of specific remedies will not exclude any other remedies. Any delay or failure by any party to this agreement to exercise any right, power, remedy or privilege contained in this agreement or now or hereafter existing under any applicable statutory or common law, will not be construed to be a waiver or limitation, or to preclude the future exercise of any right, power, remedy or privilege.

11.5 Cost of Enforcement. If it is necessary for either party to employ an attorney or bring any action for enforcement of any provision of this agreement, the prevailing party shall be entitled to recover from the other all expenses incurred in connection with such action, including but not limited to reasonable attorney's fees, costs and disbursements, in addition to any other damage or loss incurred.

11.6 Survival of Obligations. Any obligations which arose prior to the termination of this agreement shall survive the termination or expiration of this agreement. In addition Sections, 10.5, 11.4, and 11.5 shall survive termination of this agreement.

## 12. GENERAL PROVISIONS

1. Notices. All notices, requests and demands which any party is required or may desire to give to the other party under any provision of this agreement must be in writing, delivered to each party at the address shown on the signature page of this agreement or to such other address as any party may designate by written notice to the other party. Each such notice, request, and demand shall be deemed given or made as follows: (a) if sent by hand delivery, upon delivery; (b) if sent by mail, upon the earlier date of receipt or three (3) days after deposit in the U.S Mail, first class postage prepaid; (c) if sent by telecopy, upon receipt; and (d) if sent by e-mail or other electronic transmission, upon receipt.

2. Governing Law. This agreement is subject to federal laws, rules and regulations, and the statutory common law, rules and regulations of the state of Nebraska, including without limitation all applicable rules and regulations adopted by federal and state regulatory authorities.

3. Severability. If any provision of this agreement shall be prohibited by or invalid under applicable law, rule or regulation, such provision shall be ineffective only to the extent of such prohibition or invalidity without invalidating the remainder of such provision or any remaining provisions of this agreement. If for any reason any portion of this agreement must be changed to comply with the legal requirements, the parties agree to negotiate in good faith to make necessary changes to this agreement to conform to such requirements, consistent with the substantive business goals and intent of this agreement. If such amendments materially change the rights and obligations of the parties, either party may then terminate this agreement upon written notice of termination, effective on the effective date of the legal requirements that necessitated the amendment, or on the expiration date of the then current term whichever date is earlier.

4. Access to Books and Records. Both parties agree, to the extent required by applicable law, rule or regulation, to allow authorized governmental agencies, and their duly authorized representatives, to have access to this agreement, and the books, documents and records relating to the services performed under this agreement, for any time period required by law, for the purpose of verifying the cost and the nature of services provided under this agreement. Both parties further agree that any subcontracts to perform such services shall require similar access.

5. Confidentiality of Documents and Information. Each party shall keep confidential all information regarding patients, as well as this agreement, its terms and other documents and information not generally available to the public which are supplied by the other party and which relate to the business of the supplying party. The supplied party may not make such documents or information available to third parties, other than regulatory bodies or self-

regulatory organizations with authority to require their production or for third party reimbursement purposes, unless authorized in writing by the supplying party or required by an order or subpoena of a court or regulatory agency having an appropriate jurisdiction. Upon receipt of any such order or subpoena, the party required to produce shall give prompt notice to the supplying party before complying with the order or subpoena. Both parties shall comply, and shall require its officers, employees and agents to comply with all federal and state statutes, rules and regulations concerning confidentiality of information. District acknowledges that the service provider is a "covered entity" as defined in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and HIPAA's implementing privacy regulations, and each party shall comply with all requirements with respect to protected health information ("PHI") as defined in HIPAA.

6. Successors, Assignment. This agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, administrators, legal representatives, successors, and permitted assigns of the parties. Neither party may assign or transfer its interest or obligation hereunder without the other party's written consent provided, however, the service provider may assign this Agreement to its parent, subsidiaries, or corporate affiliates without consent.

7. Entire Agreement; Amendment. This agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, communications, discussions and correspondence

concerning the subject matter hereof. This agreement may be amended or modified only in writing signed by each of the parties.

8. No Third-Party Beneficiaries. This agreement is made and entered into for the sole protection and benefit of the parties hereto and their respective successors and permitted assigns, and no other person or entity shall be a third-party beneficiary of, or have any direct or indirect cause of action or claim in connection with this agreement.

9. Time of the Essence. Time is of the essence of each and every provision of this agreement.

10. Independent Contractors; No Partnership. The relationship of the service provider and District shall be that of independent contractors. Nothing in this agreement shall be construed as creating the relationship of employer and employee between the parties or their offices, directors, trustees, employees, partners or agents. Nothing in this agreement shall be construed as creating a partnership or joint venture between the service provider and District. Neither party has the authority to bind the other or incur any obligation on its behalf. District shall not be responsible for the withholding of any taxes related to the contracting with the service provider, including, but not limited to, State and Federal income tax and social security. District shall not be responsible for worker's compensation benefits, unemployment compensation premiums, or any other benefits or obligations either required by law or provided by District to its own employees. The service provider and District agree that the services rendered by the service provider's employees and staff pursuant to this Agreement are those of an independent contractor and the service provider's employees and staff are not, for any purpose, a partner, servant, or employee of the District. The service provider is an independent contractor.

11. Further Assurances. The parties agree to do all such things and execute such further documents as may reasonably be required to give full effect to this agreement.

12. Authority. The persons signing below have the right and authority to execute this agreement for their respective entities, and no further approvals are necessary to create a binding agreement.

13. Non-Discrimination. Neither party shall exclude, deny benefits to, or otherwise discriminate against any person on the ground of race, color, national origin, creed, religion, sex, disability, age, marital status, veteran status, status with regard to public assistance, or sexual orientation in admission to, participation in, or receipt of the services and benefits of any of the parties' programs and activities or in employment therein.

14. Discretion to Call Ambulance. District agrees that the Athletic Trainer has authority to call for an ambulance if he/she feels the situation warrants such action. Once the ambulance arrives the ambulance service personnel will take over the care of the injured person. The service provider is not responsible for the ambulance services charges.

15. Refusal of Athletic Trainer's Advice. If the athlete, coach, or parent refuses the advice of the Athletic Trainer that the athlete should not participate or practice, the athlete and his/her parent(s) or legal guardian, and the coach, must sign each sign an appropriate Acknowledgment of Injury Form.

16. Authorization for Release of Information. District will obtain an authorization for release of medical information form for each student athlete who participates in District athletic activities covered under this agreement. District will provide the service provider with a copy of the authorization.

17. Ownership of Records. All records created by the service provider in the provision of Services under this agreement at the District's facility shall be the property of the District, provided, however, the service provider shall own the records of services provided within any of their own facilities.

18. Equipment. The service provider is not responsible for accidents or injuries due, but not limited to, equipment fitting, equipment failure, or equipment misuse.

IN WITNESS WHEREOF, the parties have executed this agreement the day and year first written above.

SERVICE PROVIDER

GRAND ISLAND PUBLIC SCHOOLS

By: Kurt McCallum PT

By: \_\_\_\_\_

Its: Grand Island Physical Therapy Its: Board President

Address for notices: Attn: Chief Financial Officer  
Grand Island Public Schools  
P.O. Box 4904  
Grand Island, NE 68802-4904  
(308) 385-5900 x1144  
vharden@gips.org

Address for notices: Kurt McCallum  
Grand Island Physical Therapy  
620 Diers Ave #300  
Grand Island, NE 68803  
308-382-0344  
KMcCallum@grandislandpt.com

8312 EXCESSIVE ABSENTEEISM

The Grand Island Public Schools strongly advocates that regular attendance is essential for all students to obtain maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary and unavoidable absence. Students shall attend school unless excused by the principal or designee. This policy, developed in collaboration with the county attorney, is written to address the problem of excessive absenteeism.

Excessive absenteeism is the failure to attend school for the minimum number of days established in the school calendar by the board. The Grand Island Public Schools sets the minimum number of days at 95% of days that the student's school is open and in session.

The superintendent shall designate the building administrator as the attendance officer. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has accumulated absences of a total of more than 5% of the days, or the hourly equivalent, of the current required attendance days for the previous and current semester, the school shall render all services in its power to compel the student's attendance. These services include but are not limited to the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the building administrator (school attendance officer) or designee, and/or school social worker, the student's parent/guardian and the student (if necessary) to develop a plan to solve the excessive absenteeism problem

The plan shall consider but not be limited to:

- a. Determine if illness is related to physical or behavioral health of the child (verified by appropriate documentation);
- b. Educational counseling to explore curriculum changes such as alternative educational programs to solve the excessive absenteeism problem;
- c. Educational evaluation to assist in determining the specific condition(s) contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
- d. Investigation of the problem by a school social worker (or principal or administrative staff member) to identify conditions contributing to the excessive absenteeism problem. If services for the student and student's family are determined to be needed, the investigator shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.

If the parent/guardian refuses to participate in such meeting, the refusal will be documented in the child's attendance records.

Students are subject to disciplinary action for excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.



8455 BULLYING AND HARASSMENT (Students)

**I. General Statement of Policy**

It shall be the policy of the Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, in all staff employment situations, academic offerings, and extra-curricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school personnel of this district to tolerate bullying or harassment because of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school district.

For the purposes of this policy school personnel shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

**II. Definitions and Examples**

*Bullying*

For the purposes of this policy, bullying consists of any ongoing pattern of physical, verbal, or electronic ("cyber-bullying") abuse. Bullying may also include harassment on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status.

*Sexual Harassment*

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education;
- that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating an intimidating, hostile or offensive employment or educational environment.

*Sexual Orientation*

For the purposes of this policy, sexual harassment on the basis of sexual orientation is defined in the following terms:

- Gender-based discrimination is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and nonconformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Examples of conduct, which may constitute sexual harassment, include:

- stalking;
- sexual advances;
- touching, patting, grabbing or pinching another person's intimate parts, whether that person

is of the same sex or the opposite sex;

- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti, written material, or graphics of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching or physical contact; or
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property or conduct such as a teacher's consoling hug of a young student or one student's demonstration of a sports move requiring contact with another student.

#### *Disability*

For purposes of this policy, harassment, because of the disability, consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

- the harassing conduct is so severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive environment;
- the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language, which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors or name calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts, which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes, which is posted or circulated, and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability; or
- other kinds of aggressive conduct such as theft or damage to property, which is motivated by an individual's physical or mental disability.

#### *Unlawful Harassment as a form of Discrimination in Programs or Activities that receive Federal Financial Assistance*

Harassment based on an individual's: race, color, or national origin (Title VI of the Civil Rights Act of 1964); disability in all programs or activities (Section 504 of the Rehabilitation Act of 1973); sex (Title IX of the Education Amendments of 1972); age (Age Discrimination Act of 1975); and/or discrimination on the basis of disability by public entities (Title II of the Americans with Disabilities Act of 1990) that consists of physical or verbal conduct relating to any one of these protected categories of individuals and:

- creates an intimidating, hostile, or offensive working or educational environment; or
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct that may constitute such unlawful harassment include:

- graffiti containing racially offensive language;

## GRAND ISLAND PUBLIC SCHOOLS

- name calling jokes or rumors based on an individual's race, color, national origin, age, sex, or disability;
- physical acts of aggression against a person or his property because of that person's race, color, national origin, age, sex, or disability;
- Hostile acts that are based on an individual's race, color, national origin, age, sex, or disability and/or;
- written or graphic material which is posted electronically or circulated and which intimidates or threatens individuals based on their race, color, national origin, age, sex, or disability.

Because of the potential misuse of electronic media, photo, or video material in violation of this policy, the use of any electronic media, photographic, or video equipment without expressed administrative consent is prohibited.

References: *Title IX, Education Amendments of 1972*  
*Title VII of the Civil Rights Act of 1964, as amended*  
*Age Discrimination in Employment Act of 1975*  
*Section 504 of the Rehabilitation Act of 1973*  
*Title II, Americans with Disabilities Act of 1990*  
*Civil Rights Act of 1991*  
*Ne. Rev. Stat. 79-267 (2010)*

Policy Adopted 4-10-08  
Policy Revised 5-14-09  
Policy Revised 09.08.2011  
Policy Revised 05.14.2015 – Public hearing  
Policy Reviewed 05.12.2016 – Public Hearing  
Policy Reviewed: 05.11.2017 – Public Hearing  
Policy Reviewed: 06.13.2019 – Public Hearing  
**Policy Reviewed: ???.???.?? – Public Hearing**

*This policy is a repeat of 1311 Bullying and Harassment (Staff)*  
*Refer to 1310 Nondiscrimination for Administrative Procedures (1310.1) and the complaint form (1310.2)*

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### 8820 STUDENT FEES

The Grand Island Public Schools realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or non-specialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Post secondary education costs means tuition and other fees associated with obtaining credit from a post secondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Post-secondary education costs, limited to tuition, books, and fees associated with obtaining credits from the post-secondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or pre-kindergarten services in accordance with state statute;
8. Summer school or night school;
9. Breakfast and lunch programs;
10. Minor personal or consumable items for specific courses and activities, including, but not limited to, pencils, paper, pens, erasers, and notebooks;
11. Non-specialized attire meeting general written guidelines for specified courses and activities if the written guidelines are reasonably related to the course or activity; and
12. Materials required for course projects where the project becomes the property of the student upon completion.

The Grand Island Public Schools may also require students to furnish musical instruments for participation in optional music course that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment, and specialized attire required for participation in extracurricular activities. Student fees, supplies, and attire may be waived in whole or part under the following circumstances:

- a. A student is identified as being homeless.
- b. Upon the Principal or Assistant Principal's professional recommendation, based upon the students' or families' ability to pay as determined under a reasonable and prudent person standard.

The superintendent or designee shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

- Participation in extracurricular activities;
- Post secondary education costs; and
- Summer school or night school.

The superintendent or designee shall publicize regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

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The superintendent or designee shall publicize regulations annually in the student handbook authorizing and governing:

- Any non-specialized clothing required for specified courses and activities;
- Any personal or consumable items a student will be required to furnish for specified courses and activities;
  - Teachers may request students to furnish minor personal consumable items, including but not limited to, pencils, paper, pens, erasers and notebooks, for courses and activities which count for graduation or advancement between grades, or in which participation is otherwise required by the Grand Island Public Schools. The request for such items shall be made in such a way that it is clear the furnishing of the same is voluntary. If a student is unable to provide the minor personal consumable item required, the school will supply the item to the student.
- Any materials required for course projects if the project becomes the property of the student upon completion; and
- Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent or designee shall publicize regulations authorizing and governing the following areas:

1. All fees to be collected within items one through nine of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures for allowing facilities used for NSAA District events to avoid conflict with this policy;
6. Procedures to avoid the direct handling of fees for students receiving post secondary education credits;
7. Procedures for handling of fees related to summer school or night school;
8. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy;
9. Procedures for admitting students on waiver to extracurricular activities; and
10. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each student.

Legal Reference:           *Neb. Constitution, Art VII, Sect. 1*  
                                  *Neb. Rev. Stat. 79-215 (tuition)*  
  *79-241 (option student busing)*  
  *79-605 (nonresident busing)*  
  *79-611 (transportation fees)*  
  *79-734 (books, equipment and supplies)*  
  *79-2, 104 (student files)*  
  *79-2, 125 to 2, 134 (student fees law)*  
  *79-1104 (before-and-after-school services)*  
  *79-1106 to 1108 (learners with high ability)*

Grand Island Board of Education Policies:  
8411 *Fines for Lost or Damaged Items*  
8650 *Participation in Extra Curricular Activities*  
8710 *Student Files and Records*

Policy Adopted: 7-11-02  
Policy Reviewed: 9-18-03

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Policy Reviewed: 7-10-04

Policy Reviewed: 7-14-05

Policy Reviewed: 8-10-06

Policy Revised: 05.14.2015 – Public Hearing

Policy Reviewed: 05.12.2016 – Public Hearing

Policy Reviewed: 05.11.2017 - Public Hearing

Policy Reviewed: 06.13.2019 – Public Hearing

Policy Reviewed: ???.??.?? – Public Hearing

GRAND ISLAND PUBLIC SCHOOLS

8820.1 Administrative Procedures for Student Fees

The Grand Island Public Schools shall annually hold a public hearing at a regular or special meeting of the board on the proposed student fee policy, following a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the prior school year. The student fee policy shall be adopted by a majority vote of the school board and shall be published in the student handbook. The board shall provide a paper and/or electronic copy of the handbook to every student or to every household in which at least one student resides, at no cost to the student.

The student fee policy shall include regulations regarding:

- Any non-specialized clothing required for specified courses and activities;
  - *Any non-specialized attire required for participation in extra-curricular activities is to be as reasonably related to the course, non-specialized, general in nature, and suitable for as many similarly situated activities or courses as possible. Additionally, any specialized clothing is to be either provided at district expense or not required.*
- Any personal or consumable items a student will be required to furnish for specified courses and activities;
  - *There are no personal or consumable items students will be required to bring in order to participate in courses. The district will publish a list of personal items a student may wish to voluntarily provide but which are not required by the district.*
- Any materials required for course projects if the project becomes the property of the student upon completion; and
- Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.
  - *Students must provide all minor personal or minor consumable items for participation in extracurricular activities. The following represents personal items a student may wish to voluntarily provide but which are not required by the district.*

3. Fees for lost or damaged property is as follows:

The Grand Island Public Schools fees for lost or damaged property is as follows:

Fees for late library materials	\$1.00 (Per Day, \$10.00 Maximum)
Fees for lost library materials	Actual replacement cost
Fines for damage to textbooks, lockers, or desks	Reasonable repair cost
Fee for replacement of Student ID	\$5.00
Fees for lost materials	Actual replacement cost
Fees for lost or damaged Electronic Communication Devices	Actual replacement cost

4. Any specialized equipment or attire, which a student will be required to provide for any extracurricular activity.

The district will not require any specialized equipment or attire for a student to participate in any extracurricular activities. However, the Grand Island Public Schools may require, as necessary, non-specialized equipment or attire for a student to participate in extracurricular activities.

5. Any fees required from a student for participation in any extracurricular activity.

The fee amount shown is the maximum amount to be charged. The School District of Grand Island reserves the right to charge less if the program can operate at a lower cost per pupil. The district will charge the following fees for participation in extracurricular activities.

	<b>Student Activity Fee</b> (Any one Student)	<b>Family</b> (Any one family)
Senior High	\$0	\$0
Middle Schools	\$0	\$0

The district may charge fees to recover the actual cost for the following items:

- Uniform cleaning fees
- Admission fees to events such as sports, drama, speech, music, dances, banquets, prom, after prom party

## GRAND ISLAND PUBLIC SCHOOLS

- Organization fees
- Extracurricular activity facility charges such as greens fees, tennis court fees, bowling fees, pool fees
- Extracurricular activity workshops co-sponsored by the district or at district facilities such as sports clinics, cheer leading clinics, band clinics, swing choir or chorus clinics, flag corps clinics
- Science Fair entry fees
- Sheet music charges

### 6. Any fees required for post secondary education cost.

The district will not charge any fees for post secondary education cost. However, students taking dual enrollment courses or other post secondary education course(s) will need to pay any dues, fees, tuition, and provide books and supplies associated with obtaining the necessary credit from their post secondary educational institution (e.g. Central Community College, UNL, UNO, UNK, etc.).

### 7. Any fees required for transportation cost pursuant to 79-241, 79-605, and 79-611.

Transportation cost pursuant to §79-241, 79-605 and 79-611 will be provided free of any fee or charge.

### 8. Any fees required for copies of student files or records pursuant to 79-2,104.

Copies of student files or records pursuant to §79-2,104 will be provided free of any fee or charge.

### 9. Any fees required for participation in before-and-after-school or pre-kindergarten services offered pursuant to section 79-1104.

Before/after school programs and pre-kindergarten services, if offered, will be offered without any charge to the participant.

### 10. Any fees required for participation in summer school or night school.

Summer school or night school programs, if offered, will be offered without any charge to the participant.

Certification tests	Institutional Fees (Only)
Post Secondary Education	Institutional Fees (Only)

### 11. Fee Waiver Administrative Procedures

Each governing body may establish *administrative procedures* for waving fees or providing items otherwise required to be provided by students in other circumstances. The Grand Island Public Schools *administrative procedures* for waving fees and items otherwise required pursuant to subdivision (1) and (2) of section 3 and section 6 of the under the Public Elementary and Secondary Student Fee Authorization Act shall be:

- An *Application for Student Fees and Supplies Wavier Form* must be completed by a child's custodial adult.
- Families seeking a waiver based upon their status for participation in the United States Department of Agriculture child nutrition programs must complete, on an annual basis, an *Application for Free and Reduced Priced Meals* including *Sharing Information with Other Programs*.
- Families or students who are automatically approved for participation in the United States Department of Agriculture child nutrition programs need not complete a new application. However, all other waiver requirements apply, including *Sharing Information with Other Programs*.
- Participation in the United States Department of Agriculture child nutrition programs is not required.
- Families must give permission to share information regarding their status with SDGI before a wavier will be considered.
- Application for Student Fees and Supplies Wavier may be completed at any time during the school year.
- Retroactive refunds of Student Fees and Supplies will NOT be made.

GRAND ISLAND PUBLIC SCHOOLS

All Student Fees and Supplies may be waived in whole or part under the following circumstances:

- A student is identified as being homeless.
- Principal or assistant principal professional recommendation, based upon the student's or family's ability to pay as determined under a reasonable and prudent person standard.

Except as provided in Grand Island Public Schools Policy 8820–*Student Fees* and the accompanying 8820.1 *Administrative Procedures*, the Grand Island Public Schools shall not collect any other moneys pursuant to the Public Elementary and Secondary Student Fees Authorization Act.

12. Any Fees for Breakfast and Lunch Program

2020-2021 Meal/Milk Prices	Full Price	Reduced Price
Elementary Breakfast	\$2.10	\$.30
Elementary Lunch	\$2.65	\$.40
Elementary Milk - (Paper)	\$0.40	n/a
No reduced price for milk		
Middle School Breakfast	\$2.10	\$.30
Middle School Lunch	\$2.85	\$.40
Secondary Milk – (Plastic)	\$0.50	n/a
No reduced price for milk		
Senior High Breakfast	\$2.10	\$.30
Senior High Lunch	\$2.95	\$.40
Secondary Milk – (Plastic)	\$0.50	n/a
No reduced price for milk		
Adult Breakfast	\$2.40	n/a
Adult Lunch	\$3.80	n/a
Adult Chef Salad (does not include milk)	\$3.80	n/a

## GRAND ISLAND PUBLIC SCHOOLS

### 9110 PARENTAL ACCESS TO EDUCATIONAL PRACTICES

The Grand Island Public Schools will support and facilitate parental access to information and involvement in educational practices affecting their children. It shall be the policy of the Grand Island Public Schools to provide full access at reasonable times to parents/guardians of students to review curricular materials, student records, and surveys as appropriate and lawful:

- Textbooks—and other curricular materials are available for review by parents of students of the Grand Island Public Schools upon request.
- Upon prior approval from the appropriate teacher, counselor, or administrator, parents/guardians will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities as long as conduct or presence does not interfere with the educational process or otherwise conflict with school purposes.
- Students will be excused from testing, instructional activities, and other school experiences upon written parental request unless the test or activity is required for local, state, or national accountability or reporting purposes (9110.2 Request for Exception/Exclusion Form).
- A student may be excused from an activity which contributes to a grade for the course, only when an alternative activity can be reasonably provided. Requests must be received by the appropriate teacher or administrator within a reasonable time prior to the activity in question.
- Parents/guardians will have access to student records as appropriate (Family Educational Rights & Privacy Act, 20 U.S.C. 1232 G, 79-4,157 R.R.S. and School District of Grand Island Policy: 8710– Student Personnel Files And Records).
- Student testing will be utilized to assist in assessment of educational progress and as required by Title 92, NAC, Chapter 10.
- Students may be asked to participate in surveys from time to time as deemed appropriate by district staff. Parents/guardians may remove their students from such surveys with prior written request, citing specific activity, reason for the request, and any applicable regulations.

The Grand Island Public Schools shall make provision to include parents in program planning; information dissemination; school improvement plan development, implementation, and evaluation; and with Title 1 parental involvement activities as specified by Every Student Succeeds Act of 2015 (9110.1 Guidelines).

Reference: Nebraska 79-530 to 79-533  
Every Student Succeeds Act of 2015, P.L. 114-95 § (20 U.S.C. 6301)  
Family Educational Rights & Privacy Act (FERPA), (20 U.S.C. §1232 J;  
34 CFR Part 99).  
Title 92, NAC, Chapter 10

Policy Adopted: 8-14-95  
Policy Revised 5-12-05  
Policy Revised 6-14-07  
Policy Revised 06.11.2013  
Policy Revised 05.14.2015 – Public Hearing  
Policy Revised 05.12.2016 – Public Hearing  
Policy Revised 05.11.2017 – Public Hearing  
Policy Revised 06.13.2019 – Public Hearing  
Policy Revised ???.???.?? – Public Hearing

9110.1 Title 1 **Parent and Family Engagement** Guidelines

The Grand Island Public School District intends to meet the expectations of the parental involvement guidelines in accordance with the **Every Student Succeeds Act of** through the following activities and when feasible, in a language that parents understand:

1. Involve parents in developing the Title I Parent and Family Engagement Plan
2. Plan parental involvement activities
3. Involve parents in activities
4. Build capacity for strong parent involvement
5. Coordinate and integrate parental involvement strategies with other programs
6. Conduct an annual evaluation of the content and effectiveness of **the Parent and Family Engagement** Guidelines

Each school that receives Title I Funds shall distribute these guidelines to parents of all students attending the school. The school shall:

1. Convene annual meeting(s) at convenient time(s) to which all parents of participating children shall be invited and encouraged to attend
  - a. the agenda will inform parents of their school's participation in the Title I program, explain what Title I is and the requirements associated with it **and the parent's right to be involved**
2. Involve parents in the planning, review and improvement of the **Parent and Family Engagement Plan**
  - a. Parent surveys, parent meetings, parent/teacher conferences, social media, are all examples of how this may be accomplished
3. Provide parents with timely information regarding curriculum, instruction and assessment practices and proficiency levels
  - a. Parent/family nights (i.e. Back to School Events, Literacy Nights)
  - b. Parent/teacher conferences twice a year
  - c. Report cards sent home three times per year at elementary and middle school
4. Provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children
  - a. Parent/teacher conferences
  - b. Response to Intervention Process
  - c. IEP meetings
5. Involve parents in the development and review of a school-parent compact that outlines shared responsibility for improved student **academic** achievement
  - a. Title I parent meeting
  - b. Parent/teacher conferences
6. Provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their student's academic achievement in a format and when feasible, in a language that parents can understand
  - a. Interpreters attend meetings
  - b. Communication is sent home in English and Spanish, other languages as needed
7. Parents of all students are welcome and encouraged to be involved in their child's education. Accommodations will be provided for parents **who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents of migratory children**
  - a. Interpreters (language, hearing) available and utilized as needed
  - b. Migrant facilitators available to support migrant families
  - c. ADA accessible buildings or meetings held in accessible locations
  - d. School information is communicated in a variety of ways (social media, emails, newsletters, phone calls)

Normas de Participación de los Padres de Título 1 9110.1

El Distrito de las Escuelas Públicas de Grand Island tiene la intención de cumplir con las expectativas de las normas de participación de acuerdo con la Ley Cada Estudiante Triunfa del 2015 a través de las siguientes actividades y cuando sea posible, en un idioma que los padres entiendan:

1. Involucrar a los padres en el desarrollo del Plan de Participación de Padres y Familia de Título 1
2. Planear las actividades de participación de los padres
3. Involucrar a los padres en actividades
4. Desarrollar la capacidad para una fuerte participación de los padres
5. Coordinar e integrar las estrategias de participación de los padres con otros programas
6. Llevar a cabo una evaluación anual del contenido y la efectividad de las Normas de Participación de Padres y Familia

Cada escuela que recibe Fondos de Título 1 distribuirá estas normas a los padres de todos los estudiantes que asisten a la escuela. La escuela deberá:

1. Convocar la reunión(es) anual a la hora(s) conveniente para que todos los padres de los niños participantes sean invitados y alentados a asistir
  - a. la agenda informara a los padres de la participación de su escuela en el programa de Título 1, explicara que es el Título 1 y los requisitos asociados con el derecho de los padres a participar
2. Involucrar a los padres en la planificación, revisión y mejoramiento del Plan de Participación de Padres y Familia
  - a. Encuestas para padres, reuniones para padres, conferencias entre padres y maestros, redes sociales, son ejemplos de cómo se puede lograr esto
3. Proporcionar a los padres información oportuna sobre el currículo, las prácticas de instrucción y evaluación y los niveles de dominio
  - a. Noches de padres/familia (es decir Eventos de Regreso a Clases, Noches de Apoyo Académico)
  - b. Conferencias de padres/maestros dos veces al año
  - c. Tarjetas de calificación enviadas a casa tres veces al año en la escuela primaria y secundaria
4. Proporcionar oportunidades para que los padres participen, según corresponda, en las decisiones relacionadas con la educación de sus hijos
  - a. Conferencias de padres/maestros
  - b. Respuesta al Proceso de Intervención
  - c. Reuniones de IEP
5. Involucrar a los padres en el desarrollo y revisión de un pacto entre la escuela y padres que describe la responsabilidad compartida para mejorar el rendimiento académico de los estudiantes
  - a. Reunión de padres de Título 1
  - b. Convencías de padres y maestros
6. Proporcionar asistencia, oportunidades y/o materiales para ayudar a los padres a comprender los temas relacionados con los logros académicos de sus estudiantes en un formato, y cuando sea posible, en un idioma que los padres puedan entender
  - a. Interpretes asisten a las reuniones
  - b. La comunicación se envía a casa en Inglés y Español, otros idiomas según sea necesario
7. Los padres de todos los estudiantes son bienvenidos y alentados a participar en la educación de sus hijos. Se proporcionan adaptaciones para los padres con desventajas económicas, que están discapacitados, tienen un dominio limitado del Inglés, tienen una alfabetización limitada, o tiene antecedentes de minoría racial o étnica, o son padres de niños migratorios
  - a. Interpretes (idioma, auditivos) disponibles y utilizados según sea necesario
  - b. Facilitadores migrantes disponibles para apoyar a las familias migrantes
  - c. Edificios o reuniones accesibles de ADA en lugares accesibles
  - d. La información escolar se comunica de diversas maneras (redes sociales, correos electrónicos, boletines informativos, llamadas telefónicas)

**9110.2 Request for Exception/Exclusion Form**

**Grand Island Public Schools  
Request for Exception/Exclusion from Activities or Curriculum**

**Student** \_\_\_\_\_

**School** \_\_\_\_\_

**What do you object to regarding instruction, materials, testing, curriculum, textbooks, surveys or other school experiences and activities? Please be specific.**

**Why do you find this objectionable?**

**What suggestions do you have to resolve the issue that might be satisfactory to you and the school district?**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

EDUCATIONAL SERVICE UNIT 9  
CONTRACT FOR SCHOOL AGE AND BELOW AGE FIVE  
SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this   5th   day of   June  , 2020, by and between EDUCATIONAL SERVICE UNIT 9 of the State of Nebraska hereinafter called "SERVICING AGENCY", and **Grand Island Public Schools**, called "DISTRICT". This contract is in effect from August 10, 2020 or the date signed by both parties, whichever is later, through May 21, 2021.

WITNESSETH:

The District does hereby agree to hire Servicing Agency to service its school age students with disabilities and below age five children with disabilities during the school year 2020-21 and the Servicing Agency agrees to act as such Servicing Agency for the consideration and under the terms and conditions as hereinafter set forth:

1. A description of the program of Special Education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached and by reference made a part thereof.
2. It is agreed that the District shall pay the Servicing Agency for said special education or related services as listed on Schedule "B".
3. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to make any adjustments caused by prior overpayment or underpayment.
4. The Service Agency retains the right to adjust any service rate listed on Schedule "B" during the contract period.
5. The Servicing Agency agrees to provide the District with the final billing and the actual rate for cost of services. A complete reconciliation of the actual costs of special education services rendered will be provided upon request only. The final billing to the District shall serve as a final reconciliation of the amount of payments. The Servicing Agent will apply credits owed from the final billing to any amounts due to the Servicing Agent. Amounts billed to Districts on the final billing must be paid in full within 45 days of date of final invoice.
6. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and by reference made a part thereof.
7. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Said costs of such extended programs shall be billed to the District by the Servicing Agency and the District agrees to pay the Servicing Agency for any such costs.
8. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service. In the event of such cancellation, the Servicing Agency may recover any past due amounts.
9. Upon request, the Servicing Agency shall record and supply to the District information on each child for whom services are contracted.
10. Servicing Agency shall assist the District with the preparation of financial reports and other procedures required by NDE Rule 51 and any other applicable law when requested by the District.
11. The District delegates the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP) to the Servicing Agency and the Servicing Agency agrees to perform those duties required to comply with NDE Rule 51, Rule 52 and any other applicable law.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the Individual Education Program and Individual Family Service Plan, inspection and review of student records, and other requirements as specified in NDE Rule 51 and any other applicable law, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, the Federal Regulations of the Individual with Disabilities Education Act (IDEA).
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.

14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency will not assume liability for those services contracted for but not provided. In which instance, schools will be notified no later than September 1, 2020.
15. The District herewith agrees that any act intentionally and unilaterally done which act may cause litigation against the Servicing Agency shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which is undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
16. The Servicing Agency shall be responsible to the District for acts and omissions of the Servicing Agency's employees, subcontractors and their agents and employees, and other persons or entities performing portions of the work for, or on behalf of, the Servicing Agency or any of its subcontractors. As part of that responsibility, the Servicing Agency shall enforce the District's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, and all policies and regulations with regard to criminal background check and sex offender registry notice found on the District's website and require compliance with those policies and zones by the Servicing Agency's employees, subcontractors, and all persons carrying out the contract.
17. The District herewith agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in staffing, change in specific personnel, change in contracted hours of any area of endorsement held by personnel presently assigned to the District, to eliminate any program or service being provided pursuant to this contract, it shall be the duty of the District to notify the administrator in writing of such requested change on or before March 15th next preceding the starting date of the school year to be affected by any changes as are described in this paragraph.
18. The District herewith agrees that in the event that no such written notice is made to the Servicing Agency on or before March 15th, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.
19. This contract may be renegotiated by mutual agreement.

ACCEPTED FOR EDUCATIONAL SERVICE UNIT 9 AS SERVICING AGENCY

THIS 5th DAY OF June 2020

BY *Emily Burr*  
 ESU 9 Representative

\*\*\*\*\*  
 \*\*\*\*\*

ACCEPTED FOR Grand Island Public Schools SCHOOL AS DISTRICT THIS 9th DAY OF

July, 2020 BY *Robin R. Dexter*  
 Robin R. Dexter (Jul 5, 2020 07:45 CDT)  
 School Official's Signature

<b>ESU 9 SERVICE AGENCY CODE:</b>				<b>950009</b>
<b>2020-21 SPECIAL EDUCATION SCHEDULE B FOR:</b>			Grand Island Public	400002
<b>***ESTIMATED COSTS FOR BUDGET PURPOSES ONLY***</b>				
SCHOOL AGE SERVICES				
Service Description	Service Code	Estimated Hourly Rate	Estimated Hours	Budget Cost
Interpreter	0000	43.54	1,312.50	\$57,146.25
<b>School Age Budget Total</b>				<b>\$57,146.25</b>

6211 FACE COVERINGS (Staff)

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The Superintendent may require face coverings in the threat of a communicable disease or a pandemic event. The Superintendent shall require face coverings for all staff with exceptions to meet medical conditions, ADA requirements, and/or religious beliefs. Exceptions will be monitored by building administrators and the Department of Human Resources.

All face coverings must follow GIPS dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang, will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor or building administrator.

The first face covering will be provided free to each staff member. If a staff comes to school without a face covering, they will be provided one with the expectation that staff have one district provided face covering and it is to be used daily. Staff will be expected to launder and maintain the proper functionality of the face covering. Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings. If an individual is not around others (i.e. one individual teacher in a classroom, individual in office alone with the door closed), the face covering may be removed until such time as others enter the space. Staff will support students in monitoring and educating about the use of face coverings in the classroom/buildings.

Policy Adopted: ???.???.??

8429 FACE COVERINGS (Students)

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The Superintendent may require face coverings in the threat of a communicable disease or a pandemic event. The Superintendent shall require face coverings for all students with exceptions to meet medical conditions, ADA requirements, and/or religious beliefs. Exceptions will be monitored by building administrators.

All face coverings must follow GIPS dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang, will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher, or building administrator.

The first face covering will be provided free to each student. If a student comes to school without a face covering, they will be provided one with the expectation that each student has one district provided face covering and it is to be used daily. Families will be expected to launder and maintain the proper functionality of the face covering. Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings. If an individual is not around others (i.e. one individual teacher in a classroom, individual in office alone with the door closed), the face covering may be removed until such time as others enter the space. Staff will support students in monitoring and educating about the use of face coverings in the classroom/buildings.

Policy Adopted: ???.???.??

**RESOLUTION OF THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL  
DISTRICT NO. 40-002, A/K/A GRAND ISLAND PUBLIC SCHOOL DISTRICT  
REGARDING THE FALL REOPENING AND RETURN TO SCHOOL**

**BE IT RESOLVED THAT:**

**WHEREAS**, for the past several months, various local, state, and national emergency orders, recommendations, guidance and directives have been issued regarding the COVID-19 global pandemic, including the Nebraska Department of Health and Human Services Directed Health Measure Order 2020-008 (dated April 1, 2020), which required that “All schools; public, private and parochial: are hereby ordered to cease all in-person instruction . . .;” and

**WHEREAS**, since the entry of Directed Health Measure Order 2020-008, the District has provided student instruction via remote or distance means; and

**WHEREAS**, since the end of the 2019-2020 school year, District administrators and staff members have worked diligently with key stakeholder groups, including public health officials and medical experts, to develop a plan to return to in-person student instruction during the 2020-2021 school year; and

**WHEREAS**, the evolving COVID-19 pandemic presents numerous challenges to developing a definitive return-to-school plan, given how the COVID-19 pandemic continues to rapidly develop in a fluid environment (including the possibility of a frequently updated “risk dial”); and

**WHEREAS**, the Board of Education supports the ongoing efforts to develop and implement a return-to-school plan, and the Board of Education believes that it is in the best interests of student learning that students return to in-person instruction during the 2020-2021 school year; and

**WHEREAS**, in order for the District to effectively and timely respond to the ever changing COVID-19 situation, the Board hereby desires to delegate certain authority and decision-making responsibility to the Superintendent or Superintendent’s designee so that the Superintendent or Superintendent’s designee may continue to plan for and ultimately implement without delay a return to in-person instruction during the 2020-2021 school year.

**NOW, THEREFORE**, the Board of Education hereby finds, determines, and adopts the following:

**1. Ratification of Actions Taken to-Date.** The Board of Education hereby ratifies, supports, and affirms all actions taken to-date by District administrators and staff in response to and planning for student instruction during the COVID-19 pandemic.

**2. Delegation of Safety and Health Requirements.** Pursuant to Neb. Rev. Stat. § 79-526, the Board of Education “shall make rules and regulations as it deems necessary for the government and health of the pupils and devise any means as may seem best to secure the regular attendance and progress of children at school.” In fulfillment of that statutory requirement, and

pursuant to all other applicable law, the Board of Education hereby expressly delegates to the Superintendent or Superintendent's designee the authority to develop rules and regulations deemed necessary for the government and health of the District's students and devise any means as may seem best to secure the regular attendance and progress of students at school. These rules and regulations may include a mask requirement or recommendation, sanitizing procedures, social distancing guidelines, building entry and admission protocols, and the like. In formulating, preparing, and implementing said rules and regulations, the Superintendent shall consult with appropriate stakeholder groups, including public health officials and medical experts.

In formulating, preparing and implementing such rules and regulations, the Board further expressly delegates and authorizes the Superintendent or Superintendent's designee to develop and implement any and all other health and safety measures in response to the COVID-19 pandemic, including modifications or changes to the District's 2020-2021 school calendar, transportation provisions and opportunities, extra-curricular and after-school activities, before-and-after-school care programs, and so forth.

By passage of this Resolution, the Board hereby expresses its expectation that all persons, including students, staff, community members, and other visitors comply with such rules and regulations.

**3. Delegation of Student Handbook Provisions.** The Board of Education hereby delegates to the Superintendent or Superintendent's designee the authority to amend, update, or otherwise revise student handbooks for the 2020-2021 school year, so long as such amendments, updates, or revisions relate to the COVID-19 pandemic. Such amendments, updates, or revisions shall have the effect of rules and standards validly established pursuant to Neb. Rev. Stat. §§ 79-257, 79-259, 79-261, 79-262 and 79-264. Further, any such amendments, updates, or revisions (including a possible mask requirement) shall comply with Nebraska law, including Neb. Rev. Stat. §§ 79-734 and 79-2,127, *et seq.*

The Board expects students to comply with such amendments, updates, revisions and any other directives from District administrators and staff.

**4. Delegation of Staff Handbook Provisions.** The Board of Education hereby delegates to the Superintendent or Superintendent's designee the authority to amend, update, or otherwise revise staff handbooks for the 2020-2021 school year, so long as such amendments, updates, or revisions relate to the COVID-19 pandemic. Such amendments, updates, or revisions shall have the effect of Board-approved expectations and directives. The Board further delegates to the Superintendent or Superintendent's designee the authority to determine and implement staff return-to-work requirements, staff health and safety precautions, and, to the extent permitted by law, staff compensation arrangements, including the payment (or nonpayment) of extra duty stipends if a season or activity is cancelled due to the COVID-19 pandemic. The Board expects all staff to comply with such amendments, updates, and revisions.

**5. Temporary Suspension of Board Policies and Delegation of Authority to Develop Rules.** By passage of this Resolution, the Board hereby acknowledges that it has balanced its desire for in-person student instruction with the fluid COVID-19 situation and the need for the

District to achieve a proper balance with the limitations of the District's current budget, existing facilities, staffing levels, and limited resources. After balancing these competing interests, and to the extent permitted by law, the Board hereby suspends any Board policies that conflict with this Resolution or conflict with any action taken by the Superintendent or Superintendent's designee pursuant to this Resolution. Further, any Board policies that would otherwise prevent, hinder, or delay necessary action in carrying out or implementing the same in order to cope with the COVID-19 emergency are hereby waived and suspended. Once this Resolution expires, all Board policies (even those that conflict with this Resolution) will become and remain effective.

**6. Decision-Making Process.** The Superintendent and/or Superintendent's designee is expected to keep the Board reasonably informed of any meaningful actions taken pursuant to this Resolution.

**7. Balancing Interests.** The Board intends that the return to in-person instruction be implemented in a way that prioritizes the health and safety of students, families, and staff members. However, the Board acknowledges that a return to in-person instruction plan may mitigate, but will not completely eliminate, the associated risks of in-person instruction in the middle of the COVID-19 pandemic. As public health professionals have recognized, no single act or set of actions will eliminate the risk of COVID-19. The Board balances this risk while simultaneously recognizing that the need for quality, effective, in-person student instruction is a priority during the 2020-2021 school year. As a result, the Board has balanced these competing interests and has based its preference to return to in-person instruction on the Board's own unique and particular social, economic, and policy-making determinations.

**8. Subsequent or Emergency Changes.** The Superintendent or Superintendent's designee is hereby delegated and authorized to take any subsequent or emergency measures or actions in planning for or implementing a return to in-person student instruction and in response to the COVID-19 pandemic, including those measures that may not be explicitly referenced in this Resolution.

**9. Subsequent Ratification.** The Board intends to ratify the actions of the Superintendent or Superintendent's designee at a subsequent Board meeting.

**10. Expiration.** This Resolution, and all of the content, powers, delegation and authority therein, shall expire upon the earlier of: (1) a vote by a majority of the quorum of the Board or (2) the end of the 2020-2021 school year.

THIS RESOLUTION was adopted this \_\_\_\_ day of \_\_\_\_\_, 2020 by at least a majority vote of a quorum of the Board of Education at a duly held public meeting.

\_\_\_\_\_  
**PRESIDENT, BOARD OF EDUCATION**

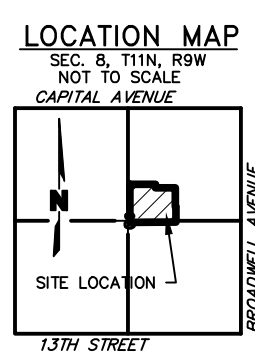
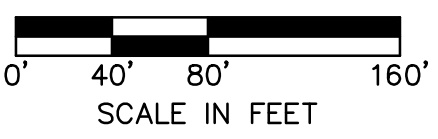
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**SECRETARY, BOARD OF EDUCATION**



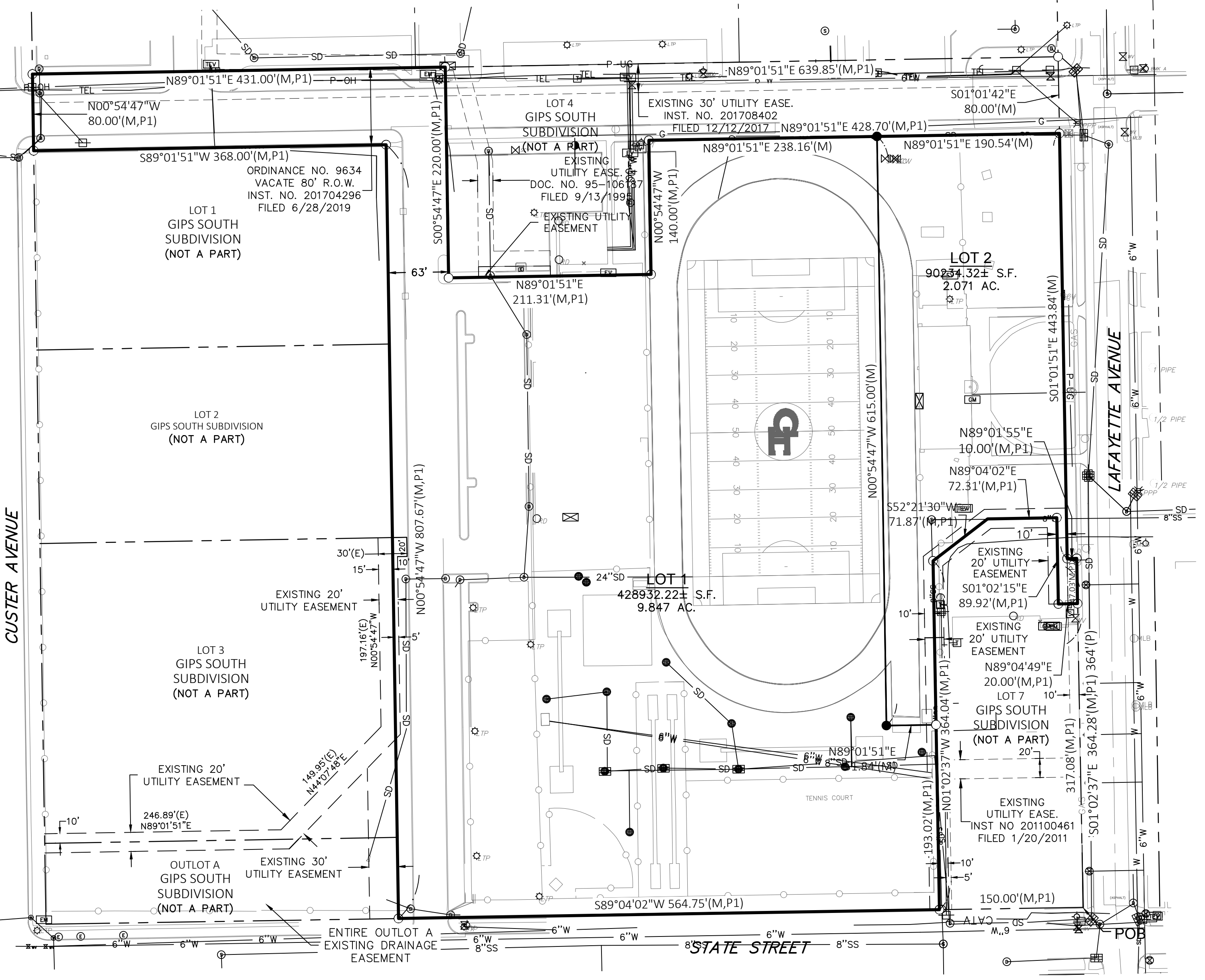
# GIPS SOUTH SECOND SUBDIVISION

## GRAND ISLAND, HALL COUNTY, NEBRASKA

### SITE PLAT



DWG: F:\2019\0001-0500\019-0318\40-Design\Survey\SRVY\Sheets\ADMIN FPT\_0190318.dwg USER: jjimenez  
 DATE: Jul 01, 2020 2:53pm XREFS: V\_XRWAY\_019-0318 V\_XTPO\_019-0318 V\_XTPO\_80828 0101279\_xbase V\_XTPO\_GM\_71626 P\_BASE\_82402 C\_UTIL\_82402 P\_UTIL\_82402



**LEGAL DESCRIPTION**  
 A REPLAT OF ALL OF LOT 5 AND LOT 6, GIPS SOUTH SUBDIVISION, ALL IN THE CITY OF GRAND ISLAND, HALL COUNTY, NEBRASKA. SAID TRACT CONTAINS A CALCULATED AREA OF 519166.54 SQUARE FEET OR 11.918 ACRES MORE OR LESS.

LEGEND	
	SECTION CORNER
	SET CORNER (5/8"x24" REBAR W/CAP)
	FOUND CORNER (AS NOTED)
	PROPERTY LINE
	EASEMENT LINE
	SUBDIVISION LINE
	MEASURED DISTANCE
	RECORDED DISTANCE
	PLATTED DISTANCE SCARFF'S ADDITION TO WEST LAWN
	FIRE HYDRANT
	YARD HYDRANT
	WATER VALVE
	IRRIGATION VALVE
	SPRINKLER VALVE
	GRATE INLET
	STORM MANHOLE
	GAS METER
	POWER POLE
	LIGHT POLE
	ELECTRICAL RISER
	ELECTRICAL MANHOLE
	TELEPHONE RISER
	FOOTBALL POST
	STEEL POST
	WOOD POST
	SIGN
	BUSH
	DECIDUOUS TREE
	CONIFEROUS TREE
	UNDERGROUND CABLE
	STORM SEWER LINE
	WATER LINE
	GAS LINE
	UNDERGROUND ELECTRIC
	OVERHEAD ELECTRIC
	SANITARY SEWER LINE
	UNDERGROUND TELEPHONE
	BUILDING LINE
	R.O.W. VACATE AREA
	EXISTING VACATED LINE

**NOTE:**  
 THE UNDERGROUND UTILITIES SHOWN HAVE BEEN LOCATED FROM FIELD SURVEY INFORMATION AND EXISTING DRAWINGS. THE SURVEYOR MAKES NO GUARANTEES THAT THE UTILITIES SHOWN COMPRISE ALL SUCH UTILITIES IN THE AREA, EITHER IN-SERVICE OR ABANDONED. THE SURVEYOR FURTHER DOES NOT WARRANT THAT THE UTILITIES SHOWN ARE IN THE EXACT LOCATION INDICATED, ALTHOUGH THE SURVEYOR DOES CERTIFY THAT THEY ARE LOCATED AS ACCURATELY AS POSSIBLE FROM INFORMATION AVAILABLE. THE SURVEYOR HAS NOT PHYSICALLY LOCATED THE UNDERGROUND UTILITIES.

201 East 2nd Street  
Grand Island, NE 68801  
TEL 308.384.8750  
FAX 308.384.8752

PROJECT NO. 2019-0318

GIPS SPORTS  
COMPLEX REPLATTING

FB

OWNERS: HALL COUNTY DISTRICT 2  
 SUBDIVIDER: HALL COUNTY DISTRICT 2  
 SURVEYOR: OLSSON  
 ENGINEER: OLSSON  
 NUMBER OF LOTS: 2 LOTS

# Kneale Administration Building



TO: Facilities & Finance Committee  
RE: Minutes from Meeting, Tuesday, June 23, 2020

Mr. Virgil D. Harden, MBA, RSBA, SFO  
Chief Financial Officer  
123 South Webb Road  
P.O. Box 4904  
Grand Island, NE 68802-4904

Members Present: Dr. Dan Brosz, Mrs. Kelly Enck, Mr. Terry Brown,  
Mr. Carlos Barcenas, Dr. Tawana Grover, Mr. Virgil Harden, Mr. Dan Petsch

## NEW BUSINESS:

1. Bills Listing – Mr. Harden
2. Request for Proposals
  - Bus & Motor Coach Transportation: RFPs were received for the 2020/2021 school year for Bus & Motor Coach Transportation Charges. Proposals were received from three suppliers, Adventure Bus & Charter, Holiday Express, and Navigator Motorcoaches. All three proposals will be placed on file and users will select the supplier to use that best fits their needs and costs.
3. Nutrition Services Update: Mrs. Kris Spellman gave an update for Nutrition Services. Meal numbers were 3,621 last week. Nutrition Services did apply for grant funds for help with feeding. Three grants have been awarded. JBS has donated \$15,000 for the summer meals program. Working on a plan for back-to-school. Expenses this year are high and revenue is not where it usually is. Mr. Virgil Harden is concerned and will have a cash analysis at next months meeting. There might need to be a transfer made from the General Fund to the Nutrition Services Fund this year.
4. Information Technology Update: Mr. Cory Gearhart reviewed replacing EduLink with SchoolMessenger. There have been a number of issues the with current provider over the last year. The new provider allows for staff to message parents. They provide a custom mobile app. SchoolMessenger can do push notifications to the app. The cost is about \$3,000 more, but there are more features. Fifty-one of the largest districts in Nebraska use SchoolMessenger. It will take about 4 to 6 weeks to get fully updated and update the app. The plan is to launch this by August 1 prior to back to school. Mr. Cory Gearhart reported they are ready to go live with the SPED module. This is replacing the existing IEP system. This will get the information into Synergy where it needs to be.
5. Review of Depreciation and Special Building Fund: Mr. Virgil Harden reviewed the Depreciation Fund. Total Funds Available May 1, 2020, were \$2,034,048.83. There were no disbursements in May and there were encumbrances of \$50,718.97 in June. Total Funds Available June 30, 2020, were \$1,983,329.86. Mr. Virgil Harden also reviewed the Special Building Fund. Total Funds Available May 1, were \$5,159,565.08. There were disbursements in May of \$55,040.72 and encumbrances in June of \$589,577.32. The Available Balance June 30, 2020, was \$4,514,947.04.
6. Review of the General Fund: Mr. Virgil Harden reported that due to the timing of the meeting there is not a lot of change in the General Fund at this point. There have been expenditures of 72% at this time. Expenses are 3.32% lower than last year.
7. Review of Payroll Summary – No Report

Phone: (308) 385-5900 x 1144  
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Web: [www.gips.org](http://www.gips.org)

8. Federal Programs Update and Financial Report(s): Mr. Virgil Harden reported there is a lower level of expenditures due to the current conditions. The Federal Government is relaxing the rules for carryover at this time.
9. David Holden Training: Dr. Toni Palmer reported that COVID-19 has elevated the districts need to train staff on remote instruction. We have not leveraged technology to the level we should. Teachers and principals asked for training. This training will help to accelerate learning opportunities for our students. There were 129 high school teachers signed up. All teachers have access to recorded sessions and content. Dr. Toni Palmer reported that L4L is now working with Middle School teachers. There are 80 teachers signed up. A training course for new teachers to help them onboard into GIPS is planned. There are 80 new teachers. Dr. Toni Palmer said the training is very focused for the new teachers. In August, there will be an all-staff opportunity (teachers, substitutes, paraprofessionals) for training. L4L is working to compensate teachers for training as the training is a high-priority need.
10. Bond Debt Refinancing & Lease Debt: Mr. Paul Grieger with DA Davidson reported they have been watching refunding events. The Bond market did collapse in March so it was good that GIPS had not refinanced at that time. The market is in a spot now today where the district could save \$777,800. The plan would be to go to market in 3-4 weeks. Mr. Virgil Harden and Mr. Paul Grieger indicated the Risk at this time would be to engage the rating agency. If the rating agency is engaged and the decision is made to not sell the bonds and refinance, there would be a penalty to pay to the rating agency. Many agencies are willing to delay the fee for 6 months in the present market. The fee would be 70% of the cost of the rating. The net savings might not be favorable enough for that risk. The rating is good for 3 months after it is issued. There will be \$21,000,000 in bonds would be sold with a current 3.4% savings ratio. The board will need to pass a resolution at the July board meeting. The in mid July, inference with Standard & Poors, Mr. Paul Grieger, and Mr. Virgil Harden will be held. The bonds could then be sold with closing in mid August. There will need to be an acceptable level of savings to achieve before engaging the rating agency. A good question right now is if the market will remain stable.
11. ELC Logo Update: Mr. Jack Sheard reviewed the updated ECE logo. Following feedback from several groups, the logo was changed to include the word Education. Everyone agreed this was a good change. A minor change was made to the blue color in the logo. The original color was not going to blend in well with the colors being used in the project. It is also easier to see the letters in the logo with the new shade of blue.
12. Memorial Stadium Track Latent Condition Change Order: Mr. Dan Petsch reported that the soils analysis indicates the need to till the first 12", dry it out, and compact. There won't be the need to have to remove all of that soil. There are a few locations that are bad. The change order cost will be \$277,599.78. There will be underlying conditions that will add to the cost. The new track will be good for another 20 years. If crushed concrete is utilized, it will add another \$165,880.00. Special building fund will be paying for this.
13. CARES Act Payments to Contractors: No new report.
14. COVID-19 Financial Impact: Mr. Virgil Harden reported there will be \$2,000,000 coming to the district. To date, \$354,883.06 has been expended. Application to FEMA has been approved. The CARES Act funds are coming. There will possibly be technology funds available from the Governor through NDE.

15. CRA/RPC Notices – None at this time

16. Building Projects\Ten Year Plan Update – Mr. Petsch

- Memorial Stadium: Mr. Dan Petsch reviewed the change orders for this project. There have been 1.61% of owner directed and other changes made to the original project. The owner directed changes include the acceptance of the alternate for the East Stadium, and the scoreboard and finish line. The project is scheduled for punch list for floors 2-3-4 Wednesday, June 24. The next Finance meeting is planned to be held at the stadium. Work on the East side is coming along well with good progress made.
- O'Connor Learning Center: Work continues. Chief has been non-responsive on needing to finalize drawings. Need to meet to work out spending and where we are. Asbestos removed; shell ready to go. Making progress. No problems for our occupancy. There will be value engineering done to some extent. Market is somewhat favorable. The Design/Cost Plus model is not the best model for construction. There is an immediate need for an appraisal in order to advance funds.

17. Open Agenda Items as Necessary – F&F Team

**NEXT MEETING: Tuesday, August 4, 2020, at 7:30 a.m. Location TBD**

*Dan, Kim, & Virgil review information and action agenda items for BOE meeting.*

To: Leading for Learning BOE Committee  
From: Dr. Toni Palmer  
RE: Meeting July 7, 2020 Virtual

New Business: [Link to Folder](#)

Dr. Palmer/Dr Tomjack reviewed the lessons learned from the spring eLearning experience and shared information regarding changes to the fall plan for all students to have access to high quality education, high quality resources and support to achieve end of the year outcomes.

Specific points discussed included:

- Required Virtual New Teacher Coaching Sessions where new teachers will be introduced to key district supports, understand the pedagogy behind remote learning, and be prepared to start the year offering students a blended learning experience
- The district Professional Learning Plan that outlines required and optional training for all staff and administrators occurring throughout the month of July and the first two weeks of August. The training addresses topics such as effective remote instruction, leadership through an equity lens, student engagement, addressing unfinished learning, and social emotional learning.
- We also reviewed an example of how the L4L team is preparing to address unfinished learning and discussed the design of schedules for eLearning. BOE Committee members stressed the importance of providing greater flexibility for office hours and the value of checking in with students and parents on a regular basis to personalize the support and communication.
- We briefly reviewed the plan for grading in a virtual environment and the importance of onboarding parents and students prior to school starting. Members of the Continuity of Learning design team are working on videos and resources to support. BOE members suggested creating recorded videos that are specific to programs and/or courses and then personalizing the communication based on students schedules. This idea will be shared with the design team.
- The Committee reviewed the proposed policy on Face Coverings for staff and students.
  - A discussion was held regarding verbiage of policy surrounding freedom of expression. Recommendations on language will be shared with Dr. Dexter.

Presenting of June Summary: Carlos

Next Meeting: August 6 ,2020 @ 4:00 PM

## Kneale Administration Building

Public Relations and Partnership Development Committee  
Minutes  
July 7, 2020



**In attendance: Dr. Tawana Grover, Tim Mayfield, Kim Jensen, Bonnie Hinkle, Dr. Dan Brosz, Julie Gortemaker, Carlos Barcenas, Jack Sheard, Jennifer Worthington, Kelli Mayhew**

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### Beat on the Street

1. Committee members shared that parents and the community are anxious to hear the GIPS plan for the fall reopening.

### Reimaging - Grover

1. Dr. Grover shared the GIPS Reimagined plan to open GIPS for the 2020-2021 school year amid the COVID-19 pandemic. GIPS has different models for reopening in place to align with local conditions due to COVID-19. Jack shared a very robust communication plan this week to allow our community to hear our plans.

Reporter for Board Meeting: Julie Gortemaker

**Next Meeting: July 31, 2020 8:30 AM**